School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Furman High School	20-65243--2035640	8/18/22	11/08/2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

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

District Mission Statement
We are deeply committed to 1) the highest student achievement, 2) an orderly learning environment, and 3) a financially sound and effective organization.

District Vision Statement
Where the futures of children are driven by their aspirations and inspired by their circumstances.

School Mission Statement
The mission of Furman Independent Study (FIS) is to enhance the behavioral, academic, and socio-emotional needs of students and to provide them a safe, respectful, fair, and flexible learning environment for students to excel academically.

School Vision Statement
Furman Independent Study will provide a positive and rigorous learning environment that challenges all students to reach their academic and career goals while developing their cultural, global, and critical thinking skills for college and career readiness upon graduation.

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 students. MUSD Migrant program provides Furman Migrant students with supplemental services (summer school and after-school programs, tutoring, Health, and Library media support). Furman high will continue to provide one-on-one and small group instruction to all students. Students who need extra support with their core subjects will receive additional time/meeting dates with their advisory teachers and English and math paraprofessionals. In order to increase 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. Connect calls will be sent out in English and Spanish. Flyers and mailings will be posted on the web and send out in English and Spanish through Parent and Student Square.

Goals Items Identified by Staff in the revisions of the School-wide Action Plan for 2022-2023:
Based upon Furman's critical learner needs, revised Student Learner Outcomes (SLOs), and the need to continue to implement and focus on the recommendations by WASC, the FIS staff agreed upon the following goals in the revision and refinement of the School-wide Action Plan for the upcoming three years:
1. Furman high will enhance students foundational skills in math that tie in college and career readiness skills that by focusing on students problem solving skills. Furman will increase student percentages of meeting or exceeding standards on math CAASPP/NWEA and passing math requirements for graduation.
Goal: Implement researched-based engagement strategies school-wide that enhance student learning in mathematical concepts while developing higher-order and critical thinking skills

Rationale: FIS students have a difficult time meeting or exceeding standards on math CAASPP exams. Math CAASPP scores show that students struggle in math concepts the most. The scores on the math CAASPP are significantly lower than the English scores.

2. Furman high will enhance students foundational skills in English that tie in college and career readiness skills that focus on reading and writing skills. Furman will increase student percentages of meeting or exceeding standards on English CAASPP/NWEA.
Goal: Implement engagement strategies, English Language Development training, and literacy strategies into all courses in order to enhance student learning school-wide.
Rationale: Furman students have a difficult time meeting or exceeding standards on English CAASPP exams. English CAASPP scores show that students struggle in literacy skills involving reading comprehension and writing. These skills are imperative for student learning across all subjects and curriculum.

3. Support graduation and promotion rates, passing of English and math courses, and implement a monitoring system school-wide in order to increase graduation and promotion rates.
Goal: Graduation monitoring is a school-wide emphasis involving all stakeholders.
Rationale: Students at Furman need to have a clear understanding of how many credits they have and how their grades and credits impact the goal of on-time graduation.

4. Enhance student global skills and increase awareness of post-secondary options.
Goal: Update course syllabi to include college and career readiness standards and skills and the use of technology as well as continue to bring more diverse college and career presenters to Furman.
Rationale: Furman students need to obtain real-life skills as well as develop their global skills and preparation for college and career Readiness.

5. Enhance climate and culture at Furman Independent Study.
Goal: Utilize PBIS and Character Counts. Increase parent involvement and student access to positive cultural experiences.
Rationale: Furman Independent Study students need opportunities to interact with each other and their community in order develop more positive cultural experiences.

Furman Independent Study has addressed all goals identified in the current SPSA in 2021-2022:
1. Furman high has focused its efforts on enhancing its English and math instructional programs.
2. Furman high school staff have continued to update and revise their course syllabi for all content areas and have identified 10 Must-Knows.
3. Teachers have been given planning time throughout the week and have been embedded within the day.
4. Teachers have received training and professional development of their choice to enhance their pedagogical skills and enhance their professional learning collaboration skills.
5. An English/ELD paraprofessional meets with students who struggle with reading and writing. EL students who struggle within their academics are referred to the paraprofessional for extra support.
6. A math paraprofessional has been hired to support students with their learning of math common core concepts.
7. SPED and EL students who need extra support were referred to the site's RSP teacher for needed services.
8. Furman high has continued to provide one-on-one and small group instruction to all students. All students are given the opportunity to meet with their Master teacher and other teachers on an as-needed basis for extra support.

9. Furman added a prom, a senior trip, and student/parent/staff leadership activities to enhance the culture and climate at Furman.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students, teachers, and parents were given an Independent Study Survey during the 2022 Spring semester.

Student Independent Study Survey: Students in grades k-12th were given a survey this past spring 2022 semester regarding their insights on how Furman's Independent student program (ISP) has helped them overall.
There were 185 surveys completed by students. The following are the most common student responses from the surveys:
I enjoy learning at the school I attend: 89% (Strongly Agree/Agree) & 11% (Somewhat Disagree)
My school helps me to succeed: 94% (Strongly Agree/Agree) & 6% (Somewhat Disagree)
I believe my teachers care about me: 96% (Strongly Agree/Agree) & 4% (Somewhat Disagree)

Analysis of student surveys: Overall, students' comments toward Furman K-12 were very positive. One of Furman's goals is to continue to improve on its teacher-student and teacher-family relationships and connection in order to increase student engagement.

Teacher Independent Study Insight Survey: Teachers were given a survey this past spring 2022 semester regarding their insights on how Furman's Independent student program (ISP) has assisted

There were 26 surveys completed by teachers. The following are the most common teacher responses from the surveys:
The school's programs is designed to ensure success for all learners: 96% (Strongly Agree/Agree) & 4% (Somewhat Disagree/Disagree)
Our school provides interventions for students not meeting the grade level standards or having difficulties in their learning experiences: 88% (Strongly Agree/Agree) & 12% (Somewhat Disagree/Disagree)
Time is allocated for professional development with other teachers to collaborate and plan: 96% (Strongly Agree/Agree) & 4% (Somewhat Disagree/Disagree)
School administrators involve teachers in decision making and problem solving: 92% (Strongly Agree/Agree) & 8% (Somewhat Disagree/Disagree)
School staff, students, parents and community members are invited to the campus to be an audience for students work/activities: 92% (Strongly Agree/Agree) & 8% (Somewhat Disagree/Disagree)
Our school promotes an appreciation for diversity: 92% (Strongly Agree/Agree) & 8% (Somewhat Disagree/Disagree)
Our school promotes a culture of acceptance: 96% (Strongly Agree/Agree) & 4% (Somewhat Disagree/Disagree)

Analysis of Teacher Surveys: Overall, teachers' survey results toward Furman K-12 were positive when it came to ensuring success for all students, providing interventions and accepting and promoting culture and diversity.

Parent Independent Study Insight Survey: Parents were given a survey this past spring 2022 semester regarding their insights on how Furman's Independent Study program (ISP) has assisted their students.

The following is a copy of the questions used and the most popular parent responses from the survey:
My student's teachers care about my student: 94% (Strongly Agree/Agree) & 4% (Somewhat Disagree/Disagree)
My student's teachers frequently state clear expectations and expect high quality work from my student: 98% (Strongly Agree/Agree) & 2% (Somewhat Disagree/Disagree)
My student's teachers communicate with me regularly about my student's progress: 96% (Strongly Agree/Agree) & 4% (Somewhat Disagree/Disagree)
The school's program is rigorous and my student is challenged: 94% (Strongly Agree/Agree) & 6% (Somewhat Disagree/Disagree)
My student's school promotes an appreciation for diversity: 98% (Strongly Agree/Agree) & 2% (Somewhat Disagree/Disagree)
My student's school promotes a culture of acceptance: 98% (Strongly Agree/Agree) & 2% (Somewhat Disagree/Disagree)

Analysis of parent surveys: Parents completed these surveys during school site council, Coffee with the Principal and other parent events. Elementary parents had an opportunity to complete this survey online, as well. Parents overall gave Furman positive responses. Parents feel that the school and program is communicating and reaching out to them.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations and informal class visits were done on a weekly basis through Google Meets classes and zoom. The focus was to promote student participation and engagement. According to classroom informal observations, student engagement fluctuated between 50-70%. There was a need to implement practices that promoted more student voice and participation on a daily basis through the use of random selection or volunteer basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Furman Independent Study worked with the Strategic Action Plan (SAP) team. The SAP team met three times during the school year for full-day planning and reflection. During those days, we reviewed and adjusted our initiatives. We continued with a focus on student engagement, which allowed for the alignment of CSI, PBIS/Character Counts, MTSS, WASC, and SAP goals. Various content areas and grade levels are represented on the SAP teams at Furman Independent Study.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Furman Independent Study is a professional learning community. Teachers meet regularly in their teams/grade levels and as a staff. The four guiding questions of a PLC are used to guide and facilitate the work of the team.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are credentialed within their grade level/content area and class assignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed within their grade level/content area and class assignments. There has been sufficient funds to support teachers' professional learning and instructional materials. Students have access to MUSD core adopted materials and GVC.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The focus of teacher and staff professional development has been on PLC's as they support student learning within all content areas. Teachers are provided with planning and collaboration time to create engaging lessons, update course syllabi with priority standards, create needed assessments targeting student needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District instructional coaches provide Furman with instructional and assessment support in all content areas to promote student learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in PLC collaboration on a weekly basis for 1.0-2.0 hrs. as well as a daily 60 minute prep.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction and resources are aligned to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

K-8 has adhered to recommended instructional minutes for both reading/language arts and mathematics, as evidenced by students' assignment logs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule is tracked for K-8 through students' weekly assignment logs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All focus groups are given standard based instruction materials appropriate to their grade level and content area.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students in grades K-12th are given standard based instruction materials appropriate to their grade level and content area. Furman utilizes MUSD approved curriculum and resources.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Furman Independent Study provided students with supplemental supports within the targeted content areas: English and math. A high school literacy paraprofessional supports students with literacy and writing and a math paraprofessional supports students with the development of problem solving and critical thinking skills.

Evidence-based educational practices to raise student achievement

Through the PLC process, teachers are provided time to create and implement instructional practices that promote students' problem solving and critical thinking skills as well as a focus on improving students' foundational skills that tie in to college and career readiness skills.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Furman accepts donations in order to promote educational activities such as educational trips that expose students to the different resources available within our community.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All teachers, leadership students and parents/community have been invited to attend all school sponsored events such as Senior night, college night, Coffee with the Principal, Title 1, School Site Council and ELAC parent meetings. All stakeholders are asked to provide their insights and ideas during all gatherings in regards to improving our programs and ways to spend our funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support the hiring of our part-time English paraprofessional that supports the learning and progress of our focus students. These funds also provide us support for staff professional learning and needed resources and supplies. Through CSI funds, we were able to hire a full time student advocate and a child welfare and attendance school liaison.

Fiscal support (EPC)

The district provides us with fiscal support based on our student enrollment. Our staffing ratios and general funds are allocated based on our enrollment in the previous year.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 site general budget and Title 1 budget for the 2022-23 school year was reviewed, discussed, and approved by SSC on May 11, 2022. 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 2022-23 school year were discussed and reviewed with all teachers, students, and parents for insights.

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. The Title 1 budget was approved by SSC on May 11, 2022. Their input and ideas in terms of budget spending and allocations are reflective within the SPSA.

Resource Inequities

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

GREATEST PROGRESS
Furman Independent Study will continue with the implementation of a school-wide monitoring system SOAR in order to address the social-emotional, behavioral, and academic needs of all students are addressed on an ongoing basis by all teachers and stakeholders. This SOAR Google Doc is a communication vehicle for all teachers to share their student concerns with each other and update each other with student needs overall. This communication tool has addressed the needs overall of all students: EL/SPED, 504 plan, low income, and foster youth.

GREATEST NEEDS
Furman Independent Study students need researched-based instructional strategies that engage and enhance student literacy, math, and overall English skills in order to increase their overall CAASPP/NWEA scores in English and math and pass their English and math classes. Our students need to acquire global and technical skills that would prepare them for real-life situations, college, or a career of their choice.

Due to Furman Independent Study data and student needs in both English and math, the following are Furman Independent Study Steps to address student needs:

- FIS will continue to provide teachers with support and professional learning in researched-based engagement strategies.
- FIS will continue to integrate formative math and English Assessments using technology (site interim assessments, subject embedded tests & others through the use of NWEA).
- FIS will continue to integrate technology within all math and English courses for instructional and learning purposes.
- Integrate math Interventions.
- Continue with the implementation of a school-wide monitoring system.
- Update all students with their overall progress and middle/high school students credit standing regarding MUSD promotion/graduation requirements.
- Provide students with different post-secondary options: Graduating on time, 5th-year Senior, Summer School, HISET test, and Madera Adult Ed.
- Provide students and parents with multiple opportunities to understand student graduation plans and college and career options.
- Update course syllabi and integrate college and career readiness standards across all subjects.
- Survey students to determine their interest in college and career options.
- Increase students' awareness and participation in CTE and ROP programs offered at MUSD.
- Continue to expand comprehensive academic support for all students beyond the freshman year.
- Continue the expansion of common assessments through the use of Illuminate, teacher collaboration, and analysis of data to improve practices.
- Continue to integrate curriculum between departments to assist students in finding connections between disciplines.
- Continue to provide students with experiences, activities, and resources that provide links to careers.
- Continue with our efforts to increase parent and community participation at all school events (SSC, ELAC, Senior Night, Open House, Back to School Night, etc...)

PERFORMANCE GAPS
Furman Independent Study students need to increase their passing rates in math and English courses in order to increase graduation rates. A school-wide monitoring system, SOAR, has been implemented to address student behavioral and academic needs. The goal is to increase graduation rates. Furman High School has continued to fund a paraprofessional for students struggling in reading and writing. The paraprofessional is focusing on EL and other low-income students needing extra support. Furman receives Title 1 funds to enhance learning among low-income students. The paraprofessional is funded through Title 1 funds. Furman High School also hired a math paraprofessional to assist and tutor students within their math academics focusing on common core standards. EL, SPED, low-income, and Foster youth students receive additional counseling services and follow-up meetings by the district and school counselor.

INCREASED OR IMPROVED SERVICES
Furman Independent Study will provide the following in order to increase its programs and services to English learners, low income and foster youth students:

- Researched based instructional strategies that promote student learning and language skills across all content areas
- Literacy skills with a focus on reading and writing across all content areas
- Implementation of technology on a frequent basis across all content areas
- Update course syllabi on a yearly basis to integrate literacy and college and career readiness skills across all content areas and highly engaging lessons
- Provide students with extra support through additional meeting times with Advisory teacher, content teachers, and with paraprofessionals with a focus on math
- All high school students will be allowed to participate in Summer school in order for credit recovery and/or credit advancement. Elementary students will have the opportunity to participate in Summer School for enrichment opportunities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0.7%	%	0	1	
African American	1.32%	2.1%	%	2	3	
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	91.39%	87.7%	%	138	128	
Pacific Islander	0%	%	%	0		
White	6.62%	8.9%	%	10	13	
Multiple/No Response	0%	0.7%	%	1	1	
			Total Enrollment	151	146	

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 8		1	
Grade 9	2	2	
Grade 10	13	12	
Grade 11	41	59	
Grade 12	95	72	
Total Enrollment	151	146	

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	20	14	29	11.3%	9.3%	19.9%
Fluent English Proficient (FEP)	90	78	57	50.8%	51.7%	39.0%
Reclassified Fluent English Proficient (RFEP)	5	2	1	29.4%	10.0%	7.1%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7			4			0			0			0.0
Grade 8			*			0			0			
Grade 11	60	65	71	60	58	0	60	58	0	100	89.2	0.0
All Grades	60	65	76	60	58	0	60	58	0	100	89.2	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2491.	2538.		1.67	6.90		5.00	22.41		38.33	36.21		55.00	34.48	
All Grades	N/A	N/A	N/A	1.67	6.90		5.00	22.41		38.33	36.21		55.00	34.48	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	6.67	12.07		46.67	46.55		46.67	41.38	
All Grades	6.67	12.07		46.67	46.55		46.67	41.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.67	6.90		41.67	62.07		56.67	31.03	
All Grades	1.67	6.90		41.67	62.07		56.67	31.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	1.67	12.07		66.67	67.24		31.67	20.69	
All Grades	1.67	12.07		66.67	67.24		31.67	20.69	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	3.33	10.34		38.33	51.72		58.33	37.93	
All Grades	3.33	10.34		38.33	51.72		58.33	37.93	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7			4			0			0			0.0
Grade 8			*			0			0			
Grade 11	60	65	71	60	58	0	60	58	0	100	89.2	0.0
All Grades	60	65	76	60	58	0	60	58	0	100	89.2	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2453.	2450.		0.00	0.00		3.33	0.00		3.33	6.90		93.33	93.10	
All Grades	N/A	N/A	N/A	0.00	0.00		3.33	0.00		3.33	6.90		93.33	93.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		5.00	5.17		95.00	94.83	
All Grades	0.00	0.00		5.00	5.17		95.00	94.83	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		25.00	34.48		75.00	65.52	
All Grades	0.00	0.00		25.00	34.48		75.00	65.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00		40.00	39.66		60.00	60.34	
All Grades	0.00	0.00		40.00	39.66		60.00	60.34	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	1547.9	*	*	1536.6	*	*	1558.6	*	6	20
12	1610.8	*	*	1611.8	*	*	1609.2	*	*	13	5	9
All Grades										26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	5.00	*	*	35.00	*	*	50.00		*	10.00	*	*	20
12	*	*	*	*	*	*	*	*	*		*	*	13	*	*
All Grades	50.00	8.33	3.33	*	58.33	43.33	*	25.00	40.00		8.33	13.33	26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	20.00	*	*	60.00	*	*	10.00		*	10.00	*	*	20
12	84.62	*	*	*	*	*		*	*		*	*	13	*	*
All Grades	76.92	25.00	26.67	*	50.00	50.00	*	25.00	16.67		0.00	6.67	26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	5.00	*	*	10.00	*	*	65.00		*	20.00	*	*	20
12	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
All Grades	*	0.00	3.33	42.31	50.00	13.33	*	41.67	63.33	*	8.33	20.00	26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	0.00	*	*	65.00		*	35.00	*	*	20
12	*	*	*	*	*	*		*	*	13	*	*
All Grades	57.69	8.33	3.33	42.31	66.67	63.33		25.00	33.33	26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	70.00	*	*	20.00		*	10.00	*	*	20
12	92.31	*	*	*	*	*		*	*	13	*	*
All Grades	84.62	75.00	66.67	*	25.00	26.67	*	0.00	6.67	26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	5.00	*	*	50.00	*	*	45.00	*	*	20
12	*	*	*	*	*	*	*	*	*	13	*	*
All Grades	*	0.00	3.33	57.69	83.33	56.67	*	16.67	40.00	26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	15.00	*	*	75.00		*	10.00	*	*	20
12	*	*	*	*	*	*		*	*	13	*	*
All Grades	46.15	0.00	20.00	53.85	100.00	73.33		0.00	6.67	26	12	30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
146	**91.1**	**19.9**	**0.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	29	19.9
Foster Youth	1	0.7
Homeless	5	3.4
Socioeconomically Disadvantaged	133	91.1
Students with Disabilities	5	3.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	2.1
American Indian or Alaska Native	1	0.7
Asian		
Filipino		
Hispanic	128	87.7
Two or More Races	1	0.7
Native Hawaiian or Pacific Islander		
White	13	8.9

Conclusions based on this data:

1. Each year, for the past three years, Furman high has enrolled more EL and reclassified students due needing to make up credits in English, math and social sciences.

2. Most of the students enrolled at Furman high school come from households in which Spanish is spoken and thus makeup the Hispanic/Latino percentages.

3. Most of the students enrolled at Furman high school come from low socioeconomically disadvantaged households.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Green
Mathematics No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Furman's suspension/expulsion rates have been low (1-3 suspensions/expulsions) throughout the past three years.
2. Furman's graduation rates have steadily increased throughout the past three years (from 64% to 72%).
3. Furman's college and career indicator rates have been low throughout the past three years; Furman doesn't offer CTE or all the A-G approved courses.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
36.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++28 points	5	
44		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	34.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Increased Significantly ++28.3 points	4
	40	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 43.6 points below standard Increased Significantly 41	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 1	46.6 points below standard 16

Conclusions based on this data:

1. Overall, all students scores decreased this past academic year and they were at 64.5 points below standard; there was a -13.5 decline in points; there were 2 students who got reclassified.
2. Socioeconomically disadvantage students scores decreased this past academic year and they were at 62.7 points below standard; there was a -7 decline in points.
3. Hispanic students scores decreased this past academic year and they were at 72.7 points below standard; there was a -27.1 decline in points.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
178 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined -7.9 points	5	
44		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	177 points below standard	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -12.3 points	4
	40	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color 181.1 points below standard Declined -8.3 points 41			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 1	177.8 points below standard 16

Conclusions based on this data:

1. Overall, all students scores decreased this past academic year and they were 170 points below standard; there was a -17.6 decline in points; there were 2 students who got reclassified.
2. Socioeconomically disadvantaged students scores decreased this past academic year and they were 164.7 points below standard; there was a -8.1 decline in points.
3. Hispanic students scores decreased this past academic year and they were 172.9 points below standard; there was a -21.7 decline in points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Low

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.

2019 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
16.6	33.3		

Conclusions based on this data:

1. The data indicates that 50% of EL students are well developed, 38.5% moderately developed and 11.5% are somewhat developed and 0 students in the beginning stage according to the fall 2018 results.
2. This past fall 2018, Furman high had 7.7% of EL learners prepared as compared to 2.9% of all students. There were 0% of socioeconomically students prepared.
3. During 2018, there were 53.8% of English learners who graduated Furman high school.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	79	100
African American	3	3.8
American Indian or Alaska Native		
Asian	1	1.3
Filipino		
Hispanic	68	86.1
Native Hawaiian or Pacific Islander		
White	7	8.9
Two or More Races		
English Learners	13	16.5
Socioeconomically Disadvantaged	74	93.7
Students with Disabilities	6	7.6
Foster Youth	2	2.5
Homeless	10	12.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	2	2.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	1	1.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	1.4
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	5	6.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	4	5.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	2	2.7
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	1	1.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	4	5.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	2.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	2	2.7
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The data indicated that out of 69 students, 2.9% are prepared; 7.7% were EL learners; 1.7% were Hispanic.
2. There were 0% economically disadvantaged students prepared.
3. The class of 2017 had 0% students prepared, 9.2 approaching and 90.8 not prepared; the class of 2018 had 2.9% prepared, 13% approaching and 84.1% not prepared; Furman's rates have improved.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Our attendance or ADA is based on student work completion rates that fluctuate between 80% to 95% from month to month.
2. Our attendance data is submitted to the state through a separate reporting system different from the school-wide computer system used to take daily attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	79	55	6	69.6
English Learners	13	10	2	76.9
Foster Youth	2		0	
Homeless	10		2	
Socioeconomically Disadvantaged	74	50	6	67.6
Students with Disabilities	6		2	
African American	3		0	
American Indian or Alaska Native				
Asian	1		0	
Filipino				
Hispanic	68	45	6	66.2
Native Hawaiian or Pacific Islander				
White	7		0	
Two or More Races				

Conclusions based on this data:

1. Furman's graduation rate has increased from 64.6% in 2017 to 72.%% in 2018.
2. The data indicates that 53.8% were English learners, 74.1 Hispanic and 70.5% are socioeconomically disadvantaged.
3. Furman offers all non graduating seniors a chance to make up their credits to receive a diploma through summer school or attending a 5th year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.8	0	Less than 11 Students - Data Not
Maintained -0.1	Declined -3.2	1
245	22	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0	0.9	Less than 11 Students - Data Not
Maintained 0	Increased +0.4	9
11	227	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0.5 Declined -0.6 216	No Performance Color Less than 11 Students - Data 1		No Performance Color 5 Increased +5 20

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	0.8

Conclusions based on this data:

1. Overall, our suspension rates at Furman for most sub groups high have been low.
2. Our increase in suspension rates among EL is due to the fact that our EL enrollment has been higher these past three years than in previous years.
3. Furman has a high rate of socio-economically disadvantaged students and the data reflects suspensions among this group.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 1, 2, 4, 5 ,7, 8
Local Priorities: Specify Local ELA, Math assessment, K-3 early reading literacy and reading, D's or F's on report card grade

Goal 1

Strong Core Academic Programs – Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that all students complete academic programs of study that equip them for success at the next level in school, college, and career. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Build and sustain a standards-aligned instructional system that promotes a culture of high standards for all students, with the expectation that they complete academic programs of study - equipping them for success at the next level in school, college, and career. Additionally, accelerate instructional effectiveness by investing in evidence-based collaboration, differentiated professional development, timely support, and leadership development for teachers, leaders, and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	Percent of Students that Met or Exceeded ELA Standard Grade 11: 42%	2022-2023 Percent of Students that Meet or Exceed ELA Standard Grade 11: 45%
Local Interim Assessment Reading (NWEA)	Percent of Students ready or exceeded Grade Level Reading Fall 2021: 16.85% Winter 2022: 12.64% Spring 2022: 13.2% Fall to Spring % Met Best Growth Target 24.07%	NWEA Reading BEST Growth Target Fall 2021/2022: 17.14% Fall 2022/2023: 38.09% Fall 2023/2024: 59.05% Fall 2024/2025: 80%
CAASPP SBAC MATH	Percent of Students that Met or Exceeded Math Standard Grade 11: 2%	2022-2023 Percent of Students that Meet or Exceed Math Standard Grade 11: 5%
Local Interim Assessment Math (NWEA)	Percent of Students ready or exceeded Grade Level Math	NWEA Math BEST Growth Target

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2021: 11.92% Winter 2022: 19.28% Spring 2022: 7.9% Fall to Spring % Met Best Growth Target 25.45%	Fall 2021/2022: 20.90% Fall 2022/2023: 40.60% Fall 2023/2024: 60.30% Fall 2024/2025: 80%
English Learner progress (ELPAC)	Percent of students that scored a Level 4: 14.29%	Goal: Percent of students that score a Level 4 on 2022-2023 ELPAC: 15%
Reclassification Rate	2021-2022 Reclassified Students: 3	2022-2023: 15% 2023-2024: 20% 2024-2025: 25%
College & Career Readiness	Percent of students considered "Prepared" on the College/Career Indicator: 2019 school year: 3.4% 2020 school year, 1.1% The College/Career Indicator was suspended for the 2021 school year.	2022-2023: 5% 2023-2024: 7% 2024-2025: 9%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned: Provide teacher release time (subs), extra time, and Travel and Conference:
* 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.

Clerk/Office Extra Time/Paraprofessional:
* After-school tutoring for Struggling Students
* After-school Enrichment for Identified Students
* Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
*Translating and child care

Instructional supplies:
* 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.
* 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.

Entry Fees:
Field Trips and entrance/conference fees
Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:

Administration
Counselor
Teachers
Paraprofessionals

Tasks & Due Dates:
- *Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (ongoing)
- *Survey staff to determine PD
- *Identify students for targeted support in Math
- *Provide targeted support to students
- *Progress Monitoring to review and analyze student data (ongoing throughout the year)

CSI -Certificated Sub, Extra Time & Other Salaries: Provide teachers and counselor with extra planning time for lesson development in order to promote student engagement across all content areas; Subs will be used as needed to assist teachers and/or cover their classes; Pay teachers and counselor extra time in order to implement interventions after school and on Saturday/weekends to offer additional academic tutoring and academic, career and social-emotional counseling.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	Certificated Extra Time 1190 (Title I)
	Clerk/Office Extra time 2490 (Title I)
	Paraprofessional 2100 (Title I)
	Instructional Supplies 4310 (Title I)
11000	Travel & Conference 5200 (Title I)
	Entry Fees 5808 (Title I)
	Supplies 4300 (Parent Ed)
0	Certificated Subs 1125 (CSI)
0	Certificated Extra Time 1190 (CSI)
	Field Trips 5716 (Parent Ed)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned: Purchase supplemental Instructional supplies, books and reference materials, and duplication/print shop.
* 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 to improve performance on NWEA assessments.
* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* Purchase materials including, but not limited to, duplication, software, 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 project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.
* Pay for student entrance fees for educational related trips related to the core content.

Who:

- Administration
- Counselor
- Support Staff
- Teachers

Tasks & Due Dates:
- *Identify materials to support below, at, above and
- intervention student needs (October 2020)
- *Research standards-based materials and research-based materials (ongoing)

CSI-Purchase Instructional Supplies, Books & Resources: Teachers/Support Staff will use funds to order multi-cultural books and resources in order to expand reading and resource selections; Teachers/Support Staff will order additional supplies in order to enhance instruction across content areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	Instructional Supplies 4310 (Title I)
3000	Non-Capitalized Equipment 4400 (Title I)
	Books & Reference Material 4200 (CSI)
	Instructional Supplies 4310 (CSI)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned:
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.

Who:
- Principal/Vice Principal
- Paraprofessionals

Tasks & Due Dates:

- Pay for the ELA support paraprofessional salary for 3.5 hrs. daily
- The math and English paraprofessionals will attend all needed mandated trainings throughout the 2018-19 school year
- The math and English paraprofessionals will attend all trainings related to student learning, assessment and instruction throughout the 2018-19 school year

CSI-The math and ELA paraprofessionals/ Other Classified may work extra time; Paraprofessionals may work extra time providing students with supplemental academic support within all content areas; Office staff/security may work extra time assisting with the coordination and implementation of student interventions, staff extra time, ordering supplies, developing flyers and making student/parent calls.

Child Welfare & Attendance Liaison: (2900)
Child Welfare & Attendance Liaison (CWAL) works with families to address truancy issues, by making home visits, establish relationships with students, connecting with families to provide resources to parents, providing consistently enforced consequence for habitually truant students, supporting the School Attendance Review Board (SARB) process, collaborate and assist with the school attendance secretary in monitoring the student attendance. CWAL will work with MUSD staff and community partners to connect the families and identify resources on state attendance rules, regulations and policies regarding attendance, and assist in facilitating parent events related to attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
	Clerk/Office Extra time 2490 (Title I)
	Paraprofessional Extra Time 2190 (Title I)
	Paraprofessional 2100 (Title I)
	Clerk/Office Extra time 2490 (Carryover)
	Paraprofessional Extra Time 2190 (Carryover)
	Paraprofessional Extra Time 2190 (CSI)
	Other classified 2990 (CSI)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

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 for 2021-22 and will continue to the focus for the upcoming school year 2022-23. Furman has two paraprofessionals that support students in math and English. These para's may work additional time with students to further support the teachers instructional practices. We are also using the funds to pay for additional time for teacher's/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, credit completion and graduation rates. This goal # 1 and strategies support our site initiative and funds will continue to be used to address the need. Due to the impact of COVID-19, we were not able to use all the allocated funds for the different strategies during the 2021-22 school year. Due to this, we will continue to implement the following strategies and allocate funds for them:

1. Provide teacher release time, extra time and Travel and Conference:
* Observe high impact CCCS lessons and peer observations.
* 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.

Result: Our NWEA math scores improved from the fall 2021 to the spring 2022 semester. We had a higher percentage of students in the high and above average range.

What were the activities implemented?
Most activities were implemented that are listed above with the exception of observing high impact CCCS lessons and conduct peer observations.

What was not implemented that was in the 2021-22 site plan?
Due to COVID restrictions and shortage of staff Furman teachers were not able to observe high impact CCCS lessons and conduct peer observations.

What was the overall effectiveness?
We had an increase in NWEA,RI and ELPAC student participation from the fall to the spring semester. Furman's NWEA scores in math also increased from the fall to winter implementation.

2. Purchase supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
* 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 to improve performance on NWEA assessments.

* Utilize the district's print shop service to provide materials for student use as well as for parent education.
* 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.
* 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.
* Pay for student entrance fees for educational related trips related to the core content.
Result: Our NWEA math scores improved from the fall 2021 to the spring 2022 semester. We had a higher percentage of students in the high and above average range.

What were the activities implemented?
Most activities were implemented with the exception of purchasing materials and supplies to support the implementation of advanced thinking skills, purchasing materials and supplies to support project based learning opportunities and paying for student entrance fees for educational related trips related to the core content.

What was not implemented that was in the 2021-22 site plan? We were not able to purchase materials and supplies to support the implementation of advanced thinking skills, purchase materials and supplies to support project based learning opportunities and pay for student entrance fees for educational related trips related to the core content due to COVID restrictions.

What was the overall effectiveness?
We had an increase in NWEA , RI and ELPAC student participation from the fall to the spring semester. Furman's NWEA scores in math also increased from the fall to winter implementation.

3. 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 (SPED,EL, Migrant, homeless/foster, etc...) and other students with support in literacy.
Result: We had 70 students out of 90 graduate this June 2022.

What were the activities implemented?
All activities were implemented.

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
We had an increase in NWEA,RI and ELPAC student participation from the fall to the spring semester. Furman's NWEA scores in math also increased from the fall to winter implementation.

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

Strategy 1. Provided teacher release time, extra time and Travel and Conference:
Budgeted: $5,000. Estimated actuals: $370.
Difference: $4,630
Why is there a difference or not?
There's a $4,630 difference because monies will be spent by the end of this academic year.

Strategy 2. Purchased supplemental Instructional supplies, Books and reference materials and Duplication/Print shop.
Budgeted: $2,080. Estimated actuals: $1,677.13.
Difference: $402.87.
Why is there a difference or not?
There's a $0 difference because monies will be spent by the end of this year.

Strategy 3. This strategy paid the salary for the English para. Also, 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.
Budgeted: $16,000. Estimated actuals: $16,000.
Difference: $0
Why is there a difference or not?
There's a $0 difference because monies will be spent by the end of this academic year.

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.

Strategy 1. Provide teacher release time, extra time and Travel and Conference (Keep for 2022-23); Subs: 1125, Extra Time: 1190 & Travel/Conference: 5200
Due to COVID-19, teachers did not attend the PLC conference and other conferences scheduled due to COVID and staff shortages. Due to this, we will continue with this strategy for the 2022-23 school year.
*Changes: Keep for 2022-23
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Due to COVID-19, teachers did not attend the PLC conference and other conferences scheduled due to COVID and power outages. Due to this, we will continue with this strategy for the 2022-23 school year.

Strategy 2. Purchase supplemental Instructional supplies, books and reference materials and duplication/print shop (keep for 2022-23); Instructional Supplies: 4310
Due to COVID-19, teachers did not purchase additional instructional supplies or attended any educational trip. Due to this, we will continue with this strategy for the 2022-23 school year.
*Changes: Keep for 2022-23
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Due to COVID-19, teachers did not purchase many additional instructional supplies or attended many educational trips. Due to this, we will continue with this strategy for the 2022-23 school year.

Strategy 3. This strategy pays the salary of the English para. Also, 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 (Keep for 2022-23); Paraprofessional: 2100
*Changes: Keep for 2022-23
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Due to COVID-19, the para's were not able to attend additional training throughout the 2021-22 school year. Due to this, we will continue with this strategy for the 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1, 5, & 6

Local Priorities Student attendance, student expulsion & suspension, student input on school extra-curricular activities and VAPA/athletics programs, student input on district programs and initiatives, parent input related to school climate, and teacher input related to school climate

Goal 2

Safe, Caring, and Respectful Environment-Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, public safety, health, and recreational agencies, and community-based organizations. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Maintain a healthy, caring, respectful, and drug-free environment for learning and work, with equitable reinforcement of the guidelines of conduct for students and adults, and nurture socio-emotional resilience in our students through collaboration among school, home, and public safety, health, and recreational agencies, and community-based organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2020-2021= 0% 2019-2020= 1.4% 2018-2019= 0.08%	2021-2022= 1.4% 2022-2023= 0%
9th-12th Grade School Climate	2021-2022= 40% participation rate	2022-2023= 50% participation rate
Chronic Absenteeism	2020-2021= 89.3% 2019-2020= N/A 2018-2019= 54.8%	2021-2022= 70% 2022-2023= 50%
Expulsion Rates	2020-2021= 0% 2019-2020= 0% 2018-2019= 0.41%	2021-2022= 0% 2022-2023= 0%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned: Professional planning will be provided focusing on student social-emotional development through the use of Character Counts activities.
Travel & Conference:
* 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.

Who:
- Principal/Vice Principal
- Counselor
- Teachers
- Paraprofessionals
- Office staff

Tasks & Due Dates:
- Furman staff will attend PD addressing socio-emotional student issues throughout the 2020-21 school year.

Outside Contracted Services (5800)
Contract with outside resources to enhance the education of our students. Improve school appearance with PBIS signage and logos. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5000	Cert. Pupil Support 1200 (Title I)
	Travel & Conference 5200 (CSI)
	Outside Contracted Services 5800 (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned: 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.

Duplicating/Printshop:
* Utilize the district's print shop service to provide materials for student use as well as for parent education.

Who:

- Principal/Vice Principal
- Counselor
- Teachers
- Paraprofessionals
- Office staff

Tasks & Due Dates:

- Caught Being Good incentives will be given to students and staff throughout the school year
- Student and teacher of the month incentives will be implemented throughout the school year
- Banners supporting a positive learning environment will be purchased as needed throughout the school year
- Supplies promoting a positive school environment and supporting Character Counts

Student Advocate (2200):
To empower students to create a healthy academic, behavior and social performance. 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, current grades/GPA and attendance. Organize and schedule meetings with parents, students, and relevant school staff. Establish progress and work with teachers to ensure implementation. Provide academic and behavioral support Shadow students in class. Conduct home visits, Small group, and individual interventions.

Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Advocates will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. Student Advocates manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Duplicating/Print shop 5715 (Title I)
	Student Advocate 2200 (CSI)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Strategy 1: Professional planning will be provided focusing on student social emotional development through the use of Character Counts activities.
*Furman staff will attend PD addressing socio-emotional student issues throughout the 2021-22 school year.
Due to COVID-19 and shortage of staff, our Furman staff did not have the opportunity to attend many trainings or conferences during the 2021-22 school year related to this area. We will continue to address this area in 2022-23 school year.

What were the activities implemented?
Staff attended some PD on socio-emotional student issues.

What was not implemented that was in the 2020-21 site plan?
Staff was not able to attend many PDs for Character Counts and socio-emotional issues because of COVID restrictions and staff shortages.

What was the overall effectiveness?
Furman has implemented Character Counts in order to promote a positive school culture.
Student's suspension and expulsion rates are low.

Strategy 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.
*Caught Being Good incentives will be given to students and staff throughout the school year
*Student and teacher of the month incentives will be implemented throughout the school year
*Banners supporting a positive learning environment will be purchased as needed throughout the school year
*Supplies promoting a positive school environment and supporting Character Counts
We will continue to focus on these areas to further enhance our school culture and climate as we improve upon student behaviors.

What were the activities implemented?
All activities were implemented.

What was not implemented that was in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
Furman has implemented Character Counts in order to promote a positive school culture. Student's suspension and expulsion rates are low.

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

Strategy 1: Professional planning will be provided focusing on student social emotional development through the use of Character Counts activities.
Budgeted: $0 Estimated Actuals: $0 (This goal ties in with goal 1 strategy 1).
Difference: $0
Why: $0 was allocated in this area.

Strategy 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. We will continue to focus on these areas to further enhance our school culture and climate as we improve upon student behaviors.
Budgeted: $0 Estimated Actuals: $0 (This goal ties in with goal 1 strategy 1).
Difference: $0
Why: $0 was allocated in this area.

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.

Strategy 1: Professional planning will be provided focusing on student social emotional development through the use of Character Counts activities (keep for 2022-23). This ties in with goal 1 strategy 1; Subs 1125, Extra Time 1190 & Travel/Conference 5200
Changes: Keep for 2022-23
Why are you keeping, Deleting or Modifying:

*Due to COVID-19 and shortage of staff, some of our Furman staff did not have the opportunity to attend trainings or conferences related to this area. We will continue to address this area in 2022-23 school year.

Strategy 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. We will continue to focus on these areas to further enhance our school culture and climate as we improve upon student behaviors (keep for 2022-23); Subs 1125, Extra Time 1190 & Travel/Conference 5200
Changes: Keep for 2022-23
Why are you keeping, Deleting or Modifying:
*Due to COVID-19 and staff shortages, some Furman staff did not have the opportunity to attend trainings or conferences related to this area. We will continue to address this area in 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities: 3, 4, 5, 6, 7

Local Priorities: None

Goal 3

Proactive Outreach and Communication to Parents and Community Partners - Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers. (Madera Unified's identified need is a reflection of the commitments listed within the Madera Unified strategic plan.)

Identified Need

Embrace parents and families as partners in student learning through mutual respect, culturally inclusive practices, and open communication, and nurture enduring partnerships with our external stakeholders by linking school-based learning with the world of work, aligning resources for cost-effectiveness, and maintaining open channels of communication with leaders and policymakers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title I Parent Meeting	23 2021-2022	33 2022-2023
Back to School Night	23 2021-2022	33 2022-2023
School Site Council (Average)	23 2021-2022	33 2022-2023
English Learner Advisory Committee (Average)	23 2021-2022	33 2022-2023
Active Parent Portal Users	86 2021-2022	140 2022-2023

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned: 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 high. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home. Refreshments and snacks will be offered.
Classified and Clerical Extra time
Supplies

Who:

- Principal/Vice Principal
- Counselor
- Office staff
- Teachers
- Paraprofessionals

Tasks & Due Dates:

- Conduct automated calls to inform parents and the community throughout the 2018-19 school year
- Create flyers bilingually for upcoming events throughout the school year
- Create agendas for SSC & ELAC meeting bilingually for upcoming meetings throughout the school year
- Translate all parent communication forms throughout the school year
- Mail/send home monthly parent informational newsletters and calendars

CSI
Paraprofessional Extra-Time
* After-school tutoring for Struggling Students
* After-school Enrichment for Identified Students
* Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc.
*Translating and child care

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
4000	Clerk/Office 2400 (Title I)
1961	Supplies 4300 (Parent Ed)

2000	Entry Fees 5808 (Parent Ed)
5000	Field Trips 5716 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Our parent involvement continues to improve at a very slow pace. Furman high invites all parents to participate in SSC/ELAC meetings, FAFSA/ Senior nights, parent conferences and other events through the use of flyers, Parent Square calls, teacher/staff outreach and personal calls.

Strategy 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 high. Monthly parent informational newsletters and calendars will be mailed/send home. Refreshments and snacks will be offered. Office staff conducted automated calls to inform parents and the community throughout the 2021-22 school year.
*Clerical and classified extra time
*Provide needed supplies
*Create flyers bilingually for upcoming events throughout the school year
*Create agendas for SSC & ELAC meeting bilingually for upcoming meetings throughout the school year

What were the activities implemented?
All activities were implemented.

What was not implemented in the 2021-22 site plan?
All activities were implemented.

What was the overall effectiveness?
Our parent involvement continues to improve at a slow pace. Furman high invites all parents to participate in SSC/ELAC meetings, FAFSA/ Senior nights, parent conferences and other events through the use of flyers, connect calls and personal calls. There was a slight participation increase overall for our 2021-22 school year.

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

Strategy 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 high. Monthly parent informational newsletters and calendars will be mailed/send home. Refreshments and snacks will be provided. Automated calls to inform parents and the community will be sent out throughout the school year.
*Clerical and classified extra time

*Provide needed supplies

Budgeted: $509. Estimated Actuals: $695.53.
Difference: There's a $0 difference because we were able to spend more than what was allocated due to carry over from the previous year.

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.

Strategy 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 high. Monthly parent informational newsletters and calendars will be mailed/send home. Refreshments and snacks will be offered. Office staff will conduct automated calls to inform parents and the community throughout the school year (keep for 2022-23).
Classified/Office Extra Time: 2495 & Supplies: 4300

Changes: Keep for 2022-23

Why are you Keeping, Deleting or modifying this Action and/or Goal?
Furman plans to continue to implement the following strategy to support goal #3 and continue to increase parent participation throughout the 2022-23 school year:

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

State Priorities 1

Local Priorities None

Goal 4

Statement of Goal:
Increase and improve technology.
District Specific Goal: Madera Unified will maintain an average daily student device usage of 1-hour a day for each school year.
School Specific Goal: School site will exceed an average daily student device usage of 1-hour a day for each school year.

Identified Need

Ensure students are provided with basic 21st-century tools such as computers and access to the internet that will help student learning outcomes to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Google API (per device usage data)	16.7% of Chromebook devices met 75% of 2-hour daily threshold 2019-2020	30% of Chromebook devices will meet 75% of 2-hour daily threshold 2021-2022
Google API (average daily usage of devices)	1.0 hours per day 2019-2020	1.75 hours per day (Projected) 2021-2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

School-wide
Students with Disabilities
English Learners
Foster Youth
Low Income

Strategy/Activity

Planned: Furman high will implement the use of technology across all content areas in order to improve instruction, student monitoring and assessment. Furman will implement a student monitoring system in order to track and monitor student progress more effectively and efficiently.

Purchase technology and supplemental materials:

- Purchase technology to support technology goal.
- 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.
- Provide for repairs as needed to keep equipment in working order.
- 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.

Who:

- Principal/Vice Principal
- Counselor
- Teachers
- Paraprofessionals
- Office staff

Tasks & Due Dates:

- Continue to provide PD and training using technology for instruction, assessment and student monitoring via Google docs and/or other application throughout the school year
- Purchase needed software and/or hardware to enhance instruction, student monitoring and assessments throughout the school year

CSI-Purchase computer software/licenses, hardware and maintenance in order to enhance instruction in the classroom and promote student learning across all content areas:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	Comp. Hardware/Software Maintenance & License 5885 (Title I)
	Comp. Hardware/Software Maintenance & License 5885 (Carryover)
	Comp. Hardware/Software Maintenance & License 5885 (CSI)

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Strategy 1: Continue to provide PD and training using technology for instruction, assessment and student monitoring via Google docs and/or other application throughout the school year.

What were the activities implemented?
All activities were implemented.

What was not implemented that was in the 20201-22 site plan?
All activities were implemented.

What was the overall effectiveness?
All content core and online classes have been using Chromebooks and SMART TV's (technology) and poly studio cameras as an instructional tool to enhance student learning. Our school-wide initiative of developing a strong PLC and student's critical thinking skills embedded this goal #4. Our school is using technology 100% within all classes. All students have been encouraged to access their classroom via different modes of online learning this past 2021-22 school year. Furman high will continue to implement and support the use of technology across all content areas in order to improve instruction, student monitoring and assessment.

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

Strategy 1: Continue to provide PD and training using technology for instruction, assessment and student monitoring via Google docs and/or other application throughout the school year.
Budgeted: $0   Estimated Actuals: $0
Difference: $0
Why: No funds were allocated to this strategy/activity.

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.

Strategy 1: Continue to provide PD and training using technology for instruction, assessment and student monitoring via Google docs and/or other applications throughout the school year; Subs: 1125, Extra Time: 1190 & Travel/Conference: 5200
Changes: Keep for 2022-23 school year
Why are you Keeping, Deleting or Modifying this Action and/or Goal?
Furman high will continue to implement and support the use of technology across all content areas in order to improve instruction, student monitoring and assessment.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$41961
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$41,961.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 ($)
Cert. Pupil Support 1200 (Title I)	$5,000.00
Certificated Extra Time 1190 (CSI)	$0.00
Certificated Extra Time 1190 (Title I)	$5,000.00
Certificated Subs 1125 (CSI)	$0.00
Clerk/Office 2400 (Title I)	$4,000.00
Comp. Hardware/Software Maintenance & License 5885 (Title I)	$0.00
Duplicating/Print shop 5715 (Title I)	$0.00
Entry Fees 5808 (Parent Ed)	$2,000.00
Field Trips 5716 (Parent Ed)	$5,000.00
Instructional Supplies 4310 (Title I)	$5,000.00
Non-Capitalized Equipment 4400 (Title I)	$3,000.00
Non-Capitalized Equipment 4400 (Title I)	$3,000.00
Supplies 4300 (Parent Ed)	$1,961.00

Travel & Conference 5200 (Title I)	$11,000.00

Subtotal of state or local funds included for this school: $41,961.00

Total of federal, state, and/or local funds for this school: $41,961.00

Budget By Expenditures

Furman Independent Study Program

Funding Source: Cert. Pupil Support 1200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$5,000.00	Planned: Professional planning will be provided focusing on student social-emotional development through the use of Character Counts activities. Travel & Conference: * 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. Who: -Principal/Vice Principal -Counselor -Teachers -Paraprofessionals -Office staff Tasks & Due Dates: -Furman staff will attend PD addressing socio-emotional student issues throughout the 2020-21 school year. Outside Contracted Services (5800) Contract with outside resources to enhance the education of our students. Improve school appearance with PBIS signage and logos. For example, learning experiences for staff and students: To support language development & math concepts. To improve student attendance. To build motivation and confidence in student who may struggle in academic areas. To support learning through a variety of modalities. To provide authentic experiences to promote writing. Provide guest speakers.

Cert. Pupil Support 1200 (Title I) Total Expenditures:	$5,000.00
Cert. Pupil Support 1200 (Title I) Allocation Balance:	$0.00

Funding Source: Certificated Extra Time 1190 (CSI) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Provide teacher release time (subs), extra time, and Travel and Conference: * 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. Clerk/Office Extra Time/Paraprofessional: * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care Instructional supplies: * 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.
* 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.

Entry Fees:
Field Trips and entrance/conference fees
Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:

Administration
Counselor
Teachers
Paraprofessionals

Tasks & Due Dates:
-*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (ongoing)
-*Survey staff to determine PD
-*Identify students for targeted support in Math
-*Provide targeted support to students
-*Progress Monitoring to review and analyze student data (ongoing throughout the year)

CSI -Certificated Sub, Extra Time & Other Salaries: Provide teachers and counselor with extra planning time for lesson development in order to promote student engagement across all content areas; Subs will be used as needed to assist teachers and/or cover their classes; Pay teachers and counselor extra time in order to implement interventions after school and on Saturday/weekends to offer additional academic tutoring and academic, career and social-emotional counseling.

Certificated Extra Time 1190 (CSI) Total Expenditures:	$0.00
Certificated Extra Time 1190 (CSI) Allocation Balance:	$0.00

Funding Source: Certificated Extra Time 1190 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,000.00		Planned: Provide teacher release time (subs), extra time, and Travel and Conference: * 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. Clerk/Office Extra Time/Paraprofessional: * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care Instructional supplies: * 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.
* 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.

Entry Fees:
Field Trips and entrance/conference fees
Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:

Administration
Counselor
Teachers
Paraprofessionals

Tasks & Due Dates:
-*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (ongoing)
-*Survey staff to determine PD
-*Identify students for targeted support in Math
-*Provide targeted support to students
-*Progress Monitoring to review and analyze student data (ongoing throughout the year)

CSI -Certificated Sub, Extra Time & Other Salaries: Provide teachers and counselor with extra planning time for lesson development in order to promote student engagement across all content areas; Subs will be used as needed to assist teachers and/or cover their classes; Pay teachers and counselor extra time in order to implement interventions after school and on Saturday/weekends to offer additional academic tutoring and academic, career and social-emotional counseling.

Certificated Extra Time 1190 (Title I) Total Expenditures:	$5,000.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

Funding Source: Certificated Subs 1125 (CSI) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Provide teacher release time (subs), extra time, and Travel and Conference: * 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. Clerk/Office Extra Time/Paraprofessional: * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care Instructional supplies: * 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.
* 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.

Entry Fees:
Field Trips and entrance/conference fees
Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:

Administration
Counselor
Teachers
Paraprofessionals

Tasks & Due Dates:
-*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (ongoing)
-*Survey staff to determine PD
-*Identify students for targeted support in Math
-*Provide targeted support to students
-*Progress Monitoring to review and analyze student data (ongoing throughout the year)

CSI -Certificated Sub, Extra Time & Other Salaries: Provide teachers and counselor with extra planning time for lesson development in order to promote student engagement across all content areas; Subs will be used as needed to assist teachers and/or cover their classes; Pay teachers and counselor extra time in order to implement interventions after school and on Saturday/weekends to offer additional academic tutoring and academic, career and social-emotional counseling.

Certificated Subs 1125 (CSI) Total Expenditures:	$0.00
Certificated Subs 1125 (CSI) Allocation Balance:	$0.00

Funding Source: Clerk/Office 2400 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$4,000.00	Planned: 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 high. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home. Refreshments and snacks will be offered. Classified and Clerical Extra time Supplies Who: -Principal/Vice Principal -Counselor -Office staff -Teachers -Paraprofessionals Tasks & Due Dates: -Conduct automated calls to inform parents and the community throughout the 2018-19 school year -Create flyers bilingually for upcoming events throughout the school year -Create agendas for SSC & ELAC meeting bilingually for upcoming meetings throughout the school year -Translate all parent communication forms throughout the school year -Mail/send home monthly parent informational newsletters and calendars CSI Paraprofessional Extra-Time * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care
Clerk/Office 2400 (Title I) Total Expenditures:	$4,000.00	
Clerk/Office 2400 (Title I) Allocation Balance:	$0.00	

Furman Independent Study Program

Funding Source: Comp. Hardware/Software Maintenance & License 5885 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: Furman high will implement the use of technology across all content areas in order to improve instruction, student monitoring and assessment. Furman will implement a student monitoring system in order to track and monitor student progress more effectively and efficiently. Purchase technology and supplemental materials: -Purchase technology to support technology goal. -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. -Provide for repairs as needed to keep equipment in working order. -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. Who: -Principal/Vice Principal -Counselor -Teachers -Paraprofessionals -Office staff Tasks & Due Dates: -Continue to provide PD and training using technology for instruction, assessment and student monitoring via Google docs and/or other application throughout the school year -Purchase needed software and/or hardware to enhance instruction, student monitoring and assessments throughout the school year CSI-Purchase computer software/licenses, hardware and maintenance in order to enhance instruction in the classroom and promote student learning across all content areas:

Comp. Hardware/Software Maintenance & License 5885 (Title I) Total Expenditures:	$0.00
Comp. Hardware/Software Maintenance & License 5885 (Title I) Allocation Balance:	$0.00

Funding Source: Duplicating/Print shop 5715 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Planned: 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. Duplicating/Printshop: * Utilize the district's print shop service to provide materials for student use as well as for parent education. Who: -Principal/Vice Principal -Counselor -Teachers -Paraprofessionals -Office staff Tasks & Due Dates: -Caught Being Good incentives will be given to students and staff throughout the school year -Student and teacher of the month incentives will be implemented throughout the school year -Banners supporting a positive learning environment will be purchased as needed throughout the school year - Supplies promoting a positive school environment and supporting Character Counts Student Advocate (2200): To empower students to create a healthy academic, behavior and social performance. 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, current grades/GPA and

				attendance. Organize and schedule meetings with parents, students, and relevant school staff. Establish progress and work with teachers to ensure implementation. Provide academic and behavioral support Shadow students in class. Conduct home visits, Small group, and individual interventions. Serves as a resource for students and parents to achieve and maintain standards of excellence in the curricular areas so that each student receives the greatest academic and personal benefit from the learning experience. Advocates will focus on social and emotional aspect of the student; monitor attendance, grades, behavior, assist in parent education training modules, meetings, workshops and make direct referrals to agencies. Student Advocates manage and maintain a caseload of at-risk students through weekly meetings with students, communication with parents, teachers and counselors.

Duplicating/Print shop 5715 (Title I) Total Expenditures: $0.00

Duplicating/Print shop 5715 (Title I) Allocation Balance: $0.00

Funding Source: Entry Fees 5808 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$2,000.00	Planned: 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 high. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home. Refreshments and snacks will be offered. Classified and Clerical Extra time Supplies Who: -Principal/Vice Principal -Counselor -Office staff -Teachers -Paraprofessionals Tasks & Due Dates: -Conduct automated calls to inform parents and the community throughout the 2018-19 school year -Create flyers bilingually for upcoming events throughout the school year -Create agendas for SSC & ELAC meeting bilingually for upcoming meetings throughout the school year -Translate all parent communication forms throughout the school year -Mail/send home monthly parent informational newsletters and calendars CSI Paraprofessional Extra-Time * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care
Entry Fees 5808 (Parent Ed) Total Expenditures:	$2,000.00	
Entry Fees 5808 (Parent Ed) Allocation Balance:	$0.00	

Furman Independent Study Program

Funding Source: Field Trips 5716 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$5,000.00		Planned: 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 high. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home. Refreshments and snacks will be offered. Classified and Clerical Extra time Supplies Who: -Principal/Vice Principal -Counselor -Office staff -Teachers -Paraprofessionals Tasks & Due Dates: -Conduct automated calls to inform parents and the community throughout the 2018-19 school year -Create flyers bilingually for upcoming events throughout the school year -Create agendas for SSC & ELAC meeting bilingually for upcoming meetings throughout the school year -Translate all parent communication forms throughout the school year -Mail/send home monthly parent informational newsletters and calendars CSI Paraprofessional Extra-Time * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care

Field Trips 5716 (Parent Ed) Total Expenditures:	$5,000.00
Field Trips 5716 (Parent Ed) Allocation Balance:	$0.00

Funding Source: Instructional Supplies 4310 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$5,000.00	Planned: Purchase supplemental Instructional supplies, books and reference materials, and duplication/print shop. * 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 to improve performance on NWEA assessments. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, 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 project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. * Pay for student entrance fees for educational related trips related to the core content. Who: -Administration -Counselor -Support Staff -Teachers Tasks & Due Dates: -*Identify materials to support below, at, above and -intervention student needs (October 2020) -*Research standards-based materials and research-based materials (ongoing) CSI-Purchase Instructional Supplies, Books & Resources: Teachers/Support Staff will use funds to order multi-cultural books and resources in order to expand reading and resource selections; Teachers/Support Staff will order additional supplies in order to enhance instruction across content areas.

Instructional Supplies 4310 (Title I) Total Expenditures:	$5,000.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

Funding Source: Non-Capitalized Equipment 4400 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$3,000.00	Planned: Purchase supplemental Instructional supplies, books and reference materials, and duplication/print shop. * 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 to improve performance on NWEA assessments. * Utilize the district's print shop service to provide materials for student use as well as for parent education. * Purchase materials including, but not limited to, duplication, software, 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 project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting. * Pay for student entrance fees for educational related trips related to the core content. Who: -Administration -Counselor -Support Staff -Teachers Tasks & Due Dates: -*Identify materials to support below, at, above and -intervention student needs (October 2020) -*Research standards-based materials and research-based materials (ongoing) CSI-Purchase Instructional Supplies, Books & Resources: Teachers/Support Staff will use funds to order multi-cultural books and resources in order to expand reading and resource selections; Teachers/Support Staff will order additional supplies in order to enhance instruction across content areas.

Non-Capitalized Equipment 4400 (Title I) Total Expenditures:	$3,000.00
Non-Capitalized Equipment 4400 (Title I) Allocation Balance:	$0.00

Funding Source: Supplies 4300 (Parent Ed) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

	$1,961.00	Planned: 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 high. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home. Refreshments and snacks will be offered. Classified and Clerical Extra time Supplies Who: -Principal/Vice Principal -Counselor -Office staff -Teachers -Paraprofessionals Tasks & Due Dates: -Conduct automated calls to inform parents and the community throughout the 2018-19 school year -Create flyers bilingually for upcoming events throughout the school year -Create agendas for SSC & ELAC meeting bilingually for upcoming meetings throughout the school year -Translate all parent communication forms throughout the school year -Mail/send home monthly parent informational newsletters and calendars CSI Paraprofessional Extra-Time * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care
Supplies 4300 (Parent Ed) Total Expenditures:	$1,961.00	
Supplies 4300 (Parent Ed) Allocation Balance:	$0.00	

Furman Independent Study Program

Funding Source: Travel & Conference 5200 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$11,000.00		Planned: Provide teacher release time (subs), extra time, and Travel and Conference: * 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. Clerk/Office Extra Time/Paraprofessional: * After-school tutoring for Struggling Students * After-school Enrichment for Identified Students * Purchase materials and supplies to support the implementation of afterschool tutoring and/or enrichment programs to include but not limited to: STEM Projects, Project-based Learning, Robotics, Visual and Performing Arts, etc. *Translating and child care Instructional supplies: * 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. * 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.

Entry Fees:
Field Trips and entrance/conference fees
Description: Provide staff and students with learning opportunities that increase engagement, as well as support positive behavior and promote positive community experiences.

Who:

Administration
Counselor
Teachers
Paraprofessionals

Tasks & Due Dates:
-*Provide sub coverage and extra-time to facilitate collaborative sessions, PD, peer observations (ongoing)
-*Survey staff to determine PD
-*Identify students for targeted support in Math
-*Provide targeted support to students
-*Progress Monitoring to review and analyze student data (ongoing throughout the year)

CSI -Certificated Sub, Extra Time & Other Salaries: Provide teachers and counselor with extra planning time for lesson development in order to promote student engagement across all content areas; Subs will be used as needed to assist teachers and/or cover their classes; Pay teachers and counselor extra time in order to implement interventions after school and on Saturday/weekends to offer additional academic tutoring and academic, career and social-emotional counseling.

Travel & Conference 5200 (Title I) Total Expenditures:	$11,000.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00

Furman Independent Study Program

Furman Independent Study Program Total Expenditures:	$41,961.00