School Year: **2023-24**

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 Independent Study	20-65243--2035640	05/03/2023	12/12/2023

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
Additional Targeted Support and Improvement
English Learner, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities, White

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.

TK-12 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.

TK-8 School Vision Statement
Furman Independent Study TK-8 will help students experience success, facilitate opportunities to grow, enable them to advance their knowledge, and empower their resiliency.

9-12 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 focus students: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White. MUSD Migrant program provides Furman Migrant students with supplemental services (summer school and after-school programs, tutoring, Health, and Library media support). Furman Independent Study will continue to provide one-on-one, small group, and whole class instruction to all students. Students who need extra support with their core subjects will receive additional time/meeting dates with their advisory teachers, general education teachers, English and math paraprofessionals, and Student Advocates. In order to increase high school graduation rates, through the involvement of all stakeholders, students' progress, grades, and credits earned will be monitored school-wide.

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

Goals Items Identified by Staff in the revisions of the School-wide Action Plan for 2023-24:
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 in order to address the needs of our focus students: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White. These goals are as follows:

1. Furman Independent Study will enhance students' foundational skills in math that tie in college and career readiness skills 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 research-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 Independent Study 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 their GPA, how many credits they have, and how their grades and credits impact the goal of on-time promotion and graduation.

4. Enhance students' global skills and increase awareness of post-secondary options.
Goal: Update high school 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 Independent Study.
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, Character Counts, and Second Step. 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 2023-24:
1. Furman Independent Study will focus its efforts on enhancing its English and math instructional programs.
2. Furman high school staff will continued to update and revise their course syllabi for all content areas and will identify key learning targets per content area.
3. Teachers will be been given planning time throughout the week and have planning time embedded within the day.
4. Teachers will receive training and professional development of their choice to enhance their pedagogical skills and enhance their professional learning collaboration skills.

5. A high school paraprofessional will meet with focus students who struggle with reading and writing: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White . Students who struggle within their academics are referred to the paraprofessional for extra support.
6. A high school math paraprofessional has been hired to support students with their learning of math common core concepts.
7. SPED students who need extra support are referred to the site's RSP teacher for needed services. EL students are referred to their ELD or general education teacher for needed services and support.
8. Furman Independent Study will continue to provide one-on-one, small group, and whole class instruction to all students. All students are given the opportunity to meet with their general education teacher and other teachers on an as-needed basis for extra support and time.
9. Furman has added a prom, academically-focused trips, and student/parent/staff leadership activities to enhance the culture and climate at Furman Independent Study TK-12.

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 2023 Spring semester.

Student Independent Study Survey: Students in grades TK-12th were given a survey this past spring 2023 semester regarding their insights on how Furman's Independent student program (ISP) for TK-12 has helped them overall.
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 TK-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 2023 semester regarding their insights on how Furman's Independent student program (ISP) has assisted student learning and success.

The following are the most common teacher responses from the surveys:
The school's programs are 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 TK-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 2023 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, Open House, 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 for grades TK-12th through In-person, Google Meet, and Zoom classes. 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) teams for TK-8 and 9-12. The two SAP teams met three times during the school year for full-day planning and reflection. During those days, we reviewed and adjusted our initiatives. The high school continued with a focus on enhancing student's foundational skills in Reading and math, 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 TK-12th. The elementary focused on instructional strategies to help students learn how to learn at home, as students were in their foundational year in 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 on a weekly basis with their department 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 and counselors 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 at the high school 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. At the elementary school, the focus of teacher and staff professional development during the 22-23 school year is on PLCs to support student learning and engagement. TK-5th grade teachers focus on math 15-Day plans and planning progressive writing instruction. 6th-8th teachers focus on aligning the Edgenuity Scope and Sequence with district math assessments and planning progressive writing instruction.

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 high school teachers participate in PLC collaboration on a weekly basis for 1.0-2.0 hrs. as well as a daily 60 minute prep. All elementary teachers participate in PLC collaboration for 1.0-2.0 hours at least three times per month. They also have at least 60-90 minutes of preparation and attendance accounting time at least 4 days per week.

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)

TK-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 TK-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. This will continue for the upcoming 2023-24 focus groups: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White

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 TK-12th are given standard based instruction materials appropriate to their grade level and content area. Furman Independent Study 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 in math and Reading 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 high school 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, high school leadership students, middle school students, and parents/community have been invited to attend all school sponsored events such as leadership meetings, Senior night, Senior Dinner and Awards, College and Career Faire, 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)

For grades 9th-12th, Title I funds support the hiring of the high school's part-time paraprofessional that supports the learning and progress of our focus students: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White . These funds also provide the high school with support for staff professional learning and needed resources and supplies. During the 2022-23 school years, through CSI funds, the Furman high was able to hire a full time student advocate and a child welfare and attendance school liaison.

Fiscal support (EPC)

The district provides Furman Independent Study TK-12th with fiscal support based on our student enrollment. Furman Independent Study TK-12th staffing ratios and general funds are allocated based on our enrollment in the previous year.

Educational Partner 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 TK-12 site general budget and Title 1 budget for the 2023-24 school year was reviewed, discussed, and approved by SSC on May 3, 2023. 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 2023-24 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. 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 TK-12th 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. SOAR stands for: Success, Opportunity, Advancement, and Resiliency. The 9-12 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 focused students: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White and will continue for the 2023-24 school year.

GREATEST NEEDS
Furman Independent Study students need research-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 and exams. Our students need to acquire global, technical and cultural awareness 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's 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, as needed, in order to support student understanding and promote achievement.
- Continue with the implementation of a school-wide monitoring system (TK-12).
- Update all students (TK-12) with their overall progress and middle/high school students (7-12) with their credit standing regarding MUSD promotion/graduation requirements.
- Provide high school students with different post-secondary options: Graduating on time, 5th-year Senior, Summer School, HISET test, and Madera Adult Ed.
- Provide high school students and parents with multiple opportunities to understand student graduation plans and college and career options.
- Update high school course syllabi and integrate college and career readiness standards across all subjects.
- Survey high school students to determine their interest in college and career options.
- Increase high school students' awareness and participation in CTE and ROP programs offered at MUSD.
- Continue to expand comprehensive academic support for all high school students beyond the freshman year.
- Continue the expansion of common assessments through the use of teacher collaboration, and analysis of data to improve practices (TK-12).
- Continue to integrate curriculum between departments/subjects to assist students in finding connections between disciplines.

- Continue to provide all students with experiences, activities, educational trips 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, College Faires, Open House, Back to School Night, etc...)

PERFORMANCE GAPS
Furman Independent Study high school 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.

Furman Independent Study elementary school students need to increase their achievement on the NWEA test, aiming for their BEST growth target on the Spring administration of the test. The goal is to increase student performance for 3rd-8th grade students on the math and ELA CAASPP exams. Furman has a Child Welfare & Attendance Liaison, Student Advocate, and Counselor to help support students who are struggling academically, behaviorally, or emotionally.

INCREASED OR IMPROVED SERVICES
Furman Independent Study TK-12th will provide the following in order to increase its programs and services to focus students: EL, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities and White

- Research-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 (9-12), content teachers, Student Advocate (TK-8), Child Welfare & Attendance Liaison (TK-8), Counselor (TK-8), and with paraprofessionals with a focus on math (9-12)
- 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	1.13%	1.66%	1	6	5
African American	2.1%	2.63%	1.99%	3	14	6
Asian	%	1.13%	1.99%		6	6
Filipino	%	0.38%	1%		2	3
Hispanic/Latino	87.7%	84.05%	82.06%	128	448	247
Pacific Islander	%	%	0%		0	0
White	8.9%	8.82%	8.64%	13	47	26
Multiple/No Response	0.7%	0.75%	0.66%	1	4	2
			Total Enrollment	146	533	301

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		35	8
Grade 1		37	15
Grade 2		31	14
Grade3		34	16
Grade 4		43	9
Grade 5		38	15
Grade 6		29	16
Grade 7		26	20
Grade 8	1	39	28
Grade 9	2	23	26
Grade 10	12	42	32
Grade 11	59	56	46
Grade 12	72	100	56
Total Enrollment	146	533	301

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	29	94	46	19.9%	17.6%	15.3%
Fluent English Proficient (FEP)	57	111	63	39.0%	20.8%	20.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25	21		22	17		22	17		88.0	81.0
Grade 4		23	11		22	10		22	10		95.7	90.9
Grade 5		32	15		26	13		26	13		81.3	86.7
Grade 6		22	26		19	22		19	22		86.4	84.6
Grade 7	4	31	34	0	28	29	0	28	29	0.0	90.3	85.3
Grade 8	*	58	41	0	54	34	0	54	34		93.1	82.9
Grade 11	71	47	66	0	45	64	0	45	64	0.0	95.7	97.0
All Grades	76	238	214	0	216	189	0	216	189	0.0	90.8	88.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.	2347.		4.55	5.88		22.73	17.65		22.73	17.65		50.00	58.82
Grade 4		2396.	*		0.00	*		13.64	*		36.36	*		50.00	*
Grade 5		2470.	2441.		7.69	0.00		19.23	38.46		38.46	7.69		34.62	53.85
Grade 6		2465.	2436.		5.26	0.00		21.05	18.18		26.32	22.73		47.37	59.09
Grade 7		2488.	2453.		3.57	0.00		17.86	13.79		42.86	27.59		35.71	58.62
Grade 8		2499.	2484.		3.70	0.00		14.81	29.41		35.19	14.71		46.30	55.88
Grade 11		2551.	2519.		2.22	0.00		40.00	29.69		33.33	25.00		24.44	45.31
All Grades	N/A	N/A	N/A		3.70	1.06		22.22	25.40		34.26	21.16		39.81	52.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		9.26	5.88		55.56	47.06		35.19	47.06
Grade 11		8.89	4.69		77.78	64.06		13.33	31.25
All Grades		8.33	4.76		63.89	57.67		27.78	37.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		3.70	2.94		53.70	44.12		42.59	52.94
Grade 11		2.22	3.13		64.44	59.38		33.33	37.50
All Grades		2.78	2.65		50.93	48.15		46.30	49.21

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		1.85	8.82		72.22	64.71		25.93	26.47
Grade 11		11.11	6.25		80.00	70.31		8.89	23.44
All Grades		7.41	6.88		75.46	69.84		17.13	23.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		7.41	2.94		77.78	61.76		14.81	35.29
Grade 11		20.00	6.25		60.00	57.81		20.00	35.94
All Grades		9.26	3.70		70.83	60.85		19.91	35.45

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25	21		22	17		22	17		88.0	81.0
Grade 4		23	11		22	10		22	10		95.7	90.9
Grade 5		33	15		29	13		29	13		87.9	86.7
Grade 6		22	27		19	22		19	22		86.4	81.5
Grade 7	4	31	36	0	28	29	0	28	29	0.0	90.3	80.6
Grade 8	*	58	41	0	54	35	0	54	35		93.1	85.4
Grade 11	71	47	65	0	45	62	0	45	62	0.0	95.7	95.4
All Grades	76	239	216	0	219	188	0	219	188	0.0	91.6	87.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2351.	2349.		0.00	0.00		9.09	11.76		18.18	23.53		72.73	64.71
Grade 4		2381.	*		0.00	*		18.18	*		13.64	*		68.18	*
Grade 5		2405.	2423.		3.45	15.38		6.90	7.69		13.79	15.38		75.86	61.54
Grade 6		2431.	2405.		5.26	0.00		10.53	4.55		21.05	13.64		63.16	81.82
Grade 7		2434.	2402.		0.00	3.45		3.57	3.45		28.57	10.34		67.86	82.76
Grade 8		2435.	2433.		3.70	0.00		0.00	5.71		14.81	11.43		81.48	82.86
Grade 11		2467.	2460.		0.00	0.00		2.22	0.00		11.11	11.29		86.67	88.71
All Grades	N/A	N/A	N/A		1.83	2.13		5.48	5.32		16.44	14.36		76.26	78.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		1.85	0.00		20.37	22.86		77.78	77.14
Grade 11		2.22	0.00		24.44	11.29		73.33	88.71
All Grades		1.83	2.66		24.20	22.34		73.97	75.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		3.70	2.86		44.44	40.00		51.85	57.14
Grade 11		0.00	0.00		68.89	62.90		31.11	37.10
All Grades		2.28	2.13		45.66	47.34		52.05	50.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*	*		*	*		*	*
Grade 4		*	*		*	*		*	*
Grade 5		*	*		*	*		*	*
Grade 6		*	*		*	*		*	*
Grade 7		*	*		*	*		*	*
Grade 8		3.70	0.00		50.00	57.14		46.30	42.86
Grade 11		0.00	0.00		62.22	54.84		37.78	45.16
All Grades		1.83	2.13		52.97	51.06		45.21	46.81

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		4	*
1		*	*		*	*		*	*		5	*
3		*	*		*	*		*	*		*	6
4		*	*		*	*		*	*		4	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		4	8
8		*	*		*	*		*	*		7	7
9		*	*		*	*		*	*		6	*
10	*	*	*	*	*	*	*	*	*	*	*	6
11	1547.9	*	*	1536.6	*	*	1558.6	*	*	20	*	6
12	*	1560.9	*	*	1560.1	*	*	1561.3	*	9	16	7
All Grades										30	63	48

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	*	*	35.00	*	*	50.00	*	*	10.00	*	*	20	*	*
12	*	18.75	*	*	43.75	*	*	25.00	*	*	12.50	*	*	16	*
All Grades	3.33	20.63	8.89	43.33	34.92	40.00	40.00	36.51	42.22	13.33	7.94	8.89	30	63	45

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	20.00	*	*	60.00	*	*	10.00	*	*	10.00	*	*	20	*	*
12	*	43.75	*	*	37.50	*	*	6.25	*	*	12.50	*	*	16	*
All Grades	26.67	38.10	15.56	50.00	46.03	51.11	16.67	9.52	31.11	6.67	6.35	2.22	30	63	45

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	*	*	10.00	*	*	65.00	*	*	20.00	*	*	20	*	*
12	*	6.25	*	*	25.00	*	*	43.75	*	*	25.00	*	*	16	*
All Grades	3.33	4.76	6.67	13.33	22.22	15.56	63.33	42.86	60.00	20.00	30.16	17.78	30	63	45

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	65.00	*	*	35.00	*	*	20	*	*
12	*	12.50	*	*	68.75	*	*	18.75	*	*	16	*
All Grades	3.33	9.52	13.33	63.33	82.54	80.00	33.33	7.94	6.67	30	63	45

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	70.00	*	*	20.00	*	*	10.00	*	*	20	*	*
12	*	75.00	*	*	18.75	*	*	6.25	*	*	16	*
All Grades	66.67	68.25	43.18	26.67	26.98	50.00	6.67	4.76	6.82	30	63	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	5.00	*	*	50.00	*	*	45.00	*	*	20	*	*
12	*	0.00	*	*	56.25	*	*	43.75	*	*	16	*
All Grades	3.33	6.35	8.89	56.67	46.03	46.67	40.00	47.62	44.44	30	63	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
6		*	*		*	*		*	*		*	*
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9		*	*		*	*		*	*		*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	15.00	*	*	75.00	*	*	10.00	*	*	20	*	*
12	*	12.50	*	*	68.75	*	*	18.75	*	*	16	*
All Grades	20.00	5.00	13.33	73.33	85.00	80.00	6.67	10.00	6.67	30	60	45

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
533	**86.7**	**17.6**	**1.1**
Total Number of Students enrolled in Furman Independent Study.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	17.6
Foster Youth	6	1.1
Homeless	8	1.5
Socioeconomically Disadvantaged	462	86.7
Students with Disabilities	62	11.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.6
American Indian	6	1.1
Asian	6	1.1
Filipino	2	0.4
Hispanic	448	84.1
Two or More Races	4	0.8
Pacific Islander		
White	47	8.8

Conclusions based on this data:

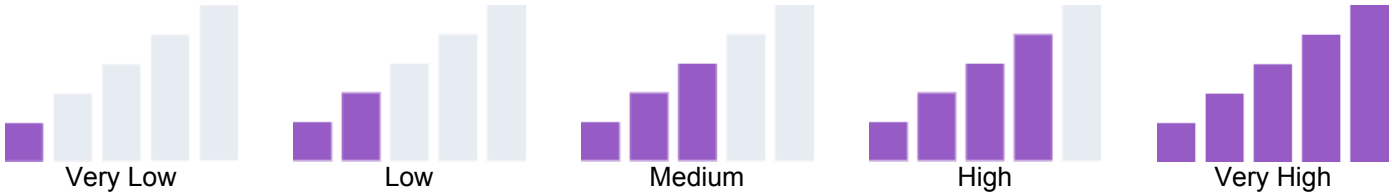
1. Each year, for the past three years, Furman high has enrolled more EL and reclassified students due needing to make up credits in English, math and social sciences.
2. Most of the students enrolled at Furman high school come from households in which Spanish is spoken and thus makeup the Hispanic/Latino percentages.
3. Most of the students enrolled at Furman high school come from low socioeconomically disadvantaged households.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Low	**Suspension Rate** Very Low
Mathematics Very Low	**Chronic Absenteeism** Very High	
English Learner Progress Medium		
College/Career Not Reported in 2022		

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

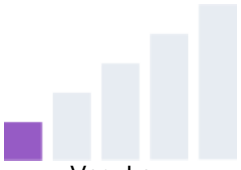
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
60.9 points below standard	76.2 points below standard	3 Students
157 Students	32 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
3 Students	57.5 points below standard	136.6 points below standard
	136 Students	25 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 55.5 points below standard 123 Students			No Performance Level 60.6 points below standard 21 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
134.6 points below standard 19 Students	11.2 points below standard 14 Students	75.6 points below standard 108 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

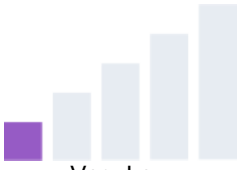
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
3	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
132.2 points below standard	125.8 points below standard	3 Students
156 Students	32 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
3 Students	129.2 points below standard	166.4 points below standard
	135 Students	24 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 5 Students		No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 128.9 points below standard 122 Students			No Performance Level 153.8 points below standard 21 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
164.1 points below standard 19 Students	82.5 points below standard 14 Students	141.1 points below standard 107 Students

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

53.3 making progress towards English language proficiency

Number of EL Students: 45 Students

Performance Level: 3

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

2022 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
11.1%	35.6%	0.0%	53.3%

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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

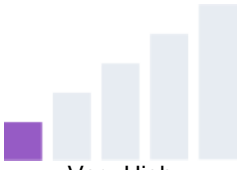
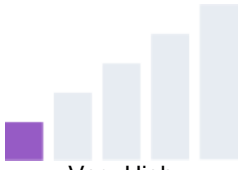
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
54.7% Chronically Absent	53.7% Chronically Absent	Less than 11 Students
393 Students	67 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
81.8% Chronically Absent	55.9% Chronically Absent	54.9% Chronically Absent
11 Students	345 Students	51 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
66.7% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
12 Students	4 Students	5 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
54.6% Chronically Absent	Less than 11 Students		60% Chronically Absent
328 Students	8 Students		35 Students

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

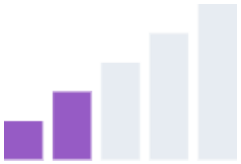
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	2	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	No Performance Level	No Performance Level
76.5% graduated	69% graduated	Less than 11 Students
119 Students	29 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
72.2% graduated	74.1% graduated	Less than 11 Students
18 Students	108 Students	8 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level Less than 11 Students 3 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 73.1% graduated 104 Students	 No Performance Level Less than 11 Students 2 Students		 No Performance Level Less than 11 Students 10 Students

Conclusions based on this data:

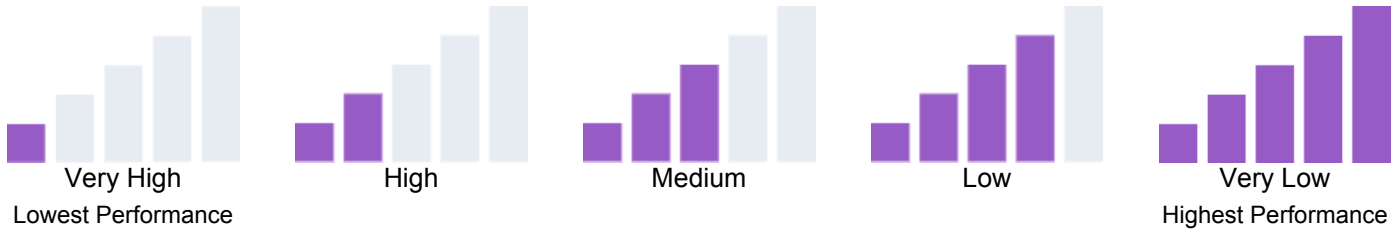
1. Furman's graduation rate has increased from 64.6% in 2017 to 72.%% in 2018.
2. The data indicates that 53.8% were English learners, 74.1 Hispanic and 70.5% are socioeconomically disadvantaged.
3. Furman offers all non graduating seniors a chance to make up their credits to receive a diploma through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

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	1	4

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Low	No Performance Level
0.4% suspended at least one day	0.8% suspended at least one day	Less than 11 Students
758 Students	131 Students	10 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
0% suspended at least one day	0.3% suspended at least one day	0% suspended at least one day
20 Students	672 Students	79 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	No Performance Level
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
17 Students	10 Students	9 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low	No Performance Level		Very Low
0.5% suspended at least one day	0% suspended at least one day		0% suspended at least one day
645 Students	12 Students		63 Students

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
Provide early supports for children and their families before beginning school

Goal 1

We believe in every child receiving quality early learning experiences to prepare them for success in school and life which includes supporting children and their family from preconception to four years old. Our vision relies on a partnership with actively engaged families and a supportive community. We believe that parents or guardians are a child's first teacher and this is why we support parents and guardians with training in technology and in educational and social-emotional resources. All families will have access to holistic services and care to be healthy and ready to learn. All families will also be provided with nutrition and connections with our community partners for resources.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Countries in which young children who come to school healthy, eager to learn and ready to profit from the instruction tend to be countries in which those children do well in school."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

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
Demonstrate equity before equality, providing resources based on student needs

Goal 2

We believe in equity before equality which is why we expect that all students, including those who come with greater challenges, receive the highest quality learning experience and are expected to achieve at high levels. We provide additional, targeted, high-quality resources for students with the greatest needs because equity means giving everyone what they need to be successful. Students receive all necessary support and resources for academic, behavior, and social-emotional mastery. We expect that resources are used to create inviting schools for students and parents. We believe all students feel valued, loved, and supported and feel welcomed in our schools by all staff. All staffing assignments are made equitably, based upon student needs. We have a district culture where all staff are passionate and want to inspire all students particularly the students with the greatest needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing countries have made explicit decisions to create systems in which all students are educated to standards formerly reserved only for their elites Policymakers in these countries know that if less-advantaged students are going to achieve at league-leading levels they will have to have access to more resources than students who come to school with greater advantages."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	California Dashboard 2021-22= 0.4% 2020-2021= 0% 2019-2020= 1.4% 2018-2019= 0.08%	Projected for 2021-2022= 1.4% Projected for 2022-2023= 0% Projected for 2023-2024= 0%
Panorama Survey	3rd-5th 2022-2023 School Climate 82%, School Safety 82%, School Belonging 74%, School Engagement 62% 6th-8th 2022-2023 School Climate 60%, School Safety 85%, School Belonging 46%, School Engagement 35%	3rd-5th 2022-2023 School Climate 82%, School Safety 82%, School Belonging 74%, School Engagement 62% 6th-8th 2022-2023 School Climate 60%, School Safety 85%, School Belonging 46%, School Engagement 35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9th-12th 2022-2023 School Safety 90%, School Belonging 54%, School Climate 65%, School Engagement 32%	9th-12th 2022-2023 School Safety 90%, School Belonging 54%, School Climate 65%, School Engagement 32% 3rd-5th Projected for 2023-2024 School Climate 85%, School Safety 85%, School Belonging 77%, School Engagement 65% 6th-8th Projected for 2023-2024 School Climate 64%, School Safety 85%, School Belonging 48%, School Engagement 38% 9th-12th Projected for 2023-2024 School Safety 95%, School Belonging 60%, School Climate 70%, School Engagement 40%
Chronic Absenteeism	California Dashboard 2021-22= 54.7% 2020-2021= 89.3% 2019-2020= N/A 2018-2019= 54.8%	Projected for 2021-2022= 60% Projected for 2022-2023= 50% Projected for 2023-2024= 15%
Expulsion Rates	California Dashboard 2021-22= 0% 2020-2021= 0% 2019-2020= 0% 2018-2019= 0.41%	Projected for 2021-2022= 0% Projected for 2022-2023= 0% Projected for 2023-2024= 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)

All Students

Strategy/Activity

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

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)
1776	Instructional Supplies 4310 (Title I)
5816	Comp. Hardware under $500 4385 (Title I)
300	Outside Contracted Services 5800 (Title I)
10000	Duplicating/Print shop 5715 (Title I)

Strategy/Activity 2

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

Strategy/Activity
Strategy: Professional planning will be provided focusing on student social-emotional development through the use of PBIS and 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.

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	Travel & Conference 5200 (Title I)

Strategy/Activity 3

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

All Students

Strategy/Activity

Strategy: 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.

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	Certificated Extra Time 1190 (Title I)

Annual Review

SPSA Year Reviewed: 2022-23

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:
Purchased supplemental instructional supplies, computer hardware and software, books and reference materials and Duplication/Print shop
Outside Contracted Services (5800): We also contracted 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.
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 spring implementation.
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 2022-23 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.

Strategy 2:
Professional planning will be provided focusing on student social-emotional development through the use of PBIS and Character Counts activities.
Furman Elementary K-8th:
Professional planning will be provided focusing on student social emotional development through the use of PBIS Tier 1 and Tier 2 strategies.
*Furman staff will attend PD addressing socio-emotional student issues throughout the 2022-23 school year.
Due to shortage of staff and limited offerings, our Furman staff did not have the opportunity to attend many trainings or conferences during the 2022-23 school year related to this area. Instead, we provided in-school professional development on Tier 1 PBIS strategies. We will continue to address this area in 2023-24 school year.
Furman High School 9th-12th:
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 2022-23 school year.
Due to shortage of staff and limited offerings, our Furman staff did not have the opportunity to attend many trainings or conferences during the 2022-23 school year related to this area. We will continue to address this area in 2023-24 school year.
What were the activities implemented?
Staff attended some PD on socio-emotional student issues.
What was not implemented that was in the 2022-23 site plan?
High school 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 high has implemented Character Counts, while the elementary school has implemented PBIS, in order to promote a positive school culture. Students' suspension and expulsion rates are low.

Strategy 3:
All staff (K-12th) 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/PBIS 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/PBIS
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 2022-23 site plan?
All activities were implemented.
What was the overall effectiveness?
Furman has implemented Character Counts/PBIS in order to promote a positive school culture. Students' 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:
(K-8th) Purchased supplemental Instructional Supplies, Books and Reference Materials and Duplication/Print Shop.
Budgeted: $30,000 Estimated actuals: $8482
Difference: $21,518
There's a $21,518 difference because monies will be spent by the end of the year.

(9th-12th) Purchased supplemental Instructional Supplies, Books and Reference Materials and Duplication/Print Shop. We also used outside Contracted Services for banners and other.
Budgeted: $9,300 Estimated actuals: $2800
Difference: $6500
Why is there a difference or not?
There's a $6500 difference because monies will be spent by the end of this year.

Strategy 2:
Professional planning will be provided focusing on student social-emotional development through the use of PBIS and Character Counts activities.
Furman (K-12th):
Strategy 1: Professional planning will be provided focusing on student social emotional development through the use of PBIS/Second Step activities.
Budgeted: $0 Estimated Actuals: $0
Difference: $0
Why: $0 was allocated in this area.

Strategy 3:
Furman (K-12th) 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
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:
Purchase supplemental Instructional supplies, computer hardware and software, books and reference materials and duplication/print shop; Instructional Supplies: 4310; Outside Contracted Service 5800
Teachers did purchase some additional instructional supplies. We also purchased banners and other educational displays for the inside and outside of the buildings.
Due to this, we will continue with this strategy for the 2023-24 school year.

Changes: Keep for 2023-24
Why are you keeping, deleting or modifying:
Due to COVID-19, teachers did not purchase many additional instructional supplies or attend many educational trips. Due to this, we will continue with this strategy for the 2023-24 school year.

Strategy 2:
Professional planning will be provided focusing on student social emotional development through the use of Character Counts activities. This ties in with goal 1 strategy 1; Subs 1125, Extra Time 1190 & Travel/Conference 5200
Changes: Keep for 2023-24
Why are you keeping, deleting or modifying:
*Due to shortage of staff and limited offerings, 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 2023-24 school year.

Strategy 3:
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; Subs 1125, Extra Time 1190 & Travel/Conference 5200
Changes: Keep for 2023-24
Why are you keeping, Deleting or Modifying:
*Due to staff shortages and limited offerings, 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 2023-24 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
Provide a high-quality education with aligned curriculum & teaching

Goal 3

We believe all students entering and exiting any Madera Unified school will leave with the same quality education regardless of origin, neighborhood, the school they attend, or the teacher they have because the expectation is that all students learn at high levels. To ensure this, we provide instructional systems based upon internationally benchmarked student performance standards, ensure they exemplify the elements of the Madera Unified Graduate Profile, and a curriculum framework that is coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning happens through collaboration between teachers and administration, Professional Learning Communities (PLC) that determine research-based instruction and assessment practices.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Top-performing systems typically have well-developed, highly coherent and very demanding instructional systems for all students that incorporate student performance standards, curriculum and assessments, as well as the use of instructional methods appropriate to the goals and standards of instruction."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	2021-2022 Percent of Students that Met or Exceeded ELA Standard Overall: 25.93% Grade 11th: 42% 2022-2023 Percent of Students that Met or Exceeded ELA Standard Overall: 27% Grade 3rd: 24% Grade 4th: 40% Grade 5th: 38% Grade 6th: 18% Grade 7th: 14% Grade 8th: 29% Grade 11th: 30%	2022-2023 Percent of Students that will Meet or Exceed ELA Standard Overall: 45% Grade 11th: 45% 2023-2024 Percent of Students that will Meet or Exceed ELA Standard Overall: 45% Grade 11th: 45%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Interim Assessment Reading (NWEA)	3rd-8th Percent of Students Ready or Exceeding Grade Level Reading Fall 2022: 24.7% Winter 2022: 28.7% Spring 2023: 22.9% Fall to Spring % Met Best Growth Target: 26.05% 9th-12th Percent of Students Ready or Exceeding Grade Level Reading Fall 2021: 19.8% Winter 2021: 15.5% Spring 2022: 14.10% Fall to Spring % Met Best Growth Target: 24.36% 9th-12th Percent of Students ready or exceeded Grade Level Reading Fall 2022: 14.5% Winter 2023: 11.40% Spring 2023: 13.1 Fall to Spring % Met Best Growth Target: 32.88%	3rd-12th NWEA Reading BEST Growth Target Fall 2021/2022: 25% Fall 2022/2023: 40% Fall 2023-2024: 60% Fall 2024-2025: 80%
CAASPP SBAC Math	2021-2022 Percent of Students that Met or Exceeded Math Standard 11th: 2.22% 2022-2023 Percent of Students that Met or Exceeded Math Standard Overall: 7% Grade 3rd: 12% Grade 4th: 40% Grade 5th: 23% Grade 6th: 5% Grade 7th: 7% Grade 8th: 6% Grade 11th: 0%	2022-2023 Percent of Students that will Meet or Exceed Math Standard Grade 11: 5% 2023-2024: Percent of Students that will Meet or Exceed Math Standard Grade 11: 5% 11th: 2.22%
Local Interim Assessment Math (NWEA)	3rd-8th Percent of Students Ready or Exceeding Grade Level Math	3rd-12th NWEA Math BEST Growth Target Fall 2021/2022: 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Fall 2022: 26.8% Winter 2022: 21.4% Spring 2023: 25.1% Fall to Spring % Met Best Growth Target: 25% 9th-12th Percent of Students ready or exceeded Grade Level Math Fall 2021: 12% Winter 2021: 19.30% Spring 2022: 7.90% Fall to Spring % Met Best Growth Target: 21.79% 9th-12th Percent of Students ready or exceeded Grade Level Math Fall 2022: 11.50% Winter 2022: 13.70% Spring 2023: 20.70% Fall to Spring % Met Best Growth Target: 53.57%	Fall 2022/2023: 40% Fall 2023-2024: 60% Fall 2024-2025: 80%
English Learner Progress (ELPAC)	K-8th: 2022-2023 Percent of students that scored a Level 4: 15% 9-12th: 2021-2022 Percent of students that scored a Level 4: 20.6% 2022-2023 Percent of students that scored a Level 4: 10%	K-8th Goal: Percent of students that will score a Level 4 on the 2023-2024 ELPAC: 25% 9th-12th Goal: Percent of students that will score a Level 4 on 2022-2023 ELPAC: 23% 9th-12th Goal: Percent of students that will score a Level 4 on 2023-2024 ELPAC: 23%
Back to School Night	2021-2022: 23 parents 2022-2023: 33 parents	Projected 2022-2023: 33 parents Projected 2023-2024: 35 parents
Reclassification Rate	K-8th: 2022-2023: 1	K-8th: 2023-2024: 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	9th-12th: 2021-2022 Reclassified Students: 6 2022-2023 Reclassified Students: 4	9th-112th: 2022-2023: 6 2023-2024: 6 2024-2025: 8
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%
Title 1 Parent Meeting	2021-2022: 23 attendees 2022-2023: 33 attendees	Projected 2022-2023: 33 attendees Projected 2023-2024: 35 attendees
Back-to-School Attendance	2021-2022: 23 attendees 2022-2023: 33 attendees	Projected 2022-2023: 33 attendees Projected 2023-2024: 35 attendees
SSC	2021-2022: 23 attendees 2022-2023: 42 attendees	Projected 2022-2023: 33 attendees Projected 2023-2024: 35 attendees
ELAC	2021-2022: 23 attendees 2022-2023: 26 attendees	Projected 2022-2023: 33 attendees Projected 2023-2024: 35 attendees
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)

All Students

Strategy/Activity

Strategy 1: 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.

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)
1555.56	Entry Fees 5808 (Title I)
12262.00	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)

All Students

Strategy/Activity

Strategy 2: All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home for the high school. At the elementary level, families will receive weekly informational newsletters through parent/student square. Refreshments and snacks will be offered.

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)
2121	Supplies 4300 (Parent Ed)

Annual Review

SPSA Year Reviewed: 2022-23

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:
Field Trips and entrance/conference fees: Furman is promoting the involvement of parents in all school educational trips and school events. This helped to increase more parent participation overall during the 2022-23 school year.

Strategy 2:
All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study:
Our parent involvement continues to improve. Furman Independent Study 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 an increase overall of parent participation for 2022-23.

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:
Field Trips and entrance/conference fees:
Furman is promoting the involvement of parents in all school educational trips and school events.
(9th-12th) Budgeted: $13,817.56 Estimated Actuals: $13,817.56
Difference: There's a $0 difference because we were able to spend most of it promoting parent participation.

Strategy 2:
All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study:
Weekly parent informational newsletters will be mailed/sent home through Parent/Student Square. Refreshments and snacks will be provided. Automated calls and personal phone calls and emailed messages to inform parents and the community will be sent out throughout the school year.
*Clerical and classified extra time
*Provide needed supplies
(TK-8th) Budgeted: $1258 Estimated Actuals: $3970
Difference: There's a $2712 difference because we spent it on parent communication and participation.
(9th-12th) Budgeted: $1500 Estimated Actuals: $1500
Difference: There's a $0 difference because we were able to spend most of it promoting parent participation.

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:
Field Trips and entrance/conference fees:
Furman is promoting the involvement of parents in all school educational trips and school events.
Changes: Keep for 2023-24
Why are you Keeping, Deleting or modifying this Action and/or Goal?
Furman plans to continue to implement the following strategy to support the goal and continue to increase parent participation throughout the 2023-24 school year:

Strategy 2:
All parents and the community will be invited to attend upcoming SSC and ELAC meetings, and activities sponsored by Furman Independent Study. Weekly parent informational newsletters will be mailed/sent home through Parent/Student Square. Refreshments and snacks will be offered. Automated calls and personal phone calls and emailed messages to inform parents and the community will be sent out throughout the school year.
Changes: Keep for 2023-24
Why are you Keeping, Deleting or modifying this Action and/or Goal?
Furman plans to continue to implement the following strategy to support the goal and continue to increase parent participation throughout the 2023-24 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, 2, 4, 5 ,7, 8
Recruit and retain highly qualified staff

Goal 4

We believe that all staff receive the support that they need to do their job and that teachers experience high-quality coaching and mentoring, understand and implement research-based and culturally responsive instructional practices so that all students can learn, and that they truly believe students of every ethnicity, socioeconomic status, gender, and ability can learn at high levels. New teachers to our district receive effective mentoring, guidance, and support through a comprehensive Teacher Support and Mentor Program with developmentally appropriate conditions, resources and supports that allow for equitable teaching and learning tailored to meeting their varying needs.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "The top-performing countries believe it will be impossible to deliver to all their students the kind and quality of education formerly reserved for their elites unless they are able to put a very highly qualified teacher in front of all their students."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

All Students

Strategy/Activity

Strategy 1: Provide teacher release time (subs), extra time, and Travel and Conference
Our school-wide initiative to create a stronger Professional Learning Community and develop students critical thinking skills across all content areas has been the focus and will continue to the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.

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	Certificated Extra Time 1190 (Title I)
2000	Cert. Pupil Support 1200 (Title I)
5000	Travel & Conference 5200 (Title I)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy 2: Clerk/Office Extra Time/Paraprofessional and Support Staff
The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area.
This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED,EL, Migrant, homeless/foster students and other students with need support in literacy.
The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

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)
16143.44	Paraprofessional 2100 (Title I)
0	Clerk/Office Extra time 2490 (Title I)
0	Student Advocate 2200 (CSI)
0	Other classified 2990 (CSI)

Annual Review

SPSA Year Reviewed: 2022-23

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: Provide teacher release time (subs), extra time, and Travel and Conference
Furman Elementary TK-8th:
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 2022-23 and will continue to the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.
Furman High 9th-12th Grade:
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 2022-23 and will continue to the focus for the upcoming school year 2023-24 school year. Furman high 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 and strategies support our site initiative and funds will continue to be used to address the need. Due to this, we will continue to implement the following strategies and allocate funds for them.
*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 2022 to the spring 2023 semester. We had a higher percentage of students in the high and above average range in math. More subgroups met their Best Growth Targets in the spring semester of 2023.
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 2022-23 site plan?
Due to 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 spring implementation.

Strategy 2: Clerk/Office Extra Time/Paraprofessional and other Support Staff
The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area.

This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED,EL, Migrant, homeless/foster students and other students with need support in literacy.
Child Welfare & Attendance Liaison was hired as other support staff using other funds (2900):
The 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.
The Student Advocate was hired as other support staff using other funds (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.
What were the activities implemented?
All activities were implemented.
What was not implemented that was in the 2022-23 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 spring 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: Provide teacher release time (subs), extra time, and Travel and Conference
Furman Elementary TK-8th:
Strategy 1. Provided teacher release time, extra time and Travel and Conference:
Budgeted: $10,000 Estimated actuals: $0
Difference: $10,000
Why is there a difference or not?
Teachers and staff were provided extra planning time and participated in professional development throughout the year during their regular duty day.
Furman High 9th-12th Grade:
Strategy 1. Provided teacher release time, extra time and Travel and Conference:
Budgeted: $6305 Estimated actuals: $6305
Difference: 0
Why is there a difference or not?

Teachers and staff were provided extra planning time and participated in professional development throughout the year.
ere provided extra planning time and participated in professional development throughout the year during their regular duty day.

Strategy 2: Clerk/Office Extra Time/Paraprofessional and other Support Staff
This strategy paid the salary for the English para for Furman High School. 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. A student advocate and CWAL (using other funds) were also hired to support all students in all grades in content areas with their overall learning.
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 (subs), extra time, and Travel and Conference
Furman Elementary TK-8th:
Strategy 1. Provide teacher release time, extra time and Travel and Conference; Subs: 1125, Extra Time: 1190 & Travel/Conference: 5200
Due to limited offerings and staff shortage, teachers did not attend the PLC conference and other conferences scheduled. Due to this, we will continue with this strategy for the 2023-24 school year.
*Changes: Keep for 2023-24
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Due to limited offerings and staff shortages, teachers did not attend the PLC conference and other conferences scheduled. Due to this, we will continue with this strategy for the 2023-24 school year.
Furman High 9th-12th Grade:
Strategy 1. Provide teacher release time, extra time and Travel and Conference; Subs: 1125, Extra Time: 1190 & Travel/Conference: 5200
Due to limited offerings and staff shortage, teachers did not attend the PLC conference and other conferences scheduled. Due to this, we will continue with this strategy for the 2023-24 school year.
*Changes: Keep for 2023-24
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
Due to limited offerings and staff shortages, teachers did not attend the PLC conference and other conferences scheduled. Due to this, we will continue with this strategy for the 2023-24 school year.

Strategy 2: Clerk/Office Extra Time/Paraprofessional and other Support Staff
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. The other support staff, student advocate and CWAL, have also impacted the overall progress of students in all grades and content areas.

*Changes: Keep for 2023-24
*Why are you Keeping, Deleting, or Modifying this Action and or Goal?
The math and ELA para support student learning in both math and literacy. Their efforts have impacted student learning.

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
Incentives & supports for employees to continuously improve performance

Goal 5

We believe our entire organization is a place in which both teachers and support staff are treated as professionals, with incentives and support to continuously improve their professional practices and the performance of all students. A career ladder system with levels of support to develop skills, and incentivize a commitment to continuous growth for all within the organization including, students, teachers, administrators, and support staff.

Identified Need

We developed this goal through the District System Design Partnership process facilitated through the National Center on Education and the Economy (NCEE). Please read the excerpt below captured from the NCEE document titled 9 Building Blocks for a World Class Educational System. "Career ladders are created that develop the skills of the current teacher workforce and establish a culture and organization that provides strong incentives for teachers to get better and better at the work and supports continuous improvement of the school as a whole."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

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	$60,974
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$60,974.00

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)	$2,000.00
Certificated Extra Time 1190 (Title I)	$4,000.00
Clerk/Office Extra time 2490 (Title I)	$0.00
Comp. Hardware under $500 4385 (Title I)	$5,816.00
Duplicating/Print shop 5715 (Title I)	$10,000.00
Entry Fees 5808 (Title I)	$1,555.56
Field Trips 5716 (Parent Ed)	$12,262.00
Instructional Supplies 4310 (Title I)	$1,776.00
Other classified 2990 (CSI)	$0.00
Outside Contracted Services 5800 (Title I)	$300.00
Paraprofessional 2100 (Title I)	$16,143.44
Student Advocate 2200 (CSI)	$0.00
Supplies 4300 (Parent Ed)	$2,121.00

Travel & Conference 5200 (Title I)	$5,000.00

Subtotal of state or local funds included for this school: $60,974.00

Total of federal, state, and/or local funds for this school: $60,974.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-3-23.

Attested:

	Principal, Hilda Castrellon on 5-3-23
	SSC Chairperson, Bobbie Jo Hernandez on 5-3-23

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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
		$2,000.00		Strategy 1: Provide teacher release time (subs), extra time, and Travel and Conference Our school-wide initiative to create a stronger Professional Learning Community and develop students critical thinking skills across all content areas has been the focus and will continue to the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.

Cert. Pupil Support 1200 (Title I) Total Expenditures:	$2,000.00
Cert. Pupil Support 1200 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$4,000.00		Strategy 1: Provide teacher release time (subs), extra time, and Travel and Conference Our school-wide initiative to create a stronger Professional Learning Community and develop students critical thinking skills across all content areas has been the focus and will continue to the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.

		$0.00		Strategy: 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.

Certificated Extra Time 1190 (Title I) Total Expenditures:	$4,000.00
Certificated Extra Time 1190 (Title I) Allocation Balance:	$0.00

Funding Source: Clerk/Office Extra time 2490 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy 2: Clerk/Office Extra Time/Paraprofessional and Support Staff The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area. This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED,EL, Migrant, homeless/foster students and other students with need support in literacy. The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

Clerk/Office Extra time 2490 (Title I) Total Expenditures:	$0.00
Clerk/Office Extra time 2490 (Title I) Allocation Balance:	$0.00

Funding Source: Comp. Hardware under $500 4385 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

		$5,816.00		Instructional supplies: * Purchase materials including, but not limited to, duplication, computer hardware and software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher-order thinking skills to solve complex problems. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Comp. Hardware under $500 4385 (Title I) Total Expenditures:	$5,816.00
Comp. Hardware under $500 4385 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$10,000.00		Instructional supplies: * Purchase materials including, but not limited to, duplication, computer hardware and software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher-order thinking skills to solve complex problems. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Duplicating/Print shop 5715 (Title I) Total Expenditures:	$10,000.00
Duplicating/Print shop 5715 (Title I) Allocation Balance:	$0.00

Funding Source: Entry Fees 5808 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$1,555.56		Strategy 1: 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.

Entry Fees 5808 (Title I) Total Expenditures:	$1,555.56
Entry Fees 5808 (Title I) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$12,262.00		Strategy 1: 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.

Field Trips 5716 (Parent Ed) Total Expenditures:	$12,262.00
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

		$1,776.00		Instructional supplies: * Purchase materials including, but not limited to, duplication, computer hardware and software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher-order thinking skills to solve complex problems. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Instructional Supplies 4310 (Title I) Total Expenditures:	$1,776.00
Instructional Supplies 4310 (Title I) Allocation Balance:	$0.00

Funding Source: Other classified 2990 (CSI) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy 2: Clerk/Office Extra Time/Paraprofessional and Support Staff The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area. This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED,EL, Migrant, homeless/foster students and other students with need support in literacy. The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

Other classified 2990 (CSI) Total Expenditures:	$0.00
Other classified 2990 (CSI) Allocation Balance:	$0.00

Funding Source: Outside Contracted Services 5800 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$300.00		Instructional supplies: * Purchase materials including, but not limited to, duplication, computer hardware and software, CD/DVDs, online subscriptions to software programs, books, project boards, audiovisual equipment, teacher resources, or other items that support instruction to help students access the core or intervention. * Purchase materials and supplies to support the implementation of advanced thinking skills. For example, programs such as LEGO Robotics that allow students to use their creativity and higher-order thinking skills to solve complex problems. * Purchase materials and supplies to support project-based learning opportunities. These items could be purchased to support students in the classroom or in a STEM/STEAM lab setting.

Outside Contracted Services 5800 (Title I) Total Expenditures:	$300.00
Outside Contracted Services 5800 (Title I) Allocation Balance:	$0.00

Funding Source: Paraprofessional 2100 (Title I) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

		$16,143.44		Strategy 2: Clerk/Office Extra Time/Paraprofessional and Support Staff The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area. This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED,EL, Migrant, homeless/foster students and other students with need support in literacy. The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

Paraprofessional 2100 (Title I) Total Expenditures:	$16,143.44
Paraprofessional 2100 (Title I) Allocation Balance:	$0.00

Funding Source: Student Advocate 2200 (CSI) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$0.00		Strategy 2: Clerk/Office Extra Time/Paraprofessional and Support Staff The math and English paraprofessionals may work extra hours to attend mandated trainings related to student learning, socio-emotional development and assessment in order to supplement instruction or provide instructional support services to students. The math and ELA paraprofessionals may work extra hours in order to provide supplemental academic assistance to students who need support in any content area. This largest amount of Furman's Title 1 funds pays for our ELA paraprofessional to provide focus support to our SPED,EL, Migrant, homeless/foster students and other students with need support in literacy. The Student Advocate and Child Welfare & Attendance Liaison were hired as other support staff using other funds to support all students.

Student Advocate 2200 (CSI) Total Expenditures:	$0.00
Student Advocate 2200 (CSI) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,121.00		Strategy 2: All parents and the community will be invited to attend upcoming SSC and ELAC meetings, Senior Nights, College/FAFSA, leadership club events and activities sponsored by Furman Independent Study. Monthly parent informational newsletters and calendars will be emailed through parent/student square or mailed home for the high school. At the elementary level, families will receive weekly informational newsletters through parent/student square. Refreshments and snacks will be offered.

Supplies 4300 (Parent Ed) Total Expenditures:	$2,121.00
Supplies 4300 (Parent Ed) Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action

Furman Independent Study Program

	$0.00	Strategy: Professional planning will be provided focusing on student social-emotional development through the use of PBIS and 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.
	$5,000.00	Strategy 1: Provide teacher release time (subs), extra time, and Travel and Conference Our school-wide initiative to create a stronger Professional Learning Community and develop students critical thinking skills across all content areas has been the focus and will continue to the focus for the upcoming school year 2023-24 school year. We are using the funds to pay for additional time for teachers/counselor to plan and develop rigorous and engaging lessons and attend needed professional learning. The implementation of these strategies has been effective and has positively impacted our student attendance and achievement.

Travel & Conference 5200 (Title I) Total Expenditures:	$5,000.00
Travel & Conference 5200 (Title I) Allocation Balance:	$0.00
Furman Independent Study Program Total Expenditures:	$60,974.00