School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Farmersville High School	54-75325-5430210	September 16, 2024	October 8, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Farmersville High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

All Schools within the Farmersville Unified School District are designated as a “Schoolwide Program.” The purpose of SWP is to improve academic achievement throughout the school for all students; particularly the lowest achieving students will demonstrate proficiency on the state academic standards. The improved achievement is to improve the entire educational program of the school.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page 1
Table of Contents....3
Plan Description....4
Educational Partner Involvement....4
Resource Inequities....4
Comprehensive Needs Assessment Components....4
    California School Dashboard (Dashboard) Indicators....5
    Other Needs....5
School and Student Performance Data....6
    Student Enrollment....6
    CAASPP Results....8
    ELPAC Results....12
    California School Dashboard....16
    Overall Performance....17
Goals, Strategies, & Proposed Expenditures....32
    Goal 1....32
    Goal 2....37
    Goal 3....41
    Goal 4....44
    Goal 5....46
Budget Summary....48
    Budget Summary....48
    Other Federal, State, and Local Funds....48
Budgeted Funds and Expenditures in this Plan....49
    Funds Budgeted to the School by Funding Source....49
    Expenditures by Funding Source....49
    Expenditures by Budget Reference....49
    Expenditures by Budget Reference and Funding Source....49
    Expenditures by Goal....50
School Site Council Membership....51
Recommendations and Assurances....52
Instructions....53
Appendix A: Plan Requirements....60
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements....63
Appendix C: Select State and Federal Programs....66

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Farmersville High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

All Schools within the Farmersville Unified School District are designated as a "Schoolwide Program." The purpose of SWP is to improve academic achievement throughout the school for all students; particularly the lowest achieving students will demonstrate proficiency on the state academic standards. The improved achievement is to improve the entire educational program of the school.

Farmersville High School has a structured approach to aligning its School Plan for Student Achievement (SPSA) with district goals, actions, and services outlined in the Local Control Accountability Plan (LCAP). By leveraging federal funds such as Title I, II, III, and IV, the school can supplement its initiatives and resources to meet the needs of all students. Farmersville High School is focused and committed to providing a comprehensive education that integrates high level instructional practices in every classroom including Career Technical Education (CTE) programs. These commitments ensure that all students gain academic knowledge and also develop practical skills that are essential for their future careers. The implementation of the PBIS system, EMPIRE, underscores the school's commitment to providing a safe and rigorous learning environment. By focusing on Empowerment through Motivation, Professionalism, Integrity, Respect, and Empathy, the school cultivates a positive school culture that supports student success in both academic and non-academic domains. Farmersville High School places a strong emphasis on fostering a supportive learning environment that prioritizes both academic achievement and holistic student development.

Educational Partner Involvement

How, when, and with whom did Farmersville High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The involvement for the SPSA included input from school leadership, staff, parents, and committee members. The School Site Council members approve and update the SPSA annually. This process started at the beginning of the current year. Input was solicited in meetings and through surveys. An evaluation of the previous plan was conducted and data input was used to assess the effectiveness of that plan. A needs analysis was conducted and used to guide the development of this plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In Reviewing the 2023 Dashboard English Language Arts overall performance was in the "Red" and the Mathematics overall performance was in the "Orange".

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In Reviewing the 2023 Dashboard the suspension rate of students with disabilities were two performance levels lower than that with all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Farmersville High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0.28%	0.27%	1	2	2
African American	0.14%	0%	%	1	0	
Asian	0.28%	0.28%	0.41%	2	2	3
Filipino	%	0%	0.14%	0	0	1
Hispanic/Latino	94.34%	95.16%	95.47%	684	688	695
Pacific Islander	%	0%	%	0	0	
White	1.66%	2.49%	3.57%	12	18	26
Multiple	%	0%	0.14%	0	0	1
			Total Enrollment	725	723	728

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	200	199	200
Grade 10	179	203	196
Grade 11	181	160	178
Grade 12	165	161	154
Total Enrollment	725	723	728

Conclusions based on this data:

1. Overall student enrollment has stayed consistent over the last few years with the enrollment at 728 during the 2023-24 school year.
2. During the 23-24 school year, the ninth grade class is the largest class and the tenth grade class follows.
3. Our largest sub-group is consistently our Hispanic/Latino students which has increased to 95.47% .

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	197	204	178	24.7%	27.2%	24.5%
Fluent English Proficient (FEP)	309	276	287	47.8%	42.6%	39.4%
Reclassified Fluent English Proficient (RFEP)	301	282		46.5%	41.2%	

Conclusions based on this data:

1. The Fluent English Proficient student group has decreased from 42.6% to 39.4% and had an overall decrease of 8.4% in two years.
2. The number of English Learners students has decreased by 2.7% from 22-23 to 23-24 with an overall decrease of 26 students.
3. Reclassified Fluent English Proficient (RFEP) number of student decreased by 19 student from 21-22 to 22-23 with no data for 23-24.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	180	174	156	159	167	151	159	167	151	88.3	96.0	96.8
All Grades	180	174	156	159	167	151	159	167	151	88.3	96.0	96.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2543.	2546.	2523.	10.06	7.19	7.95	23.27	34.73	25.17	33.33	23.95	27.81	33.33	34.13	39.07
All Grades	N/A	N/A	N/A	10.06	7.19	7.95	23.27	34.73	25.17	33.33	23.95	27.81	33.33	34.13	39.07

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.21	9.58	11.26	62.89	64.67	66.23	23.90	25.75	22.52
All Grades	13.21	9.58	11.26	62.89	64.67	66.23	23.90	25.75	22.52

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	11.32	12.57	9.27	49.69	52.69	47.02	38.99	34.73	43.71
All Grades	11.32	12.57	9.27	49.69	52.69	47.02	38.99	34.73	43.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.69	8.98	8.61	75.47	77.25	66.89	13.84	13.77	24.50
All Grades	10.69	8.98	8.61	75.47	77.25	66.89	13.84	13.77	24.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13.84	10.18	6.62	67.30	75.45	67.55	18.87	14.37	25.83
All Grades	13.84	10.18	6.62	67.30	75.45	67.55	18.87	14.37	25.83

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall Achievement for All Students at Standards Met/exceeded was 33.12% which was a decrease of 9.8% from the previous year.
2. In the Listening category there was a 10.36% decrease in % of students at or near standard. There was an increase of 10.73% of students below standard.
3. In the category of Research/Inquiry there was a decrease of 7.9% of students at or near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	180	174	156	149	167	150	148	167	150	82.8	96.0	96.2
All Grades	180	174	156	149	167	150	148	167	150	82.8	96.0	96.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2458.	2450.	2471.	0.00	0.00	0.00	3.38	0.60	5.33	11.49	16.17	19.33	85.14	83.23	75.33
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	3.38	0.60	5.33	11.49	16.17	19.33	85.14	83.23	75.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	0.60	3.33	17.57	23.35	21.33	82.43	76.05	75.33
All Grades	0.00	0.60	3.33	17.57	23.35	21.33	82.43	76.05	75.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	1.35	0.60	0.67	64.86	53.29	55.33	33.78	46.11	44.00
All Grades	1.35	0.60	0.67	64.86	53.29	55.33	33.78	46.11	44.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.68	0.00	2.00	59.46	57.49	62.00	39.86	42.51	36.00
All Grades	0.68	0.00	2.00	59.46	57.49	62.00	39.86	42.51	36.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. In Overall Achievement, there was a 4.73% increase in Standard Met and 3.16% Standard Nearly Met.
2. The largest gain was in Communicating Reasoning subsection where there was a 4.51% increase in At or Near Standard and 2% Above Standard with a total increase of 6.51% in this section.
3. There are small increases, total of 2.11% in Standard Met & Standard Nearly Met in Problem Solving and Modeling/Data Analysis, therefore, this will continue to be an area of focus and growth.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1517.2	1515.5	1533.1	1500.3	1503.4	1521.4	1533.5	1527.1	1544.2	59	69	52
10	1510.8	1535.8	1555.1	1491.7	1526.3	1552.2	1529.6	1544.6	1557.7	58	58	62
11	1529.2	1538.1	1574.6	1518.2	1520.0	1574.2	1539.7	1555.8	1574.4	30	44	44
12	1518.8	1548.3	1566.3	1504.5	1538.7	1568.6	1532.9	1557.4	1563.5	23	24	39
All Grades										170	195	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.08	4.35	11.54	18.64	24.64	32.69	47.46	43.48	36.54	28.81	27.54	19.23	59	69	52
10	3.51	6.90	25.81	21.05	41.38	35.48	36.84	32.76	22.58	38.60	18.97	16.13	57	58	62
11	3.33	4.55	22.73	36.67	29.55	40.91	30.00	47.73	25.00	30.00	18.18	11.36	30	44	44
12	0.00	12.50	17.95	21.74	41.67	33.33	47.83	20.83	41.03	30.43	25.00	7.69	23	24	39
All Grades	3.55	6.15	19.80	23.08	32.82	35.53	40.83	38.46	30.46	32.54	22.56	14.21	169	195	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.47	7.25	17.31	27.12	42.03	38.46	37.29	28.99	28.85	27.12	21.74	15.38	59	69	52
10	10.53	17.24	37.10	24.56	44.83	32.26	42.11	29.31	12.90	22.81	8.62	17.74	57	58	62
11	20.00	11.36	34.09	36.67	47.73	43.18	23.33	27.27	13.64	20.00	13.64	9.09	30	44	44
12	13.04	20.83	23.08	39.13	50.00	46.15	21.74	16.67	28.21	26.09	12.50	2.56	23	24	39
All Grades	11.83	12.82	28.43	29.59	45.13	39.09	34.32	27.18	20.30	24.26	14.87	12.18	169	195	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1.69	0.00	3.85	16.95	14.49	11.54	37.29	46.38	59.62	44.07	39.13	25.00	59	69	52
10	1.75	1.72	9.68	14.04	25.86	19.35	38.60	43.10	46.77	45.61	29.31	24.19	57	58	62
11	0.00	2.27	6.82	16.67	15.91	29.55	43.33	54.55	45.45	40.00	27.27	18.18	30	44	44
12	0.00	8.33	5.13	8.70	16.67	23.08	43.48	37.50	46.15	47.83	37.50	25.64	23	24	39
All Grades	1.18	2.05	6.60	14.79	18.46	20.30	39.64	46.15	49.75	44.38	33.33	23.35	169	195	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.08	4.35	3.85	69.49	68.12	78.85	25.42	27.54	17.31	59	69	52
10	3.51	6.90	17.74	63.16	70.69	64.52	33.33	22.41	17.74	57	58	62
11	0.00	4.55	13.64	73.33	59.09	63.64	26.67	36.36	22.73	30	44	44
12	0.00	4.17	10.26	56.52	58.33	69.23	43.48	37.50	20.51	23	24	39
All Grades	2.96	5.13	11.68	66.27	65.64	69.04	30.77	29.23	19.29	169	195	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	20.34	45.59	51.92	47.46	30.88	28.85	32.20	23.53	19.23	59	68	52
10	36.84	50.00	69.35	33.33	36.21	11.29	29.82	13.79	19.35	57	58	62
11	40.00	47.73	72.73	40.00	40.91	20.45	20.00	11.36	6.82	30	44	44
12	34.78	58.33	79.49	47.83	33.33	15.38	17.39	8.33	5.13	23	24	39
All Grades	31.36	48.97	67.51	41.42	35.05	18.78	27.22	15.98	13.71	169	194	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	8.47	2.90	7.69	40.68	34.78	63.46	50.85	62.32	28.85	59	69	52
10	3.51	10.34	17.74	45.61	46.55	50.00	50.88	43.10	32.26	57	58	62
11	3.33	9.09	18.18	40.00	45.45	52.27	56.67	45.45	29.55	30	44	44
12	0.00	16.67	15.38	39.13	41.67	41.03	60.87	41.67	43.59	23	24	39
All Grades	4.73	8.21	14.72	42.01	41.54	52.28	53.25	50.26	32.99	169	195	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	79.66	72.46	84.62	20.34	27.54	15.38	59	69	52
10	0.00	1.72	1.61	73.68	79.31	83.87	26.32	18.97	14.52	57	58	62
11	6.67	13.64	6.82	73.33	75.00	81.82	20.00	11.36	11.36	30	44	44
12	8.70	16.67	7.69	60.87	66.67	79.49	30.43	16.67	12.82	23	24	39
All Grades	2.37	5.64	3.55	73.96	74.36	82.74	23.67	20.00	13.71	169	195	197

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Overall Mean Scores increased at all grade levels; in grades 9, 10, 11, and 12 there was an increase between 18 to 36.5 points from the previous year. 11th grade had the greatest gains in level 4.
2. The biggest gain was in Speaking Domain for Well Developed with a 18.54% increase from 21-22 to 22-23.
3. Writing Domain decreased to 3.55% of all EL students with well developed

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
723	**81.6**	**28.2**	**0.4**
Total Number of Students enrolled in Farmersville High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	204	28.2
Foster Youth	3	0.4
Homeless	5	0.7
Socioeconomically Disadvantaged	590	81.6
Students with Disabilities	52	7.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	2	0.3
Asian	2	0.3
Hispanic	688	95.2
White	18	2.5

Conclusions based on this data:

1. Of the 723 students, 81.6% of the student population is Socioeconomically Disadvantaged.
2. 95.2% of student enrollment are Hispanic and 2.5% are White.
3. 28.2% of students are English Learners which is an increase of 1% from the previous year.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

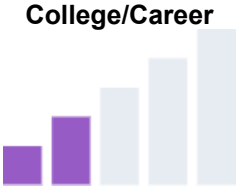
Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Green		
College/Career  Low		

Conclusions based on this data:

1. English Language Arts is in the Lowest performing range in the Red indicator, however the English Learner Progress is in the Green indicator.
2. Graduation rate is at the high performance range in the Blue indicator and the Suspension Rate is in the Green.
3. Math has changed from the previous year and moved up to the Orange range.

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
55.2 points below standard	101.7 points below standard	0 Students
Decreased Significantly -20 points	Maintained +0.2 points	
144 Students	49 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	213.5 points below standard
1 Student	60.2 points below standard	Decreased Significantly -71.3 points
	Decreased Significantly -24.9 points	11 Students
	118 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 55.8 points below standard Decreased Significantly -19.6 points 140 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133.4 points below standard Decreased -8.6 points 35 Students	22.4 points below standard 14 Students	61 points below standard Decreased Significantly -15.3 points 38 Students

Conclusions based on this data:

1. All students are in the low range for English Language Arts; 55.2 points below standard which is a decrease of 20 points.
2. Current English Learners scored 133.4 points below standard for a decrease of -8.6 from the previous year, while Reclassified English Learners are 22.4 points below standard.
3. English Only students scored 61 points below standard and had a decrease of 15.3 points from the previous year.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
153.7 points below standard	189.9 points below standard	0 Students
Increased Significantly +25.7 points	Increased Significantly +18.9 points	
141 Students	49 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	243.6 points below standard
1 Student	164.2 points below standard	Decreased -8.2 points
	Increased Significantly +19.4 points	11 Students
	115 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 153.9 points below standard Increased Significantly +26.1 points 137 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
206.2 points below standard Increased Significantly +17.8 points 35 Students	149.1 points below standard 14 Students	174.5 points below standard Increased +12.2 points 38 Students

Conclusions based on this data:

1. All students are in the Orange range of 153.7 points below standard which is increase of 25.7 points from the previous year.
2. 25% or 35 of students are Current English Learners; 206.2 points below standard which is an increase of 17.8. Reclassified English Learners represent 10% of the overall testing group with a score of 149.1 points below standard.
3. 27% of students are English Only students at 174.5 points below standard, however had an increase of 12.2 points from previous year.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
53.4% making progress towards English language proficiency
Number of EL Students: 189 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
32	56	7	94

Conclusions based on this data:

1. 53.4% of students progressed at least one ELPI level.
2. 16.9% of students decreased one ELPI level.
3. 30% of students maintained their current ELPI levels. ELPI Level 4 had 4% maintained their level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
31.6 Prepared	9.3 Prepared	0 Students
158 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	31 Prepared	0 Prepared
4 Students	155 Students	11 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
33.1 Prepared	0 Students	0 Students	Less than 11 Students
151 Students			6 Students

Conclusions based on this data:

1. 27% of students are English Learners that were reported being College/Career prepared.
2. 20% of students are considered Socioeconomically Disadvantaged that were reported being College/Career prepared.
3. 31.6% of all students were reported being College/Career prepared.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

Conclusions based on this data:

1. No Data available

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
98.1% graduated	95.3% graduated	0 Students
Increased 3.4	Increased Significantly 8.3	
158 Students	43 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	72.7% graduated
4 Students	98.1% graduated	11 Students
	Increased 3	
	155 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 98% graduated Increased 3.9 151 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 6 Students

Conclusions based on this data:

1. 2023 overall Graduation Rate was at 98.1% which was an increase of 3.4%. This has the site in the highest performance indicator of blue.
2. 95.3% of English Learners graduated which was an increase of 8.3%. This sub group represents 27% of all students.
3. 98% of Hispanic students graduated which is an increase of 3.9%. This group represents 96% of all students.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Less than 11 Students
5.9% suspended at least one day	4.4% suspended at least one day	5 Students
Declined -1	Declined -1.8	
761 Students	228 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
16.7% suspended at least one day	Yellow	Orange
Increased 16.7	6.2% suspended at least one day	8.9% suspended at least one day
12 Students	Declined -0.8	Increased 2.1
	641 Students	56 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 5.7% suspended at least one day Declined -0.7 722 Students	Less than 11 Students 9 Students	No Performance Color 0 Students	7.7% suspended at least one day Declined -0.6 26 Students

Conclusions based on this data:

1. 5.9% of All Students enrolled were suspended at least one day; a overall decrease of 1%.
2. 4.4% of English Learners were suspended at least one day which was a decrease of 1.8%. English Learners represent 30% of all students.
3. 8.9% of Students with Disabilities (7% of students) were suspended at least one day which was an increase of 2.1%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Implementation and alignment of state standards with focus on priority standards.
Increase student learning outcomes in English, English Language Development, Mathematics, Science, and Social Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase student achievement for all students and subgroups in core content areas (ELA / ELD, Math, Science, Social Science) as measured by CAASPP, ELPAC, and district standards-based assessments. Increase student achievement in Preschool, Transitional Kindergarten, as well as CTE pathways.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CAASPP results continue to indicate the need to focus on providing impactful training, resources and implementation of researched-based instructional practices to increase the level of student achievement, with a focus in the areas of English Language Arts, Math, and English Language Development. FHS will continue to utilized Interim Assessments and school wide diagnostics to guide Tier 1 instructional practices. (example: STAR in both English & Math)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) CAASPP English Language Arts Student Scale Score Distance from Grade Level Standard Data Source: 2023 CA School Dashboard	All students: 55.2 points below standard Socioeconomically Disadvantaged (SED): 60.2 points below standard English Learners (EL): 101.7 points below standard Hispanic 55.8 points below standard	All students: 45.2 points below Standard SED: 45.2 points below standard EL: 81.7 points below standard Hispanic 45.2 points below standard
2) CAASPP English Language Arts Percent of Students at Met/Exceeded Levels Data Source: Dataquest 2023	All students: 33.12%	All Students: 43.12.%
3) CAASPP Math Student Scale Score Distance from Grade Level Standard	All students: 153.7 points below standard SED: 164.2 points below standard EL: 189.9 points below standard Hispanic: 153.9 points below standard	All students: 138.7 points below standard SED: 144.2 points below standard EL: 164.9 points below standard Hispanic: 138.7 points below standard

Data Source: 2023 CA School Dashboard		
2) CAASPP Math Percent of Students at Met/Exceeded Levels Data Source: Dataquest 2023	All Students: 5.33%	All students: 15.33%
3) CAASPP - Science Percent of students at Met/Exceeded Levels CAASPP/ California Assessment for Science Test	2023 Dashboard Overall achievement in Science 22.01% of students performed at Standards Met / Standards Exceeded as measured by the CAASPP/ California Assessment for Science Test	Increase the overall achievement score to 27% of students performing at Standard Met/Exceeded as measured on the CAST.
4) English Learner Progress Indicator-Dashboard Percent of EL students making progress Data Source: 2023 CA School Dashboard	2023 Dashboard Overall achievement in EL progress has 53.4% of EL students making progress towards English Language Proficiency. 2023 Dashboard results had 16.9% of EL students decreasing one ELPI level 2023 Dashboard results had 30% of EL students maintain their ELPI level in 1, 2L, 2H, 3L, or 3H	Increase the overall achievement in EL progress to 70% of EL students making progress on the ELPAC Dashboard Decrease the results of EL students decreasing one ELPI level to under 5% Decrease the results of EL students that maintained to 25%
5) ELPAC Summative Assessment Percent of EL Students scoring well developed in the EL PAC writing domain Data Source: English Language Proficiency Assessments for California (ELPAC)	2023 ELPAC writing domain 3.55% of EL students scored well developed.	ELPAC Writing Domain will increase to 13.55% of EL students scoring with well developed.
6) STAR Assessments Percent of students reading below grade level and percent of students scoring below grade level on Math Data Source: STAR Assessment	In 2023, approximately 83% of students (9-12 grades) were reading below grade level as measured by the STAR Assessment. In 2023, approximately 78% of students (9-12 grades) were below grade level in math as measured by the STAR Assessment.	The proficiency rate of students reading below grade level will decrease to 73% as measured by the STAR assessment given multiple times during the school year. The proficiency rate of students math proficiency below grade level will decrease to 68% as measured by the STAR assessment.
7) Advanced Placement Exam Percent of students passing the AP exam with a score of 3 or higher Source: AP College Board	In 2023, the Advanced Placement rate of students who had taken and passed the AP exam with a score of 3 or higher was 36%	AP rate of students passing with 3 or higher will increase to 45%.
8) District Interim Benchmark Assessments - Social Science	In 2020-2021, 23% of students performed at Standards Met /	Increase indicator scores on interim benchmark assessments to 33%.

Percent of students met/exceeded district interim benchmark District /School site	Standards Exceeded as measured by district social science interim benchmarks.	
9) College/Career Academic Preparedness-Dashboard Percent of students met the College and Career preparedness Data Source: 2023 CA School Dashboard	In 2023, the percentage of all students that were College/Career Prepared was 31.6% 2023 Dashboard EL students that were College/Career Prepared was 9.3% 2023 Dashboard Socioeconomically Disadvantage that were College'/Career Prepared was 31% 2023 Dashboard Hispanic that were College/Career Prepared was 33.1%	Increase indicator of the percent of all students that are College/Career Prepared to 36.6% Increase indicator of the percent of EL students that are College/Career Prepared to 14.3% Increase indicator of the percent of SED students that are College/Career Prepared to 36% Increase indicator of the percent of Hispanic students that are College/Career Prepared to 38.1%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide additional materials to support academic success (ex., instructional resources for the departments of ELA, math, science, world languages and social science; Purchase supplement materials that support and expand on the primary instruction and curriculum. First day binders for students which include binder, pencil pouch, pen/pencil, dividers, writing paper, highlighter...); Resources for family engagement nights, including but not limited to Literacy Night/Book Fair, Lunch on the Lawn, Family Game Night, Family Art Night, Back-to-School Night, and Open House.	English Learners Socioeconomically Disadvantaged Hispanic subgroup	10,000 Title I 4000-4999: Books And Supplies
1.2	Fund school-wide online software/ platforms that support our most struggling learners (English Learners and Socioeconomically Disadvantaged). The programs will target areas of focus to support students gaps in the areas of Math, English, Science, History, and English Language Development. Purchasing the one-year license renewal of IXL which supports 9-12 grade students.	English Learners Socioeconomically Disadvantaged Hispanic subgroup	15,000.00 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.3	AVID College Field trips to U.C. University campuses and a CSU University campuses which will serve English Learners and Socioeconomically Disadvantage students whose parents did not attend college. Provide substitute teachers to cover classes from teacher chaperones on the College study trips.	English Learners Socioeconomically Disadvantaged Hispanic subgroup	6,000.00 Title I 5000-5999: Services And Other Operating Expenditures 2,500.00 Title I 1000-1999: Certificated Personnel Salaries
1.4	Purchase 25 iPads to provide each English Learner currently at Level 1. This iPad will be checked out	English Learners Level 1	10,500.00 Title I

	to the student for usage throughout the school year to allow students to utilize the google translation application which will translate instantly all written text from one language to another using the iPad camera. the iPad will be used in all classrooms, specifically with all core textbooks, handouts, and exams.		4000-4999: Books And Supplies
1.5	Hold extended After School Intervention (ASI) to reteach standards not mastered in the four content areas with struggling learners. Students served during ASI are struggling EL's, SED, and SWD which are selected by PLT teacher teams after common data analysis.	English Learners Socioeconomically Disadvantaged Hispanic subgroup Student with Disabilities	14,000 Title I 1000-1999: Certificated Personnel Salaries
1.6	Provide after school PLC Collaboration strategic training; New teacher support training; Content teams support training; ELD and Math Lab training on Timesheets.	English Learners Socioeconomically Disadvantaged Hispanic subgroup Student with Disabilities	4,000 Title I 1000-1999: Certificated Personnel Salaries
1.7	Substitute teachers for PLT Training and Strategic Lesson Planning Days for content teachers (1 per semester ($250/day x 30 teachers = $15,000)	English Learners Socioeconomically Disadvantaged Hispanic subgroup Student with Disabilities	15,000 Title I 1000-1999: Certificated Personnel Salaries
1.8	Fund teacher and administrator attendance to Professional Development at Tulare County Office of Education; Fresno County Office of Education, ASCD conferences for math, science, history, world languages, and literacy/ELD training aligned to our state standards. ACSA administrator conference, CUE Conference, Tech Rodeo, Fund AVID training for new and returning AVID teachers, AVID Excel Training w/ ELD focus. Provide substitute teachers to cover classes from teachers attending professional development.	English Learners Socioeconomically Disadvantaged Hispanic subgroup Student with Disabilities	14,500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures 4,000.00 Title I 1000-1999: Certificated Personnel Salaries 3000 Title I 5000-5999: Services And Other Operating Expenditures
1.9			
1.10			
1.11			
1.12			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture and Climate
Farmersville High School will maintain a clean, healthy, orderly, safe environment that supports students achieving Student Learner Outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide comprehensive academic and social emotional support systems to ensure students are provided with equitable opportunities to reach their full potential.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student attendance is a strong indicator of increased achievement and graduation rates. The school has experienced a history of average daily attendance near 95%. Providing a clean, healthy, orderly, physically and emotionally safe environment is essential to maintain high attendance and graduation rates.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1) Dashboard - Graduation Rate Percent of seniors that graduated Data Source: 2023 CA School Dashboard	2023 the graduation rate was 98.1%.	By 2025 increase Graduation Rate to 98.5%
2) College/Career Academic Preparedness-Dashboard Percent of students met the College and Career preparedness Data Source: 2023 CA School Dashboard	2023, the percentage of all students that were College/Career Prepared was 31.6% 2023 Dashboard EL students that were College/Career Prepared was 9.3% 2023 Dashboard Socioeconomically Disadvantage that were College'/Career Prepared was 31% 2023 Dashboard Hispanic that were College/Career Prepared was 33.1%	Increase indicator of the percent of all students that are College/Career Prepared to 36.6% Increase indicator of the percent of EL students that are College/Career Prepared to 14.3% Increase indicator of the percent of SED students that are College/Career Prepared to 36% Increase indicator of the percent of Hispanic students that are College/Career Prepared to 38.1%
3) Dashboard - Suspension Rate Percent of students suspended as least one aggregated day in a school year	2023 the suspension rate was 5.9% for all students 2023 the suspension rate among Socioeconomically Disadvantaged was 6.2%	Decrease the Suspension rate to under 5% for all students Decrease the Suspension rate to under 5% for Socioeconomically Disadvantaged

Data Source: 2023 CA School Dashboard	2023 the suspension rate among Students with Disabilities was 8.9%	Decrease the Suspension rate to under 6% for Students with Disabilities
4) CTE Pathway Completion Rates Percent of students participated in CTE pathways and completed a CTE program Data Source - Dataquest	2023 the percent of students participating in CTE was 77%. 2023 the percent of students that completed a CTE Program was 31.9%.	Increase the percent of students participating in at least one CTE pathway to 80%. Increase the % of CTE completers and high school diploma to 36.9%%.
5) A-G Completion Rates Percent of students graduating and completing all the A-G requirements Data Source - TES	23 the A-G completion rate was 34%.	Increase A-G Completion Rate to 40%.
6) Site - Attendance Rates The overall daily attendance percentage of students not meeting the 95% goal Aeries - School site data source	2023 Overall 31% of students were not meeting the district/site goal of 95% attendance.	Decrease the percent of students not meeting the 95% attendance goal to 25%.
7) English Learner Reclassification Rate The percent of English Learners that were Reclassified at FHS Data Source - District and site	2023 the English Learner Reclassification Rate was 18%.	Increase the English Learner Reclassification Rate to 22%.
8) Site - Chronic Absenteeism Rates Percent of students attending less than 80% during the school year and percent attending between 80% and 90% of the school days. Aeries - School site data source	2% of the students attended less than 80% of the school day. 11% of the students attended 80% or more but less than 90% of school days.	Decrease to under 1% of students attending less than 80% of the school day. Decease to 8% attended 80% or more but less than 90% of school days.
9) Expulsion Rate Percent of students expelled Data Source: Dataquest	2023 the suspension expulsion rate for all students was 0.0%	Maintain the student expulsion rate to 0.0%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Register 45 Hispanic students to the annual Chicanx Youth Conference at California State University, Fresno to build college awareness, A-G requirements, connectiveness and sense of belonging in higher education. The high school conference will focus on cultural awareness, access to higher education, and careers and leadership. Return and shift to an A-G high school pathway. Register 45 male students to the annual Si Se Puede Conference at California State University, Fresno to empower Latino Males to on Educational and Careers in Law, Business, Engineering and other fields of study with the goal to increase college awareness, A-G requirements, and sense of belonging in higher education. Return and shift to an A-G high school pathway.	English Learners Socioeconomically Disadvantaged Hispanics	4,000 Title I 5000-5999: Services And Other Operating Expenditures 2,000 Title I 5000-5999: Services And Other Operating Expenditures
2.2	Provide timesheets to teachers and counselors attending and chaperoning during the Youth Conferences with high school students	English Learners Socioeconomically Disadvantaged Hispanics	3,000 Title I 1000-1999: Certificated Personnel Salaries
2.3	Counselors will hold evening informational/presentation meetings with parents and students to build knowledge about A-G requirements and college readiness.	English Learners Socioeconomically Disadvantaged Hispanics	1000 Title I 1000-1999: Certificated Personnel Salaries
2.4			
2.5			
2.6			
2.7			
2.8			
2.9			
2.10			
2.11			
2.12			
2.13			
2.14			
2.15			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement
Increase parent involvement to support student learning and achievement of Learner Outcomes

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the level of engagement by parents, family, and community partners in the education of their children.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The level of parent engagement supports students. It is important to provide parent engagement activities and to use new means to communicate these and more activities via parent calling systems (Parent Square), school websites, social media outlets, Aeries parent portal, newsletters, parent liaisons, and outreach consultants to encourage engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation Parent involvement in education classes and counseling information nights and other school wide events Data Source: Sign-in Sheets	In 2023, the number of parent /guardian participating in parent education workshops (registration and sign-in ups forms) is 44. These include PIQE, VAPE Educate, Gang Prevention, Human trafficking, Social Media Dangers, COS Information nights, 8th Grade Parent Information Night, etc.	Increase parent/guardian participation in education classes/information nights to 80.
Parent participation Parent involvement in school leadership committees ELAC meetings, School Site Council, WASC Community Team. Data Source: Sign-in Sheets	Baseline will begin to be gathered with the number of parents involved in ELAC, SSC, and WASC Community Team.	Baseline year with the plan to increase by 10% every year.
Parent participation Parent total attendance during Back to School Night and Open House Data Source: Sign-in Sheets	Baseline will begin to be gathered with the number of parents attending Back to School Night, Open House, and other school functions.	Baseline year with the plan to increase by 10% every year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide funding for Spanish Translators during school events which would benefit parents/community members with translation to increase connections between school members and Spanish only parents and community members.	English Learners	800.00 Title I 2000-2999: Classified Personnel Salaries
3.2	Provide funding for bilingual Community Liaisons to provide Spanish Translation during parent-teacher and staff communication after hours. Provide translation for parent engagement in school leadership activities (SSC, ELAC, WASC meetings etc.) and parent communication with teachers data will be utilized to monitor parent engagement progress.	English Learners	1800.00 Title I 2000-2999: Classified Personnel Salaries
3.3	Provide funding for Community Outreach staff to present data, resources and connections during parent-teacher and staff communication after hours. Provide support and resources for parents during school leadership activities (SSC, ELAC, WASC meetings etc.) and other meetings after hours.	English Learners Socioeconomically Disadvantaged Hispanics	2,510 Title I 2000-2999: Classified Personnel Salaries
3.4	Funding for materials for training parents including copies, large paper, highlighters, markers, pencils, and other office supplies needed. Also included may be other resources like board games for family engagement night. During Back-to-School Night, Open House, Lunch on the Lawn, Family game night, Literacy night, and other school related parent event provide waters and lite snack items for families attending. During principal meetings also provide "pan dulce" and/or donuts.	English Learners Socioeconomically Disadvantaged	2,638.00 Title I 4000-4999: Books And Supplies
3.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$116,248.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$116,248.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$116,248.00

Subtotal of additional federal funds included for this school: $116,248.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $116,248.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
ASSETS		
Title I	112,738.00	-3,510.00
Title II		
Title III		
Unrest Lottery		
Other		
LCFF		

Expenditures by Funding Source

Funding Source	Amount
Title I	116,248.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	43,500.00
2000-2999: Classified Personnel Salaries	5,110.00
4000-4999: Books And Supplies	23,138.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	29,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	43,500.00
2000-2999: Classified Personnel Salaries	Title I	5,110.00
4000-4999: Books And Supplies	Title I	23,138.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	29,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,500.00
Goal 2	10,000.00
Goal 3	7,748.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

1 Secondary Students

Name of Members	Role
Jesus Gonzalez	Principal
Cesar Flores	Classroom Teacher
David Light	Classroom Teacher
Leanna Blackmon	Classroom Teacher
Samantha Iniguez	Other School Staff
Raquel Lopez	Parent or Community Member
Dora Rubalcava	Parent or Community Member
Maria Marquez	Parent or Community Member
Sarah Monty	Parent or Community Member
Daniel Vela	Parent or Community Member
Antonio Santos	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: ELAC President-Maria Marquez

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 17, 2024.

Attested:

Principal, Dr. Jesus Gonzalez on September 17, 2024

SSC Chairperson, Maricel Labuga on September 17, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023