



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Furman Independent Study	20-65243--2035640	08/15/2024	09/24/2024

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 Furman Independent Study for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Chronic Absenteeism, Math, and ELA Indicators were in red

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.

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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 Furman Independent Study for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
Chronic Absenteeism, Math, and ELA Indicators were in red

Furman Independent Study will continue with its efforts in addressing the SPSA goals in order to maximize student learning, increase graduation, college and career readiness, and decrease the achievement gap. Furman Independent Study will focus on improving English and math instruction and pedagogical practices through continued staff professional development and training and providing teachers with planning time. Furman Independent Study will implement researched-based, engagement strategies to assist English learners and other students to increase their academic and language skills.

Furman Independent Study will continue with its efforts to increase and improve its use of technology school-wide during instruction as research, assessment, and learning tools. Furman Independent Study will continue with the process of updating and identifying its Multi-Tier services as well as creating a team. These services will address student's socio-emotional and academic needs of Furman focus students: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White.

Furman Independent Study will continue to provide one-on-one, small-group, and whole-class instruction to all students. Students who need extra support with their core subjects will receive additional time/meeting dates with their advisory teachers, general education teachers, English and math paraprofessionals, and Student Advocates. In order to increase high school graduation rates, through the involvement of all stakeholders, students' progress, grades, and credits earned will be monitored school-wide.

Furman Independent Study will continue to focus on enhancing parent involvement through different modes. Furman will continue to encourage parents to join meetings via Zoom or in person. Parent Square calls, text messages, and voicemails will be sent out in English and Spanish to all families. Flyers and mailings will be posted on the website and sent out in English and Spanish through Parent and Student Square.

Educational Partner Involvement

How, when, and with whom did Furman Independent Study consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE How, when, and with whom did the School consult as part of the planning process for this SPSA/Annual Review and Analysis? (e.g. school site council, ELAC, etc.) The TK-12 site general budget and Title 1 budget for the 2024-25 school year were reviewed, discussed, and approved by SSC on May 9, 2024. Current site goals were discussed and input and insights were obtained from parents, teachers, school staff, and students at the time. The school site plan (SPSA) goals and actions for the 2024-25 school year were discussed and reviewed with all teachers, students, and parents for insights. It was reviewed again on August 15, 2024, and was approved at that time.

IMPACT ON SPSA AND ANNUAL UPDATE How did these consultations impact the SPSA for the upcoming year? The SPSA plan was updated based on teacher, school staff, parent, and student input and insights. Student learning and academic needs were discussed. Their input and ideas in terms of budget spending and allocations are reflected within the SPSA.

EDUCATIONAL PARTNER EVENTS

- Back to School Night
- Annual Title I Meeting
- School Site Council

- ELAC
- Parent Conferences
- Coffee With the Principal/Dessert With the Principal
- Open House
- Student events, such as field trips, intramural games, and the prom

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.

Chronic Absenteeism Inequities

Students lack the appropriate organization skills to keep track of assignments, causing them to turn in assignments late.

Students' lack of understanding of math and ELA concepts (described below) lead to students not being able to finish their work successfully on time without significant support.

ELA and Math Inequities

Lack of a Solid Mathematical and ELA Foundation: A prevalent dislike for these subjects, stemming from past negative experiences and/or a lack of foundational skills, directly affects students' motivation and engagement. When students miss out on developing essential early math and language skills, their struggles compound over time, leading to a cycle of avoidance and low performance. Moreover, the perception of math and language as irrelevant to their lives diminishes their desire to invest effort in overcoming these challenges.

Lack of understanding of the multistep processes required for advanced math thinking.

Lacking math terminology/and ELA vocabulary understanding

Site-wide common practices (note-taking, problem solving, vocabulary)

Educational and Instructional Challenges: Students facing difficulties understanding mathematical and ELA vocabulary, instructions, and the multistep processes required for advanced thinking are at a significant disadvantage, especially if English is not the students' first language. Additionally, the independent study aspect may hinder the amount of time for personalized instruction, which is crucial for students already below grade level. The shift towards integrating reading and comprehension into math and advanced ELA skills further exacerbates these challenges for students with weak foundational skills in these areas.

Students in online instruction do not regularly take notes, nor do they write down their process

Students don't always understand the concepts being taught.

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.

The indicators where Furman Independent Study has a performance category of "Red" or "Orange" are:

- Chronic Absenteeism
- English Language Arts
- Mathematics

Our plan to address these areas is:

- Track K-8 attendance weekly, and employ Tiered Re-engagement strategies for students not earning attendance on a weekly basis.
- Fund a paraprofessional to provide support for students who require extra help.
- Utilize Student Advocates to help families understand Independent Study, assignment logs, and weekly assignments.
- Provide small group instruction each week for struggling students in K-8.
- Provide opportunities for tutoring and extra support for students in 9-12.

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.

CHRONIC ABSENTEEISM

The "All Students" performed in the "Red" Performance Level. There are no student groups two or more levels below the "all student" performance level.

- The English Learners Group was also in the "Red" Performance Level.
- The Hispanic Group was in the "Red" Performance Level.
- The Socioeconomically Disadvantaged Group was in the "Red" Performance Level.

ENGLISH LANGUAGE ARTS

The "All Students" performed in the "Red" Performance Level. There are no student groups two or more levels below the "all student" performance level.

- The Hispanic Group was in the "Red" Performance Level.
- The Socioeconomically Disadvantaged Group was in the "Red" Performance Level.

MATHEMATICS

The "All Students" performed in the "Red" Performance Level. There are no student groups two or more levels below the "all student" performance level.

- The Hispanic Group was in the "Red" Performance Level.
- The Socioeconomically Disadvantaged Group was in the "Red" Performance Level.

Other Needs

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

NWEA data shows that most students are performing below grade level in both math and reading.

We are implementing our Strategic Action Plan to improve student performance in ELA and Math. In ELA, we are providing all students with needed scaffolds within the designated Reading and English classes focusing on Informational text & Literary Text standards tied to grade level rigor (essential standards). All teachers are providing lessons and support in college and career readiness (Graduate profile).

ELA Strategies:

- -Students access and use scaffolds to get them to meet and exceed
- -Professional development to develop online scaffolding
- -Family training during parent-teacher night or other days to show them resources such as Lexia and tutor.com
- -Provide reading scaffolds to students, such as Thinking Maps
- -Utilize a quarterly writing schedule to help students grasp difficult writing processes

In math, we are providing all students with needed scaffolds within the designated math classes focusing on students' greatest areas of need by grade level, tied to grade level rigor (essential standards). All teachers are providing lessons and support in college and career readiness (Graduate profile).

Math Strategies:

- -Students access and use scaffolds to get them to meet and exceed
- -Professional development to develop online scaffolding
- -Family training during parent-teacher night or other days to show them resources like tutor.com
- -Use adaptive programs, such as Khan Academy to help support students where they are at in their understanding
- -Utilize Group Interactions and Group interventions

- -Use Real-world scenarios

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Furman Independent Study. 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	1.13%	1.66%	1.15%	6	5	4
African American	2.63%	1.99%	1.72%	14	6	6
Asian	1.13%	1.99%	1.44%	6	6	5
Filipino	0.38%	1%	0.29%	2	3	1
Hispanic/Latino	84.05%	82.06%	83.62%	448	247	291
Pacific Islander	%	0%	%	0	0	
White	8.82%	8.64%	8.91%	47	26	31
Multiple	0.75%	0.66%	1.15%	4	2	4
Total Enrollment				533	301	348

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	35	8	6
Grade 1	37	15	9
Grade 2	31	14	10
Grade 3	34	16	5
Grade 4	43	9	14
Grade 5	38	15	6
Grade 6	29	16	11
Grade 7	26	20	24
Grade 8	39	28	35
Grade 9	23	26	28
Grade 10	42	32	59
Grade 11	56	46	63
Grade 12	100	56	78
Total Enrollment	533	301	348

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	94	46	58	19.9%	17.6%	16.7%
Fluent English Proficient (FEP)	111	63	93	39.0%	20.8%	26.7%
Reclassified Fluent English Proficient (RFEP)				0.0%		

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 3		25	21		22	17		22	17		88.0	81.0
Grade 4		23	11		22	10		22	10		95.7	90.9
Grade 5		32	15		26	13		26	13		81.3	86.7
Grade 6		22	26		19	22		19	22		86.4	84.6
Grade 7	4	31	34	0	28	29	0	28	29	0.0	90.3	85.3
Grade 8	*	58	41	0	54	34	0	54	34		93.1	82.9
Grade 11	71	47	66	0	45	64	0	45	64	0.0	95.7	97.0
All Grades	76	238	214	0	216	189	0	216	189	0.0	90.8	88.3

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 3		2367.	2347.		4.55	5.88		22.73	17.65		22.73	17.65		50.00	58.82
Grade 4		2396.	*		0.00	*		13.64	*		36.36	*		50.00	*
Grade 5		2470.	2441.		7.69	0.00		19.23	38.46		38.46	7.69		34.62	53.85
Grade 6		2465.	2436.		5.26	0.00		21.05	18.18		26.32	22.73		47.37	59.09
Grade 7		2488.	2453.		3.57	0.00		17.86	13.79		42.86	27.59		35.71	58.62
Grade 8		2499.	2484.		3.70	0.00		14.81	29.41		35.19	14.71		46.30	55.88
Grade 11		2551.	2519.		2.22	0.00		40.00	29.69		33.33	25.00		24.44	45.31
All Grades	N/A	N/A	N/A		3.70	1.06		22.22	25.40		34.26	21.16		39.81	52.38

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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		9.26	5.88		55.56	47.06		35.19	47.06
Grade 11		8.89	4.69		77.78	64.06		13.33	31.25
All Grades		8.33	4.76		63.89	57.67		27.78	37.57

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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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		3.70	2.94		53.70	44.12		42.59	52.94
Grade 11		2.22	3.13		64.44	59.38		33.33	37.50
All Grades		2.78	2.65		50.93	48.15		46.30	49.21

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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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		1.85	8.82		72.22	64.71		25.93	26.47
Grade 11		11.11	6.25		80.00	70.31		8.89	23.44
All Grades		7.41	6.88		75.46	69.84		17.13	23.28

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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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		7.41	2.94		77.78	61.76		14.81	35.29
Grade 11		20.00	6.25		60.00	57.81		20.00	35.94
All Grades		9.26	3.70		70.83	60.85		19.91	35.45

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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.

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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 3		25	21		22	17		22	17		88.0	81.0
Grade 4		23	11		22	10		22	10		95.7	90.9
Grade 5		33	15		29	13		29	13		87.9	86.7
Grade 6		22	27		19	22		19	22		86.4	81.5
Grade 7	4	31	36	0	28	29	0	28	29	0.0	90.3	80.6
Grade 8	*	58	41	0	54	35	0	54	35		93.1	85.4
Grade 11	71	47	65	0	45	62	0	45	62	0.0	95.7	95.4
All Grades	76	239	216	0	219	188	0	219	188	0.0	91.6	87.0

* 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 3		2351.	2349.		0.00	0.00		9.09	11.76		18.18	23.53		72.73	64.71
Grade 4		2381.	*		0.00	*		18.18	*		13.64	*		68.18	*
Grade 5		2405.	2423.		3.45	15.38		6.90	7.69		13.79	15.38		75.86	61.54
Grade 6		2431.	2405.		5.26	0.00		10.53	4.55		21.05	13.64		63.16	81.82
Grade 7		2434.	2402.		0.00	3.45		3.57	3.45		28.57	10.34		67.86	82.76
Grade 8		2435.	2433.		3.70	0.00		0.00	5.71		14.81	11.43		81.48	82.86
Grade 11		2467.	2460.		0.00	0.00		2.22	0.00		11.11	11.29		86.67	88.71
All Grades	N/A	N/A	N/A		1.83	2.13		5.48	5.32		16.44	14.36		76.26	78.19

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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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		1.85	0.00		20.37	22.86		77.78	77.14
Grade 11		2.22	0.00		24.44	11.29		73.33	88.71
All Grades		1.83	2.66		24.20	22.34		73.97	75.00

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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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		3.70	2.86		44.44	40.00		51.85	57.14
Grade 11		0.00	0.00		68.89	62.90		31.11	37.10
All Grades		2.28	2.13		45.66	47.34		52.05	50.53

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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 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		3.70	0.00		50.00	57.14		46.30	42.86
Grade 11		0.00	0.00		62.22	54.84		37.78	45.16
All Grades		1.83	2.13		52.97	51.06		45.21	46.81

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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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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
K		*	*		*	*		*	*		4	*
1		*	*		*	*		*	*		5	*
3		*	*		*	*		*	*		*	6
4		*	*		*	*		*	*		4	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		4	8
8		*	*		*	*		*	*		7	7
9		*	*		*	*		*	*		6	*
10	*	*	*	*	*	*	*	*	*	*	*	6
11	1547.9	*	*	1536.6	*	*	1558.6	*	*	20	*	6
12	*	1560.9	*	*	1560.1	*	*	1561.3	*	9	16	7
All Grades										30	63	48

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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
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	*	*	35.00	*	*	50.00	*	*	10.00	*	*	20	*	*
12	*	18.75	*	*	43.75	*	*	25.00	*	*	12.50	*	*	16	*
All Grades	3.33	20.63	8.89	43.33	34.92	40.00	40.00	36.51	42.22	13.33	7.94	8.89	30	63	45

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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
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	20.00	*	*	60.00	*	*	10.00	*	*	10.00	*	*	20	*	*
12	*	43.75	*	*	37.50	*	*	6.25	*	*	12.50	*	*	16	*
All Grades	26.67	38.10	15.56	50.00	46.03	51.11	16.67	9.52	31.11	6.67	6.35	2.22	30	63	45

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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
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	*	*	10.00	*	*	65.00	*	*	20.00	*	*	20	*	*
12	*	6.25	*	*	25.00	*	*	43.75	*	*	25.00	*	*	16	*
All Grades	3.33	4.76	6.67	13.33	22.22	15.56	63.33	42.86	60.00	20.00	30.16	17.78	30	63	45

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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
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	65.00	*	*	35.00	*	*	20	*	*
12	*	12.50	*	*	68.75	*	*	18.75	*	*	16	*
All Grades	3.33	9.52	13.33	63.33	82.54	80.00	33.33	7.94	6.67	30	63	45

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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
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	70.00	*	*	20.00	*	*	10.00	*	*	20	*	*
12	*	75.00	*	*	18.75	*	*	6.25	*	*	16	*
All Grades	66.67	68.25	43.18	26.67	26.98	50.00	6.67	4.76	6.82	30	63	44

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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
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	*	*	50.00	*	*	45.00	*	*	20	*	*
12	*	0.00	*	*	56.25	*	*	43.75	*	*	16	*
All Grades	3.33	6.35	8.89	56.67	46.03	46.67	40.00	47.62	44.44	30	63	45

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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
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	15.00	*	*	75.00	*	*	10.00	*	*	20	*	*
12	*	12.50	*	*	68.75	*	*	18.75	*	*	16	*
All Grades	20.00	5.00	13.33	73.33	85.00	80.00	6.67	10.00	6.67	30	60	45

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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
301	93	15.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Furman Independent Study.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	15.3
Foster Youth		
Homeless	7	2.3
Socioeconomically Disadvantaged	280	93
Students with Disabilities	23	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2
American Indian	5	1.7
Asian	6	2
Filipino	3	1
Hispanic	247	82.1
Two or More Races	2	0.7
White	26	8.6

School and Student Performance Data

Overall Performance

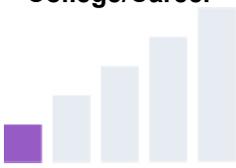
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Green	Suspension Rate  Blue
Mathematics  Red	Chronic Absenteeism  Red	
English Learner Progress  Green		
College/Career  Very Low		

School and Student Performance Data

Academic Performance English Language Arts

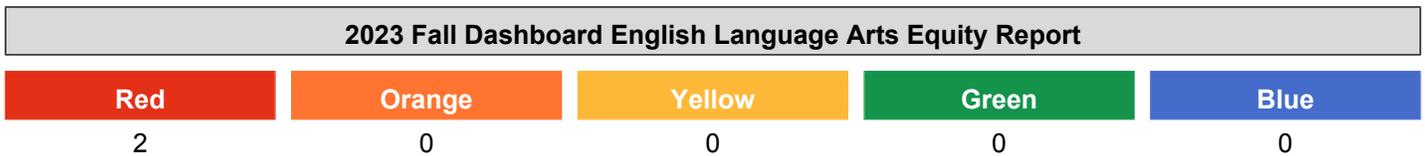
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Red</p> <p>94.2 points below standard Decreased Significantly -30.1 points</p> <p>117 Students</p>	<p>English Learners</p> <p>110.3 points below standard Decreased Significantly -34.1 points</p> <p>20 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>95.4 points below standard Decreased Significantly -36.3 points</p> <p>107 Students</p>	<p>Students with Disabilities</p> <p>193 points below standard Decreased Significantly -40.7 points</p> <p>11 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 90 points below standard Decreased Significantly - 31.7 points 97 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 9 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
111.7 points below standard Increased Significantly +25.9 points 13 Students	Less than 11 Students 7 Students	114.8 points below standard Decreased Significantly -33.6 points 78 Students

School and Student Performance Data

Academic Performance Mathematics

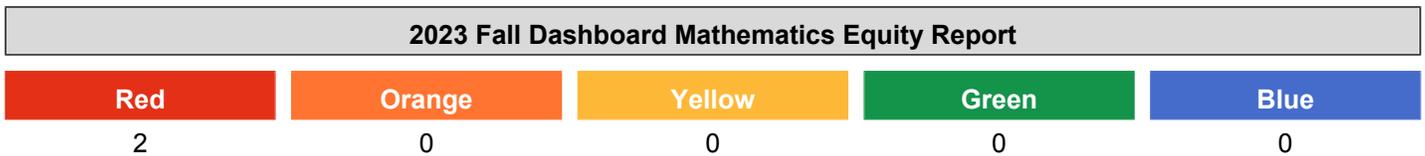
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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		
<p>All Students</p>  <p>Red</p> <p>154.2 points below standard Decreased Significantly -17.4 points</p> <p>120 Students</p>	<p>English Learners</p> <p>156.5 points below standard Decreased Significantly -30.7 points</p> <p>21 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>152 points below standard Decreased Significantly -20.5 points</p> <p>110 Students</p>	<p>Students with Disabilities</p> <p>207.7 points below standard Decreased Significantly -15.9 points</p> <p>11 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 154.4 points below standard Decreased Significantly - 22.1 points 99 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 10 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
173.8 points below standard Decreased -4.4 points 14 Students	Less than 11 Students 8 Students	170.2 points below standard Decreased Significantly -20.5 points 79 Students

School and Student Performance Data

Academic Performance English Learner Progress

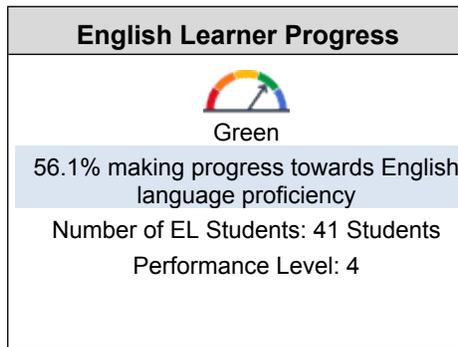
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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



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
9	8	1	22

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.

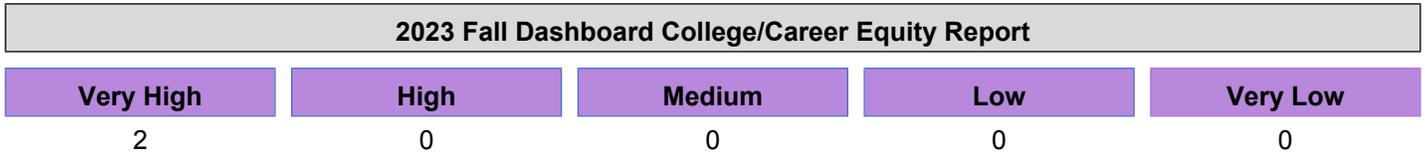
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

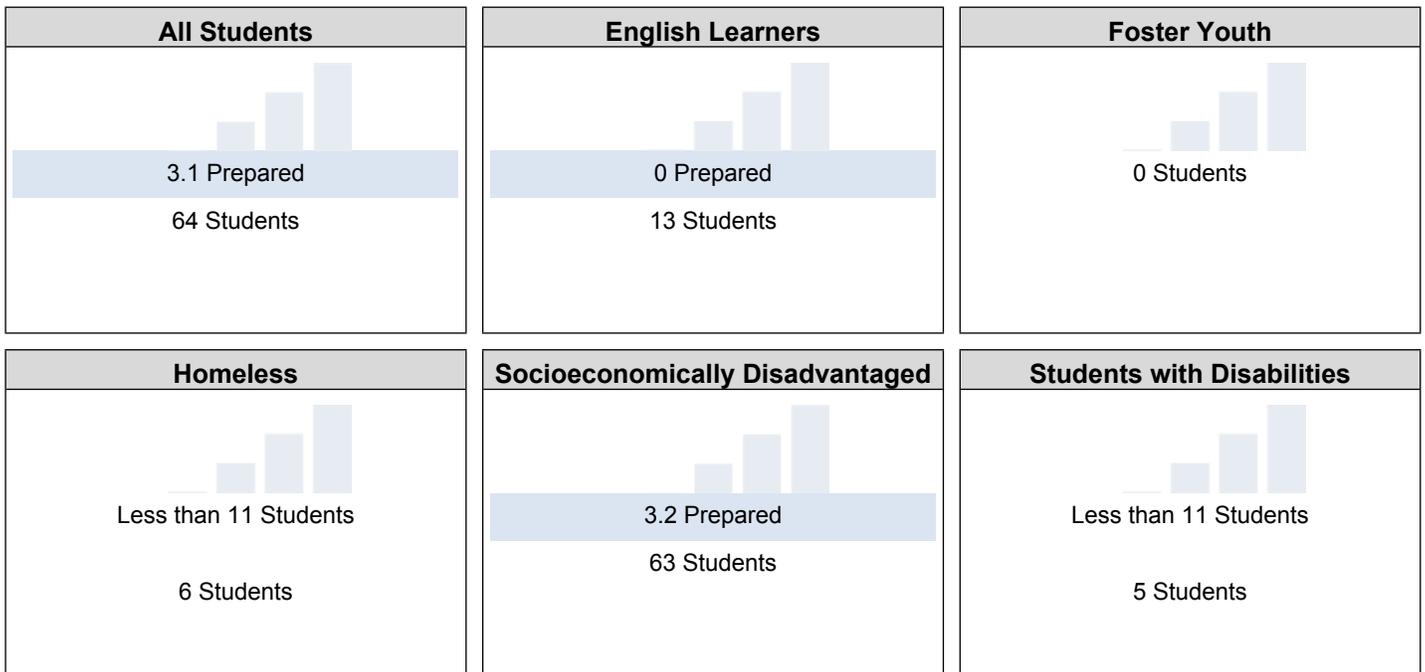


This section provides number of student groups in each level.

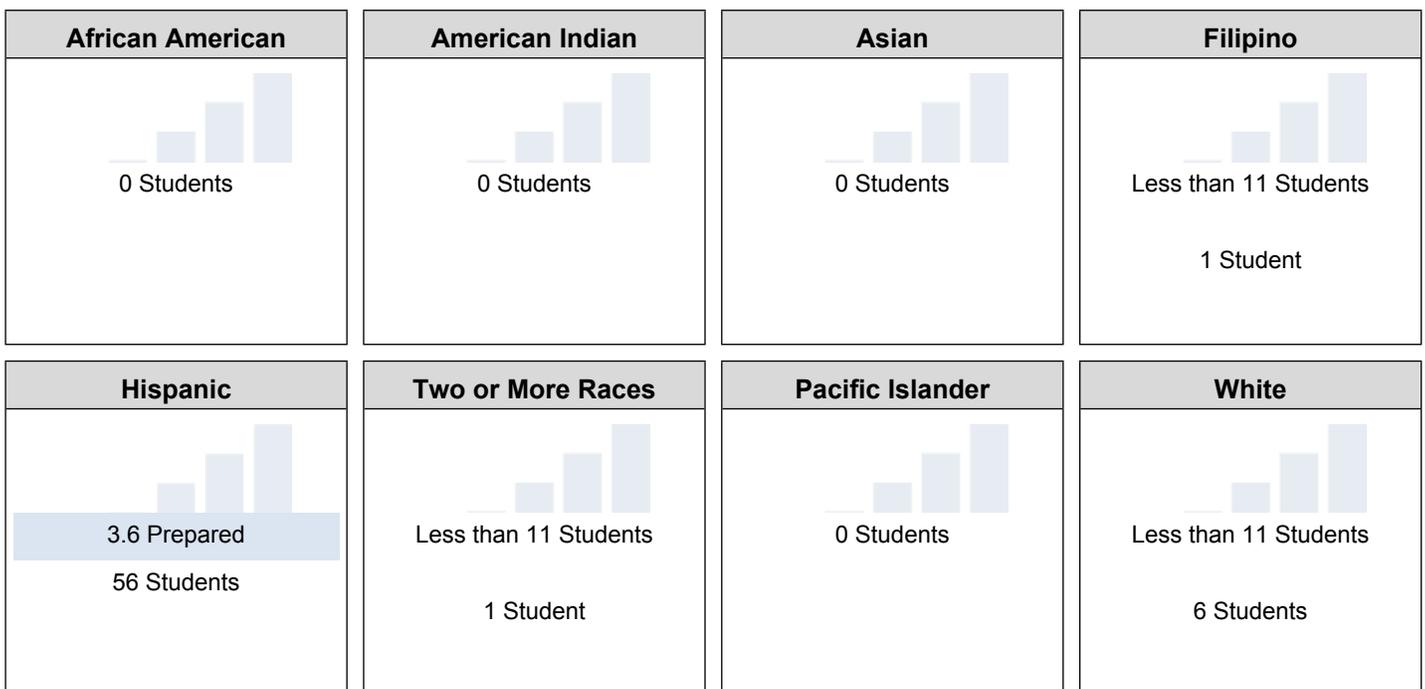


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 number of student groups in each level.



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
 Red 61.6% Chronically Absent Increased Significantly 6.9 219 Students	 Red 71.1% Chronically Absent Increased 17.3 38 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 10 Students	 Red 60.5% Chronically Absent Increased Significantly 4.5 205 Students	54.5% Chronically Absent Maintained -0.4 11 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p>61.6% Chronically Absent</p> <p>Increased Significantly 7.1</p> <p>172 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p align="center"></p> <p>No Performance Color</p> <p>0 Students</p>	<p>66.7% Chronically Absent</p> <p>Increased 6.7</p> <p>18 Students</p>

School and Student Performance Data

Academic Engagement Graduation Rate

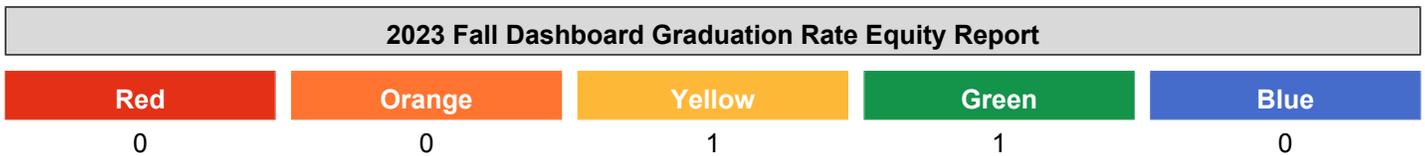
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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 Green 80.9% graduated Increased 4.4 68 Students	English Learners 73.3% graduated Increased 4.4 15 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Green 80.6% graduated Increased Significantly 6.5 67 Students	Students with Disabilities Less than 11 Students 5 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	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 78.3% graduated Increased Significantly 5.3 60 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 6 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

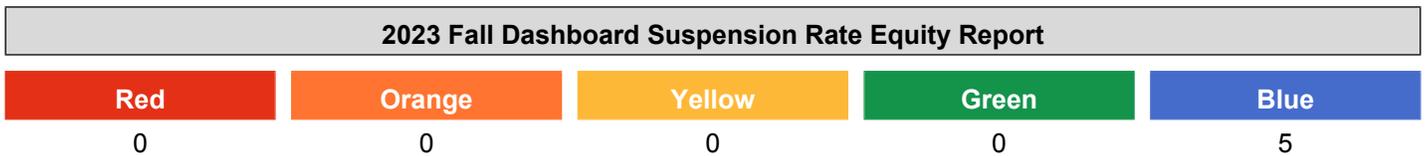
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.4 560 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.8 88 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Maintained 0 24 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.3 519 Students</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 37 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.5 472 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 12 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 45 Students</p>

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.

Assets Based Multilingualism

Fostering asset-based multilingualism to celebrate and leverage the diverse linguistic talents of our students and families for equitable access to language resources and enhanced academic success. This goal and its subsequent actions are designed to address the needs of students at-risk of becoming a Long-Term English Learner (LTEL) and students who have already become an LTEL.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 State Standards
 Student Achievement
 Student Engagement
 School Climate
 Course Access

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.

Madera Unified School District has developed this goal to establish a strong commitment to asset-based multilingualism and language support that will lead to improved access to standards-based curriculum, desired electives/pathways, and higher student achievement.

Madera Unified School District seeks to celebrate and leverage the diverse linguistic talents of our students and families as valuable assets, promoting a positive and inclusive learning environment. By recognizing the rich linguistic backgrounds of our student body, we aim to enhance their academic experiences and overall success. Our targeted initiatives focus on enabling all educators to provide equitable access to language resources, effective instructional practices, foster bilingual proficiency, and embrace cultural diversity within the educational framework. This goal aims to empower students as confident, culturally aware, and multilingual individuals to be college and career ready.

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
% of English Learner who made progress toward English Proficiency measured by ELPAC Data Source: California Dashboard	56.1% making progress towards English language proficiency 2023/2024	60% making progress towards English language proficiency 2024-25
English Learner Reclassification Rate Data Source: DataQuest	12.1% estimated in 2023-2024	15% estimated Expected Outcome in 2024-2025

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.

NA

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

NA

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.

NA

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.

High-Quality Student Engagement Opportunities

Madera Unified strives to offer a diverse range of activities that expand students' interests, access, and talents. By doing so, we aim to create an inclusive environment where every student feels represented and encouraged to participate. Madera Unified School District boasts an array of co-curricular opportunities and/or programs encompassing the arts (inclusive of Dance, Media Arts, Music, Theatre, and Visual Art), sports, Science Technology Engineering and Math (STEM), community service and leadership development.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities :
 State Standards
 Student Achievement
 Student Engagement
 School Climate
 Course Access

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.

A sense of belonging is a necessary condition of engagement. Co-curricular programs lead to higher participation, improved interpersonal connections, overall school engagement, intrinsic motivation, and a sense of personal pride and satisfaction. These opportunities encourage students to participate in a variety of experiences and meet a variety of people within the school system, throughout the community, and beyond county lines. Participate in a variety of experiences, travel to different places, enhance learning of potential strengths, awareness of opportunities throughout life, real life experiences to enhance cognitive and affective abilities, experience a variety of work based skills, focus on the development of personal and interpersonal skills, discover new opportunities, create a desire to come to school and find value in core learnings through real-life application.

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
% of 7-12 students participating in Art classes Data Source: Internal Tracking	Baseline Year	25% of 7-12 students participating in Art classes
Number of Unique student participants in Community Athletics Recreation Department Participation Data Source: Internal Tracking	5 unique students	10 unique students

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.

Goal 2 Strategy/Activity 1

Name of Activity: Field trips and Conference fees

Strategy/Activity/Action 1:
Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

What were the activities implemented and to what level?
Students were presented with learning opportunities, both on and off campus. For off campus learning experiences, parents were invited to come, as well.

What was not implemented that was in the 2023-24 site plan and why?

What was the overall effectiveness of this action?
Students gained exposure to various college campus experiences and learned what they needed to do in order to go to these campuses after high school.

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

Goal 2 Strategy/Activity/Action 1

Name of Activity: Field Trips and entrance/conference fees

Strategy/Activity 1:
Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

*Budgeted: \$ 3961 Estimated Actuals: \$ 3230.15
*Difference: \$ 730.85
Why or why not is there a difference?:
We didn't quite need all of the money budgeted for these experiences.

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.

Goal 2 Strategy/Activity/Action 1

Name of Activity: Field Trips and entrance/conference fees

Strategy/Activity 1:

Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Students learned a lot from these learning opportunities, and they brought that learning back into the classroom and their everyday learning

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.

Effective Learning Environments

Madera Unified School District will create the conditions for an environment of trust and support by ensuring student growth and preparation for college and careers. To do so, the culture and climate of schools must be conducive to learning and promote a sense of connection and belonging. Through professional learning, collaborative opportunities and incentives, we seek to create school environments where students feel safe and connected.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Student Achievement
 Student Engagement
 School Climate

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.

Local climate survey data indicate that only 41% of students in grades 6–12 feel connected at school. And 77% of staff feel they have a favorable perception of their teaching-efficacy. Additionally, Suspension Rates in the below student groups have increased during the 23-24 school year:

Homeless +2.9
 Foster Youth +1.1
 African American +1.3

By ensuring Madera Unified has effective learning environments, we look to increase student connectedness, teacher efficacy and lower suspension rates through collaboration and reflection and continuous improvement toward excellence for all.

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
Suspension Rate (EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	ALL: 0.0% EL: 0.0% FY: No Data HY: 0.0% SWD: 0.0%	ALL: 0.0% EL: 0.0% FY: 0.0% HY: 0.0% SWD: 0.0%
Chronic Absenteeism Rate Data Source: California Dashboard	ALL: 61.6% EL: 71.1% FY: No Data HY: No Data SWD: 54.5% in 2022/2023	ALL: 50% EL: 50% FY: 50% HY: 50% SWD: 50%

Parent Participation (PAC, Title I Meeting, ELAC, SSC, Back to School Night, Open House) Data Source: California	PAC: 0-1 parents per meeting Title I Meeting: 2 parents ELAC: 2 parents per meeting SSC: 2 parents per meeting Back to School Night: 15 parents Open House: 15 parents	PAC: 1-2 parents per meeting Title I Meeting: 3-5 parents ELAC: 3-5 parents per meeting SSC: 3-5 parents per meeting Back to School Night: 25 parents Open House: 25 parents
Local Student Climate Survey (3rd-12th grade) Data Source: Panorama Survey Results	School Belonging - 64%-53%-66%, School Climate - 76%-67%-72%, School Engagement - 53%-33%-42%	School Belonging - 66%-55%-68%, School Climate - 78%-69%-74%, School Engagement - 55%-35%-44%

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	All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home for the high school. At the elementary level, families will receive weekly informational newsletters through parent/student square. Refreshments and snacks will be offered.	All student groups	665.00 Supplies: 4300 (Parent Ed) 4000-4999: Books And Supplies Applies to Goal #1
3.2	Parents will have opportunities to attend events or campuses to increase understanding and experiences of the educational system	All student groups	10,000.00 Field Trips: 5716 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1
3.3	Parents who attend field trips or events with their students will have entrance/conference fees paid for	All student groups	2,208.00 Entry Fees: 5808 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1
3.4	We will provide hardware/software that helps parents communicate with the school and participate in their students' education	All student groups	3,000.00 Computer Hardware/Software Maintenance & License: 5885 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1
3.5	Transportation for parents to attend field trips or events will be provided.	All student groups	9300.17 Field Trips: 5716 (Parent Ed) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1
3.6	CSI Plan: Field Trips 5716: Field Trips and entrance/conference fees	RTI Student in Tier 1 & 3	15,000 Field Trips: 5716 (CSI) 5000-5999: Services And Other Operating Expenditures

	Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences. Parents with opportunities to attend events or campuses to increase understanding and experiences of the educational system.		Applies to Goal #1 & 4
3.7	CSI Plan: Transportation Contracted Services: 5865 MUSD Transportation department for Field trips Private vendors used for transportation services if MUSD is not able to provide services.	RTI Student in Tier 1 & 3	30,000 Transportation Contracted Services: 5865 (CSI) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1 & 4

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.

Goal 3 Strategy/Activity 1

Name of Activity: Professional planning will be provided focusing on student social-emotional development through the use of PBIS and Character Counts activities.

Strategy/Activity/Action 1:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

What were the activities implemented and to what level?

Teachers were provided in-service on PBIS and Character Counts activities through their weekly PLC meetings and elementary monthly PBIS meetings and staff meetings.

What was not implemented that was in the 2023-24 site plan and why?

This was fully implemented.

What was the overall effectiveness of this action?

Student engagement increased, and students were more involved in school activities.

Goal 3 Strategy/Activity 2

Name of Activity: Positive Learning Environment

Strategy/Activity/Action 2:

All staff will take part in creating a positive learning environment by building student behavior capacities and providing student incentives in order to increase motivation and decrease suspension and expulsion rates.

What were the activities implemented and to what level?

Staff implemented PBIS strategies, put together social events for students such as dress-up weeks and scavenger hunts, and advertised social experiences such as field trips and the prom.

What was not implemented that was in the 2023-24 site plan and why?

Student incentives were not purchased for this strategy, as students were responding to the no-cost activities and experiences provided, as well as experiences provided from outside funding.

What was the overall effectiveness of this action?

Students showed an overall higher engagement in school due to this strategy.

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

Goal 3 Strategy/Activity/Action 1

Name of Activity: Professional planning will be provided focusing on student social-emotional development through the use of PBIS and Character Counts activities.

Strategy/Activity 1:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.
- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

*Budgeted: \$ 0 Estimated Actuals: \$ 0

*Difference: \$ 0 No expenditures in this area

Why or why not is there a difference?:

No money was budgeted for this strategy, as it was strategy for providing on-site professional development.

Goal 3 Strategy/Activity/Action 2

Name of Activity: Positive Learning Environment

Strategy/Activity/Action 2:

All staff will take part in creating a positive learning environment by building student behavior capacities and providing student incentives in order to increase motivation and decrease suspension and expulsion rates.

*Budgeted: \$ 0 Estimated Actuals: \$ 0

*Difference: \$ 0 No expenditures in this area

Why or why not is there a difference?:

We did not utilize any categorical money to support this strategy.

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.

Goal 3 Strategy/Activity/Action 1

Name of Activity: Professional planning will be provided focusing on student social-emotional development through the use of PBIS and Character Counts activities.

Strategy/Activity 1:

- * Observe high impact CCCS lessons.
- * Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.
- * Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.

- * Allow for one-on-one teacher testing for students who are at-risk and/or on grade level.
- * Time for testing, scheduling, and compiling information about students.
- * Provide after school tutoring for students.
- * Provide Teachers with opportunities to attend workshops, seminars, and conferences that address the Common Core and ELD.

*Changes: Keep, Delete, or Modify?
Modify

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
We will be focusing on PBIS instead of Character Counts moving forward.

Goal 3 Strategy/Activity/Action 2

Name of Activity: Positive Learning Environment

Strategy/Activity/Action 2:

All staff will take part in creating a positive learning environment by building student behavior capacities and providing student incentives in order to increase motivation and decrease suspension and expulsion rates.

*Changes: Keep, Delete, or Modify?
Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Students responded well to our increased focus on building student behavior capacities.

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.

Maximize Student Achievement

Ensuring a seamless and enriching educational journey from preschool to graduation is a commitment rooted in the belief that every learner deserves access to high-quality education and comprehensive support. Our approach is centered on fostering an inclusive and nurturing environment for all educational partners involved in the educational system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

State Priorities:
 Basic Services
 State Standards
 Student Achievement
 Student Engagement
 Course Access

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.

We believe all Madera Unified students will receive a quality education. The expectation is that all students, preschool through high school, can learn at high levels. To ensure this, we provide a curriculum framework that is coherent, rigorous, and culturally relevant with opportunities for college and career readiness from Preschool to 12 grade. Our vision relies on a partnership with actively engaged families and a supportive community. Students exiting MUSD will meet proficiency or mastery on the Madera Unified Graduate Profile as demonstrated through a portfolio and showcase.

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
College/Career Indicator (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL: 3.1% EL: 0.0% FY: No Data HY: No Data SWD: No Data prepared in 2022/2023	ALL: 5% EL: 3% FY: 3% HY: 3% SWD: 3%
NWEA Mathematics (1st-2nd) (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: NWEA Assessment Results	ALL: 53.3% EL: 60% FY: No Data HY: No Data SWD: No Data	ALL: 55% EL: 65% FY: 55% HY: 55% SWD: 55%
CAASPP ELA	ALL: -94.2 DFS	ALL: -85 DFS

(EL = English Learner students; FY = Foster Youth; HY = Homeless Youth students; SWD = Students with Disabilities) Data Source: California Dashboard	EL: -110.3 DFS FY: No Data HY: No Data SWD: -193.0 in 2022-2023	EL: -107 DFS FY: No Data HY: No Data SWD: -188.0
CAASPP Math (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students with disabilities) Data Source: California Dashboard	ALL:-154.2 DFS EL: -156.5 DFS FY: No Data HY: No Data SWD: -207.7 in 2022-2023	ALL:-139 DFS EL: -152 DFS FY: No Data HY: No Data SWD: -200
California Science Test Met or Exceeded Standard (EL = English Learner students; FY = Foster youth; HY = Homeless youth students; SWD = Students Data Source: DataQuest	ALL: 11.0% EL: 0.0% FY: No Data HY: 0.0% SWD: 0.0% Met or Exceeded Standard in 2022/2023	ALL: 15.0% EL: 10% FY: No Data HY: 10% SWD: 10% Met or Exceeded Standard
NWEA Growth Target Met Progress Data Source: NWEA Assessment Results	Reading ALL:42.6-38.3% EL: 41.2-44.1% FY: 0.0-0.0% HY: 75-0.0% SWD: 60-38.5% Mathematics ALL:46.8-37.0% EL: 30.0-34.6% FY: 100-ND% HY: 33.3-0.0% SWD: 60-58.3% met their best target by the Spring 2023-2024 administration	Reading ALL:45-40% EL: 43-46% FY: 0.0-0.0% HY: 75-25% SWD: 63-40% Mathematics ALL:48-38.0% EL: 33.0-37% FY: 100-ND% HY: 35-15% SWD: 65-62% will meet their best target by the Spring 2024-2025 administration

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
4.1	<ul style="list-style-type: none"> * Purchase books, online subscriptions, and/or monthly student magazine subscriptions to increase student's decoding, fluency, reading comprehension, and/or exposure to more non-fiction text in alignment with common core expectations. * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. * Purchase materials and supplies to support character education and PBIS. 	All student groups	24,300.83 Instructional Supplies: 4310 (Title I) 4000-4999: Books And Supplies Applies to Goal #1 and Goal #3

4.2	Fund webinars and conferences that support staff understanding of their grade level content, strong teaching strategies, tiered reengagement strategies, and Independent Study law/strategies.	All student groups	500.00 Travel & Conference: 5200 (Title I) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1 and Goal #3
4.3	Utilize the district's print shop service to provide materials for student use as well as for parent education.	All student groups	5,000.00 Duplicating/Print Shop: 5715 (Title I) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1 and Goal #3
4.4	<p>* Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, presenter, teacher resources, or other items that support technology.</p> <p>* Provide for repairs as needed to keep equipment in working order.</p> <p>* Purchase hardware and software programs to facilitate and support technology use and learning relating to enrichment and core support as well as to support a STEM/STEAM learning environment.</p>	All student groups	6,000.00 Computer Hardware/Software Maintenance & License: 5885 (Title I) 5000-5999: Services And Other Operating Expenditures Applies to Goal #1 and Goal #3
4.5	<p>CSI Plan: Certificated extra time 1190:</p> <p>* Adjust pacing guides, common planning, disaggregate data, assign and develop intervention plans, and create common formative assessments to meet the needs of students.</p> <p>* Plan, facilitate, and attend scheduled meetings for struggling, At-Risk or Special Education students to discuss academic progress and identify next steps.</p> <p>* Time for testing, scheduling, and compiling information about students.</p>	RTI Students in Tiers 2 & 3	20,000 Certificated Extra Time: 1190 (CSI) 1000-1999: Certificated Personnel Salaries Applies to Goal #1 and Goal #3
4.6	<p>CSI Plan: Paraprofessional in-class assistant 2100:</p> <ul style="list-style-type: none"> • Monitor the progress of identified “at-risk” students • Review progress and missing assignments with students on a weekly or bi-weekly basis. • Provide students with a packet of missing assignments. • Establish progress and work with teachers to ensure implementation • Provide academic and behavioral support • Shadow students in class • Small group and individual interventions <p>*Provide tutoring for Struggling Students; enrichment for Identified Students; support in core classes</p>	RTI Students in Tiers 2 & 3	31,000 Paraprofessional: 2100 (CSI) 2000-2999: Classified Personnel Salaries Applies to Goal #1 and Goal #3

<p>4.7</p>	<p>CSI Plan: Purchase supplemental Instructional supplies 4310: * Purchase materials including, but not limited to, duplication, software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher order thinking skills to solve complex problems. *Provide a high-quality education materials with aligned curriculum & teaching * Purchase materials and supplies to support project based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.</p>	<p>RTI Students in Tiers 2 & 3</p>	<p>78,382 Instructional Supplies: 4310 (CSI) 4000-4999: Books And Supplies Applies to Goal #1 and Goal #3</p>
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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.

Goal 4 Strategy/Activity 1
 Name of Activity: Instructional Supplies
 Strategy/Activity/Action 1:
 * Purchase materials including, but not limited to, duplication, computer hardware and software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.
 * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher-order thinking skills to solve complex problems.
 * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

What were the activities implemented and to what level?
 Supplies were purchased, as needed, for students K-12. This activity was fully implemented.

What was not implemented that was in the 2023-24 site plan and why?
 This was fully implemented for 2023-24.

What was the overall effectiveness of this action?
 Students benefitted from this action by being able to use the learning materials purchased to further their learning.

Goal 4 Strategy/Activity 2
 Name of Activity: Community Awareness and Involvement
 Strategy/Activity/Action 2:
 All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study. Monthly parent

informational newsletters and calendars will be emailed through parent/student square or mailed home for the high school. At the elementary level, families will receive weekly informational newsletters through parent/student square. Refreshments and snacks will be offered. Parents will be given the opportunity to attend field trips offered by the school.

What were the activities implemented and to what level?

Families attended SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study. Families received monthly parent informational newsletters and calendars at the high school level, and weekly newsletters at the elementary level.

What was not implemented that was in the 2023-24 site plan and why?

Everything was implemented.

What was the overall effectiveness of this action?

This was, overall, very effective. Families received all information they needed in a timely manner, and had multiple opportunities to be involved in their students' education.

Goal 4 Strategy/Activity 3

Name of Activity: Provide teacher release time (subs), extra time, and Travel and Conference

Strategy/Activity/Action 3:

Our school-wide initiative to create a stronger Professional Learning Community and develop students critical thinking skills across all content areas has been the focus and will continue to be the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.

What were the activities implemented and to what level?

Teachers met in collaborative teacher teams weekly, based on grade span or content area. They worked on ways to develop students critical thinking skills across all content areas.

What was not implemented that was in the 2023-24 site plan and why?

This was fully implemented.

What was the overall effectiveness of this action?

Teachers were able to learn from each other and implement shared strategies within their classrooms in order to support student learning.

Goal 4 Strategy/Activity 4

Name of Activity: Clerk/Office Extra Time/Paraprofessional and Support Staff

Strategy/Activity/Action 4:

The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area. This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED, EL, Migrant, homeless/foster students and other students with need support in literacy. The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

What was not implemented that was in the 2023-24 site plan and why?

This was fully implemented.

What was the overall effectiveness of this action?

Our paraprofessional was instrumental in students' success at Furman Independent Study, particularly in the area of ELA.

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

Goal 4 Strategy/Activity/Action 1

Name of Activity: Instructional Supplies

Strategy/Activity 1:

* Purchase materials including, but not limited to, duplication, computer hardware and software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher-order thinking skills to solve complex problems.

* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Budgeted: \$ 2,298 Estimated Actuals: \$ 583.38

*Difference: \$ 1714.62

Why or why not is there a difference?:

Teachers researched the highest-quality learning materials, and purchased what was needed for student learning. They are looking to utilize this Strategy more for the 24/25 school year.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Community Awareness and Involvement

Strategy/Activity/Action 2:

All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home for the high school. At the elementary level, families will receive weekly informational newsletters through parent/student square. Refreshments and snacks will be offered.

*Budgeted: \$ 1718 Estimated Actuals: \$ 2147.41

*Difference: \$ -429.41

Why or why not is there a difference?:

This strategy cost more than originally budgeted because of increased family involvement in some of the on-campus activities.

Goal 4 Strategy/Activity/Action 3

Name of Activity: Provide teacher release time (subs), extra time, and Travel and Conference

Strategy/Activity/Action 3:

Our school-wide initiative to create a stronger Professional Learning Community and develop students critical thinking skills across all content areas has been the focus and will continue to be the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.

*Budgeted: \$ 4000 Estimated Actuals: \$ 440

*Difference: \$ 3600

Why or why not is there a difference?:

Most of this work was done during the school day, so teacher extra time was not required to be paid.

Goal 4 Strategy/Activity/Action 4

Name of Activity: Clerk/Office Extra Time/Paraprofessional and Support Staff

Strategy/Activity/Action 4:

The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area. This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED, EL, Migrant, homeless/foster students and

other students with need support in literacy. The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

*Budgeted: \$ 9932 Estimated Actuals: \$ 9932.22

*Difference: \$ -.02

Why or why not is there a difference?:

We utilized the entire amount budgeted.

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.

Goal 4 Strategy/Activity/Action 1

Name of Activity: Instructional Supplies

Strategy/Activity 1:

* Purchase materials including, but not limited to, duplication, computer hardware and software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention.

* Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher-order thinking skills to solve complex problems.

* Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

Teachers researched the highest-quality learning materials, and purchased what was needed for student learning during the 23/24 school year. They are looking to utilize this Strategy more for the 24/25 school year, in order to further help student learning.

Goal 4 Strategy/Activity/Action 2

Name of Activity: Community Awareness and Involvement

Strategy/Activity/Action 2:

All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home for the high school. At the elementary level, families will receive weekly informational newsletters through parent/student square. Refreshments and snacks will be offered.

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

As a school, we want to keep encouraging parent involvement in the school.

Goal 4 Strategy/Activity/Action 3

Name of Activity: Provide teacher release time (subs), extra time, and Travel and Conference

Strategy/Activity/Action 3:

Our school-wide initiative to create a stronger Professional Learning Community and develop students critical thinking skills across all content areas has been the focus and will continue to be the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

We need to continue teacher planning in grade spans and/or content areas in order to provide an even better educational experience for our students.

Goal 4 Strategy/Activity/Action 4

Name of Activity: Clerk/Office Extra Time/Paraprofessional and Support Staff

Strategy/Activity/Action 4:

The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area. This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED, EL, Migrant, homeless/foster students and other students with need support in literacy. The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

*Changes: Keep, Delete, or Modify?

Keep

*Why are you Keeping, Deleting, or Modifying this Action and or Goal?

The paraprofessional is a valuable member of the Furman Independent Study team, who supports students and does everything possible to help students succeed. This position will be funded from another source for the 24/25 school year.

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	\$60,974
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$235,356.00
Total Federal Funds Provided to the School from the LEA for CSI	\$174,382

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 (\$)

Subtotal of additional federal funds included for this school: \$

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 (\$)
Certificated Extra Time: 1190 (CSI)	\$20,000.00
Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	\$3,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	\$6,000.00
Duplicating/Print Shop: 5715 (Title I)	\$5,000.00
Entry Fees: 5808 (Parent Ed)	\$2,208.00
Field Trips: 5716 (CSI)	\$15,000.00
Field Trips: 5716 (Parent Ed)	\$19,300.17
Instructional Supplies: 4310 (CSI)	\$78,382.00
Instructional Supplies: 4310 (Title I)	\$24,300.83
Paraprofessional: 2100 (CSI)	\$31,000.00
Supplies: 4300 (Parent Ed)	\$665.00
Transportation Contracted Services: 5865 (CSI)	\$30,000.00
Travel & Conference: 5200 (Title I)	\$500.00

Subtotal of state or local funds included for this school: \$235,356.00

Total of federal, state, and/or local funds for this school: \$235,356.00

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
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Expenditures by Funding Source

Funding Source	Amount
Certificated Extra Time: 1190 (CSI)	20,000.00
Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	3,000.00
Computer Hardware/Software Maintenance & License: 5885 (Title I)	6,000.00
Duplicating/Print Shop: 5715 (Title I)	5,000.00
Entry Fees: 5808 (Parent Ed)	2,208.00
Field Trips: 5716 (CSI)	15,000.00
Field Trips: 5716 (Parent Ed)	19,300.17
Instructional Supplies: 4310 (CSI)	78,382.00
Instructional Supplies: 4310 (Title I)	24,300.83
Paraprofessional: 2100 (CSI)	31,000.00
Supplies: 4300 (Parent Ed)	665.00
Transportation Contracted Services: 5865 (CSI)	30,000.00
Travel & Conference: 5200 (Title I)	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,000.00
2000-2999: Classified Personnel Salaries	31,000.00
4000-4999: Books And Supplies	103,347.83
5000-5999: Services And Other Operating Expenditures	81,008.17

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Certificated Extra Time: 1190 (CSI)	20,000.00

5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Parent Ed)	3,000.00
5000-5999: Services And Other Operating Expenditures	Computer Hardware/Software Maintenance & License: 5885 (Title I)	6,000.00
5000-5999: Services And Other Operating Expenditures	Duplicating/Print Shop: 5715 (Title I)	5,000.00
5000-5999: Services And Other Operating Expenditures	Entry Fees: 5808 (Parent Ed)	2,208.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (CSI)	15,000.00
5000-5999: Services And Other Operating Expenditures	Field Trips: 5716 (Parent Ed)	19,300.17
4000-4999: Books And Supplies	Instructional Supplies: 4310 (CSI)	78,382.00
4000-4999: Books And Supplies	Instructional Supplies: 4310 (Title I)	24,300.83
2000-2999: Classified Personnel Salaries	Paraprofessional: 2100 (CSI)	31,000.00
4000-4999: Books And Supplies	Supplies: 4300 (Parent Ed)	665.00
5000-5999: Services And Other Operating Expenditures	Transportation Contracted Services: 5865 (CSI)	30,000.00
5000-5999: Services And Other Operating Expenditures	Travel & Conference: 5200 (Title I)	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	70,173.17
Goal 4	165,182.83

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Hilda Castellon/Michelle Angus	Principal
Timothy Barton	Classroom Teacher
Raymond Selway	Classroom Teacher
Pamela Brooks-Waters	Classroom Teacher
Wayne Clemensen	Classroom Teacher
Maria Chaidez	Other School Staff
Frank Jerik Santos	Secondary Student
McKenzie Sanchez	Secondary Student
Danitzia Castillo	Secondary Student
Bobbie Jo Hernandez	Parent or Community Member
Fabiola Gaona Solorio	Parent or Community Member
Rose Ramos	Parent or Community Member

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



English Learner Advisory Committee

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 5-3-23.

Attested:



Principal, Hilda Castrellon & Michelle Angus on 5-3-23



SSC Chairperson, Bobbie Jo Hernandez on 5-3-23

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/>

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