

School Year:

March 2025 – March 2026



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

|   |  |
|---|--|
| <b>School Name</b>                            | Marco Antonio Firebaugh High School                |
| <b>Address</b>                                | 5246 Martin Luther King Blvd.<br>Lynwood, CA 90262 |
| <b>County-District-School (CDS) Code</b>      | 19647740109538                                     |
| <b>Principal</b>                              | Mr. Larry Reed                                     |
| <b>District Name</b>                          | Lynwood Unified School District                    |
| <b>SPSA Revision Date</b>                     | September 2024 - March 2025                        |
| <b>Schoolsite Council (SSC) Approval Date</b> | February 27, 2025                                  |
| <b>Local Board Approval Date</b>              | March 27, 2025                                     |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## FIREBAUGH HIGH SCHOOL Vision and Mission Statement

At Firebaugh High School, our vision is to empower students for success in college or their careers, fostering a culture of pride and ownership. We achieve this through a dedicated staff that continuously grows professionally, collaborates within professional learning communities, and maintains high expectations for all students, celebrating their progress. Our students are encouraged to take initiative in their learning, embrace new ideas, and show compassion to others while understanding their responsibilities. We value supportive parents who collaborate with the school, stay informed about their child's progress, and actively engage in school functions and committees. Together we create a safe and resourceful learning environment focused on increasing graduation rates each year. Let's keep building a positive and successful learning community at Firebaugh High School!

## LYNWOOD UNIFIED SCHOOL DISTRICT Vision and Mission Statement

The mission of Lynwood Unified School District, the model urban school district, is to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving system distinguished by:

- people of great character who inspire and lead by example
- the instilling of courage to be creative
- the transformative uses of technology
- safe and clean environments
- the inclusion of all voices in our community through equity, access and justice

Supporting the mission of LUSD are the following objectives:

- All students graduate college or career ready to achieve their vision of personal and professional success.
- All students possess a noble character.
- Each student actualizes their true identity through leading a purposeful life.
- All students exceed grade-level achievement and college content readiness assessments.

# School Profile

Marco Antonio Firebaugh High School is located in Lynwood, California, a city adjacent to South Los Angeles. Lynwood was a part of a land grant in 1810 and originally known as Rancho San Antonio. With the passing of the Rancho, the ranch was inherited by his children, and over time was held by various owners. In the early 1900's the land was purchased by a dairyman who named the area for his wife, Mrs. Lynne Wood. The dairy became known as The Lynwood Dairy and Creamery. The City of Lynwood was incorporated in 1921 and the Lynwood Unified School District was established in 1950.

Firebaugh High School (FHS) was officially opened on September 12, 2005. It was named in honor of Marco Antonio Firebaugh, a Latino-American who worked for the Lynwood community as a state assemblyman, Mexican Caucus leader, and advocate of the underprivileged. With his death in March 2006 at the age of 39, much attention began to focus on the new high school, and his legacy continues to inspire the school community to realize his vision of academic success for Lynwood students.

What separates FHS from other schools with similar demographics is our commitment to preparing students for college, emphasizing A-G coursework requirements, which are necessary in order for students to be eligible to attend universities in the UC (University of California) and CSU (California State University) systems.

FHS is one of three high schools that are a part of the Lynwood Unified School District (LUSD), serving more than 13,000 students in grades Kindergarten through twelve. FHS was built on property that was formerly a city park, and began as a 9th grade campus. Since its opening, grades 10 through 12 have been added; the class of 2009 was the first graduating class. During the 2008-2009 school year, the school district decided to return the 9th grade to the middle school, so FHS became a grade 10–12 school for the 2009-2010 and 2010-2011 school years. During 2011-2012 school year, ninth grade students returned to FHS, becoming a grades 9-12 high school, and remains so today. Currently, the student population at FHS is composed of 1,581 students: approximately 96.39% are Hispanic, 2.85% are African American, .44% are White, and .13% as Asian. 100% of our students qualify for free lunch. Our school demographics by

subgroup: approximately 18% of our population is made up of English Learners, 3% of Homeless and Foster Youth, 97.7% are socioeconomically disadvantaged, and 14.5% are students with disabilities.

#### State/Federal Program Mandates

FHS operates a Title I school wide program, which provides assistance to all low-income students. FHS also operates a Title III program that provides assistance to English Learners. FHS had its first English Learner cohort during the 2017-2018 school year, which provided the EL cohort with two class periods with the same teacher within the school day. In the 2022-2023 school year, the English Learner cohort has grown. The department has two ELD teachers that provide at least one ELD course per day.

#### WASC Accreditation History for School

The first three WASC visitations were in 2008, 2011, and 2013. The history is as follows:

- 2023: 6 Year Accreditation with 3 year review
- 2022: WASC three day visit
- 2020-2022: Self-study process (extended deadline, due to the pandemic)
- 2018-2019: June Progress Report (of progress since last year).
- 2017-2018: Mid-Cycle review
- 2015: 6 Year Accreditation with 3 year review
- 2014: Self-study
- 2013: WASC one day visit expanded to two days
- 2012: WASC visit originally scheduled; extension granted
- 2011: WASC visit originally scheduled; extension granted
- 2008: First Accreditation

#### School Purpose and Expected Schoolwide Learner Outcomes

The School-wide Expectations are known as "PRIDE", an acronym for the expected outcomes listed below. Each Expectation is specified according to the environmental context within our school site.

#### P.R.I.D.E.

- Partnership
- Respect
- Integrity
- Dedication
- Education



## 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

Firebaugh High School includes all of their educational partners when planning for the SPSA, Annual Review, and Update. At the beginning of the school year our Instructional Lead and Community Liaison organize and assemble our School Site Council (SSC) and the English Learner Advisory Committee (ELAC). These groups are composed by the following educational partners: principal, students, teachers, parents, community members, and classified staff. These groups thoroughly review school data and then create a needs assessment, based on educational partners feedback. In addition, all FHS Teachers also partake in reviewing data and identifying school needs. Parents and families also receive the opportunity to communicate needs at Coffee with the Principal, which occurs once a month, and they are also able to review all data and complete the Needs Assessment Surveys.

Once data is collected from all educational partners, the ELAC Committee provides recommendations to the SSC Council on the needs of FHS English Learners. Based on feedback from all of the mentioned educational partners, the SSC completes the FHS Needs Assessment and develops the interventions, activities, and strategies that are needed to address our school goals. Lastly, the SPSA is reviewed and approved by the FHS SSC.

# Resource Inequities

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

- Early Interventions for Struggling Students – There is a need to provide academic interventions earlier in the school year to support students who are at risk of falling behind.
- Limited Math Support and Interventions – A significant portion of students, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, are not meeting math proficiency standards. The plan highlights the need for additional instructional time, targeted interventions, and tutoring opportunities.
- Gaps in English Language Arts (ELA) Performance – English Learners and Students with Disabilities demonstrate particularly low performance in ELA. There is a need for more support programs, focused writing instruction, and additional learning resources to help students develop literacy skills.
- Lack of Sufficient Tutoring and Small Group Support – The assessment suggests that more in-person tutoring, small-group interventions, and targeted reteaching strategies are necessary to help students improve in both Math and ELA.
- Limited Access to Hands-on and Real-world Applications in Math – Students need more interactive and real-life applications of math, such as financial literacy and problem-solving workshops, to increase engagement and comprehension.
- Professional Development for Educators – Teachers need more training and collaboration opportunities, particularly in supporting English Learners and struggling students.
- Technology Use and Classroom Engagement – There is a call for less reliance on technology and more interactive, collaborative learning strategies, including AVID strategies, problem-solving activities, and hands-on learning.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | %                     | 0%     | %      |                    | 0     |       |
| African American               | 3.11%                 | 2.18%  | 2.85%  | 55                 | 35    | 45    |
| Asian                          | 0.23%                 | 0.25%  | 0.13%  | 4                  | 4     | 2     |
| Filipino                       | %                     | 0%     | %      |                    | 0     |       |
| Hispanic/Latino                | 95.76%                | 96.95% | 96.39% | 1695               | 1557  | 1524  |
| Pacific Islander               | 0.11%                 | 0%     | %      | 2                  | 0     |       |
| White                          | 0.73%                 | 0.5%   | 0.44%  | 13                 | 8     | 7     |
| Multiple/No Response           | 0.06%                 | 0.12%  | %      | 1                  | 2     |       |
| <b>Total Enrollment</b>        |                       |        |        | 1770               | 1606  | 1581  |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Grade 9                           | 497                | 421   | 434   |
| Grade 10                          | 491                | 457   | 409   |
| Grade 11                          | 438                | 397   | 413   |
| Grade 12                          | 344                | 331   | 325   |
| <b>Total Enrollment</b>           | 1,770              | 1,606 | 1,581 |

### Data Trends:

- Total enrollment has decreased from 1,770 in the 2021-22 school year to 1,581 in the 2023-24 school year. This indicates an overall decline in the student population over the past three years.
- The percentage of African American students has increased from 2.18% in 2022-23 to 2.85% in 2023-24. Similarly, the number of African American students increased from 35 in 2022-23 to 45 in 2023-24, indicating a growing trend in this demographic group's enrollment.
- While the Hispanic/Latino group still constitutes the majority of the student population, its percentage has slightly decreased from 96.95% in 2022-23 to 96.39% in 2023-24. This is also reflected in the number of Hispanic/Latino students, which dropped from 1,557 in 2022-23 to 1,524 in 2023-24.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 337                | 299   | 285   | 17.70%              | 19.0% | 18.0% |
| Fluent English Proficient (FEP)               | 1042               | 954   | 922   | 60.40%              | 58.9% | 58.3% |
| Reclassified Fluent English Proficient (RFEP) | 37                 | 20    |       | 3.3%                | 11.0% |       |

### Data Trends:

1. Over the three years, the percentage of English Learners has remained relatively stable, fluctuating slightly between 17.7% (2021-22), 19% (2022-23), and 18% (2023-24).
2. The number of English Learners has steadily decreased from 337 in 2021-22 to 299 in 2022-23, and further to 285 in 2023-24, reflecting an overall decline of 52 students across three years.
3. Using local data, the number of students reclassified as Fluent English Proficient (RFEP) has fluctuated over the last three school years: 39 (2021-22), 32 (2022-23), and 45 (2023-24).

# 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 |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               | 388                    | 369   | 404   | 358                  | 333   | 359   | 357                       | 333   | 359   | 92.3                          | 90.2  | 88.9  |
| All Grades                             | 388                    | 369   | 404   | 358                  | 333   | 359   | 357                       | 333   | 359   | 92.3                          | 90.2  | 88.9  |

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 |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 11                             | 2551.            | 2560. | 2551. | 14.01               | 14.41 | 15.60 | 26.05          | 29.73 | 25.63 | 28.01                 | 29.73 | 23.40 | 31.93              | 26.13 | 35.38 |
| All Grades                           | N/A              | N/A   | N/A   | 14.01               | 14.41 | 15.60 | 26.05          | 29.73 | 25.63 | 28.01                 | 29.73 | 23.40 | 31.93              | 26.13 | 35.38 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 17.80            | 15.62 | 18.38 | 57.63                 | 63.36 | 50.97 | 24.58            | 21.02 | 30.64 |
| All Grades   | 17.80            | 15.62 | 18.38 | 57.63                 | 63.36 | 50.97 | 24.58            | 21.02 | 30.64 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11  | 16.48            | 16.31 | 15.88 | 48.01                 | 55.59 | 49.58 | 35.51            | 28.10 | 34.54 |
| All Grades  | 16.48            | 16.31 | 15.88 | 48.01                 | 55.59 | 49.58 | 35.51            | 28.10 | 34.54 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11  | 9.30             | 10.81 | 12.81 | 71.83                 | 72.37 | 70.19 | 18.87            | 16.82 | 16.99 |
| All Grades  | 9.30             | 10.81 | 12.81 | 71.83                 | 72.37 | 70.19 | 18.87            | 16.82 | 16.99 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 14.89            | 14.41 | 17.27 | 62.92                 | 66.37 | 61.00 | 22.19            | 19.22 | 21.73 |
| All Grades   | 14.89            | 14.41 | 17.27 | 62.92                 | 66.37 | 61.00 | 22.19            | 19.22 | 21.73 |

**Data Trends:**

1. The percentage of students who met or exceeded standards in the ELA CAASPP increased from 14.41% in 2022-23 to 15.60% in 2023-24, reflecting a small but positive improvement in student performance.
2. The percentage of students scoring "At or Near Standard" or "Above Standard" in Reading decreased from 63.36% in 2022-23 to 50.97% in 2023-24, indicating a decline in reading comprehension skills.
3. The percentage of students scoring "At or Near Standard" or "Above Standard" in Writing declined from 55.59% in 2022-23 to 49.58% in 2023-24, indicating a decrease in students' ability to produce clear and purposeful writing.

# 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 |       |       |
|  | 21-22                  | 22-23 | 23-24 | 21-22                | 22-23 | 23-24 | 21-22                     | 22-23 | 23-24 | 21-22                         | 22-23 | 23-24 |
| Grade 11                               | 388                    | 368   | 404   | 357                  | 317   | 358   | 356                       | 316   | 358   | 92.0                          | 86.1  | 88.6  |
| All Grades                             | 388                    | 368   | 404   | 357                  | 317   | 358   | 356                       | 316   | 358   | 92.0                          | 86.1  | 88.6  |

\* 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 |       |       |
|                                      | 21-22            | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22          | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22              | 22-23 | 23-24 |
| Grade 11                             | 2482.            | 2485. | 2483. | 1.69                | 1.58  | 2.23  | 8.99           | 8.23  | 8.94  | 19.66                 | 20.57 | 15.92 | 69.66              | 69.62 | 72.91 |
| All Grades                           | N/A              | N/A   | N/A   | 1.69                | 1.58  | 2.23  | 8.99           | 8.23  | 8.94  | 19.66                 | 20.57 | 15.92 | 69.66              | 69.62 | 72.91 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 2.53             | 2.53  | 2.79  | 55.90                 | 57.28 | 57.54 | 41.57            | 40.19 | 39.66 |
| All Grades   | 2.53             | 2.53  | 2.79  | 55.90                 | 57.28 | 57.54 | 41.57            | 40.19 | 39.66 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 3.37             | 2.53  | 3.07  | 57.87                 | 64.56 | 60.34 | 38.76            | 32.91 | 36.59 |
| All Grades   | 3.37             | 2.53  | 3.07  | 57.87                 | 64.56 | 60.34 | 38.76            | 32.91 | 36.59 |

### Data Trends:

- The percentage of students who exceeded math standards has shown a slow increase over the last three years: 1.69% in 2021-22, 1.58% in 2022-23, and 2.23% in 2023-24.
- The percentage of students scoring "Nearly Met" in math has declined from 20.57% in 2022-23 to 15.92% in 2023-24, meaning fewer students are approaching proficiency. This suggests that more students are falling into the “Not Met” category rather than progressing toward meeting standards.
- The percentage of students "Above Standard" in Problem-Solving & Data Analysis increased slightly from 2.53% in 2022-23 to 2.79% in 2023-24, showing minor improvement in students' ability to apply math skills to real-world problems.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 21-22   | 22-23  | 23-24  | 21-22         | 22-23  | 23-24  | 21-22            | 22-23  | 23-24  | 21-22                     | 22-23 | 23-24 |
| 9  | 1558.2  | 1527.8 | 1541.5 | 1584.0        | 1537.4 | 1550.0 | 1531.8           | 1517.6 | 1532.6 | 95                        | 92    | 100   |
| 10   | 1561.5  | 1554.5 | 1546.7 | 1581.0        | 1577.8 | 1563.1 | 1541.6           | 1530.7 | 1529.8 | 89                        | 82    | 77    |
| 11   | 1538.4  | 1538.6 | 1533.8 | 1547.2        | 1539.5 | 1536.0 | 1529.1           | 1537.2 | 1531.2 | 78                        | 52    | 63    |
| 12   | 1570.9  | 1547.8 | 1560.2 | 1588.8        | 1544.0 | 1580.9 | 1552.5           | 1551.0 | 1538.8 | 40                        | 52    | 45    |
| All Grades   |         |        |        |               |        |        |                  |        |        | 302                       | 278   | 285   |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9   | 23.16   | 8.79  | 14.00 | 34.74   | 25.27 | 40.00 | 33.68   | 41.76 | 28.00 | 8.42    | 24.18 | 18.00 | 95                       | 91    | 100   |
| 10  | 22.73   | 24.39 | 16.88 | 46.59   | 35.37 | 32.47 | 14.77   | 21.95 | 31.17 | 15.91   | 18.29 | 19.48 | 88                       | 82    | 77    |
| 11  | 10.39   | 12.24 | 7.94  | 33.77   | 30.61 | 30.16 | 28.57   | 28.57 | 38.10 | 27.27   | 28.57 | 23.81 | 77                       | 49    | 63    |
| 12  | 17.95   | 5.88  | 17.78 | 43.59   | 41.18 | 35.56 | 28.21   | 35.29 | 17.78 | 10.26   | 17.65 | 28.89 | 39                       | 51    | 45    |
| All Grades  | 19.06   | 13.55 | 14.04 | 39.13   | 32.23 | 35.09 | 26.09   | 32.23 | 29.47 | 15.72   | 21.98 | 21.40 | 299                      | 273   | 285   |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22   | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| 9  | 45.26   | 24.18 | 39.00 | 40.00   | 36.26 | 36.00 | 10.53   | 21.98 | 11.00 | 4.21    | 17.58 | 14.00 | 95                       | 91    | 100   |
| 10   | 48.86   | 50.00 | 40.26 | 31.82   | 26.83 | 32.47 | 12.50   | 9.76  | 10.39 | 6.82    | 13.41 | 16.88 | 88                       | 82    | 77    |
| 11   | 35.06   | 28.57 | 26.98 | 33.77   | 30.61 | 41.27 | 11.69   | 18.37 | 12.70 | 19.48   | 22.45 | 19.05 | 77                       | 49    | 63    |
| 12   | 51.28   | 33.33 | 44.44 | 30.77   | 35.29 | 24.44 | 15.38   | 13.73 | 24.44 | 2.56    | 17.65 | 6.67  | 39                       | 51    | 45    |
| All Grades   | 44.48   | 34.43 | 37.54 | 34.78   | 32.23 | 34.39 | 12.04   | 16.12 | 13.33 | 8.70    | 17.22 | 14.74 | 299                      | 273   | 285   |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>9</b>  | 4.21           | 6.67  | 7.00  | 80.00               | 63.33 | 64.00 | 15.79     | 30.00 | 29.00 | 95                       | 90    | 100   |
| <b>10</b>   | 12.50          | 10.98 | 7.79  | 72.73               | 71.95 | 64.94 | 14.77     | 17.07 | 27.27 | 88                       | 82    | 77    |
| <b>11</b>   | 9.09           | 4.08  | 4.76  | 59.74               | 63.27 | 47.62 | 31.17     | 32.65 | 47.62 | 77                       | 49    | 63    |
| <b>12</b>   | 5.13           | 5.88  | 11.36 | 71.79               | 70.59 | 61.36 | 23.08     | 23.53 | 27.27 | 39                       | 51    | 44    |
| <b>All Grades</b>   | 8.03           | 7.35  | 7.39  | 71.57               | 67.28 | 60.21 | 20.40     | 25.37 | 32.39 | 299                      | 272   | 284   |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>9</b>   | 91.49          | 73.86 | 79.59 | 5.32                | 12.50 | 8.16  | 3.19      | 13.64 | 12.24 | 94                       | 88    | 98    |
| <b>10</b>  | 86.36          | 81.48 | 76.32 | 6.82                | 7.41  | 9.21  | 6.82      | 11.11 | 14.47 | 88                       | 81    | 76    |
| <b>11</b>  | 74.03          | 65.31 | 78.69 | 6.49                | 16.33 | 8.20  | 19.48     | 18.37 | 13.11 | 77                       | 49    | 61    |
| <b>12</b>  | 92.31          | 56.86 | 84.44 | 7.69                | 25.49 | 13.33 | 0.00      | 17.65 | 2.22  | 39                       | 51    | 45    |
| <b>All Grades</b>  | 85.57          | 71.38 | 79.29 | 6.38                | 14.13 | 9.29  | 8.05      | 14.50 | 11.43 | 298                      | 269   | 280   |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>9</b>  | 3.16           | 1.11  | 8.00  | 42.11               | 37.78 | 44.00 | 54.74     | 61.11 | 48.00 | 95                       | 90    | 100   |
| <b>10</b>   | 3.41           | 7.32  | 10.39 | 54.55               | 39.02 | 36.36 | 42.05     | 53.66 | 53.25 | 88                       | 82    | 77    |
| <b>11</b>   | 0.00           | 2.04  | 1.59  | 36.36               | 40.82 | 42.86 | 63.64     | 57.14 | 55.56 | 77                       | 49    | 63    |
| <b>12</b>   | 2.56           | 5.88  | 6.67  | 46.15               | 43.14 | 44.44 | 51.28     | 50.98 | 48.89 | 39                       | 51    | 45    |
| <b>All Grades</b>   | 2.34           | 4.04  | 7.02  | 44.82               | 39.71 | 41.75 | 52.84     | 56.25 | 51.23 | 299                      | 272   | 285   |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 21-22          | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 | 21-22     | 22-23 | 23-24 | 21-22                    | 22-23 | 23-24 |
| <b>9</b>  | 1.05           | 0.00  | 0.00  | 77.89               | 68.54 | 68.00 | 21.05     | 31.46 | 32.00 | 95                       | 89    | 100   |
| <b>10</b>   | 5.68           | 2.44  | 0.00  | 72.73               | 76.83 | 67.53 | 21.59     | 20.73 | 32.47 | 88                       | 82    | 77    |
| <b>11</b>   | 6.49           | 6.12  | 0.00  | 63.64               | 63.27 | 66.67 | 29.87     | 30.61 | 33.33 | 77                       | 49    | 63    |
| <b>12</b>   | 17.95          | 13.73 | 8.89  | 66.67               | 68.63 | 62.22 | 15.38     | 17.65 | 28.89 | 39                       | 51    | 45    |
| <b>All Grades</b>   | 6.02           | 4.43  | 1.40  | 71.24               | 70.11 | 66.67 | 22.74     | 25.46 | 31.93 | 299                      | 271   | 285   |

**Data Trends:**

1. The total number of students who took the ELPAC Summative Assessment has remained relatively stable over the past three years: 299 in 2021–22, 273 in 2022–23, and 285 in 2023–24.
2. The percentage of students scoring at Level 4 (the highest overall performance level) has declined from 19.06% in 2021–22 to 13.55% in 2022–23, and remained low at 14.04% in 2023–24. This indicates a drop in the number of students reaching the highest level of English language proficiency.
3. The percentage of students scoring “Well Developed” specifically in the Writing domain has also declined steadily: 6.02% in 2021–22, 4.43% in 2022–23, and just 1.40% in 2023–24. This highlights a growing area of concern in students’ writing proficiency.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

| 2023-24 Student Population  |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 1,581   | 97.7%  | 18%  | 0.7%  |
| Total Number of Students enrolled in Marco Antonio Firebaugh High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 285   | 18%        |
| Foster Youth                                      | 11    | 0.7%       |
| Homeless  | 37    | 2.3%       |
| Socioeconomically Disadvantaged                   | 1,544 | 97.7%      |
| Students with Disabilities                        | 229   | 14.5%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 45    | 2.8%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 2     | 0.1%       |
| Filipino                     | 0     | 0.0%       |
| Hispanic                     | 1,524 | 96.4%      |
| Two or More Races            | 0     | 0.0%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 7     | 0.4%       |

### Conclusions based on this data:

- The majority of students are socioeconomically disadvantaged, with 97.7% of the student population qualifying for free or reduced-priced meals or having parents/guardians who did not receive a high school diploma.

2. The school has a predominantly Hispanic student population, making up 96.4% of total enrollment, with African American students representing the second-largest racial/ethnic group at 2.8%.
3. A notable percentage of students face additional challenges, with 18% classified as English Learners, 14.5% as Students with Disabilities, and 3% as either experiencing homelessness or in the foster care system.

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Red

#### Academic Engagement

##### Graduation Rate



Orange

#### Conditions & Climate

##### Suspension Rate



Red

##### Mathematics



Orange

##### English Learner Progress



Green

##### College/Career



Orange

**Conclusions based on this data:**

1. The overall academic performance in English Language Arts declined from an Orange performance level in 2023 to a Red performance level in 2024.
2. The suspension rate increased from a Green performance level in 2023 to a Red performance level in 2024.
3. English Learner Progress improved from a Red performance level in 2023 to a Green performance level in 2024.

# School and Student Performance Data

## Academic Performance English Language Arts

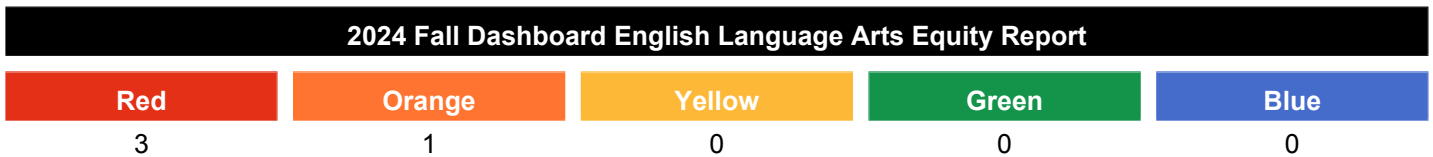
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                    |  |  |
|---|--|--|
| <p><b>All Students</b></p> <p>Red</p> <p>48.7 points below standard</p> <p>Declined 14.0 points</p> <p>380 Students</p> | <p><b>English Learners</b></p> <p>Red</p> <p>145.8 points below standard</p> <p>Declined 8.4 points</p> <p>95 Students</p> | <p><b>Long-Term English Learners</b></p> <p>Red</p> <p>187.5 points below standard</p> <p>Declined 31.5 points</p> <p>55 Students</p>      |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>                   | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>82.3 points below standard</p> <p>20 Students</p>                    | <p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>48.1 points below standard</p> <p>Declined 15.8 points</p> <p>349 Students</p> |

|   |   |   |
|---|---|---|
| <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>147.8 points below standard</p> <p>Increased 23.0 points</p> <p>45 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>53.7 points below standard</p> <p>16 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>  | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Hispanic</b></p>  <p>Red</p> <p>49.1 points below standard</p> <p>Declined 12.3 points</p> <p>360 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>                                    | <p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>                      |

**Conclusions based on this data:**

1. Overall ELA performance remains low, with students scoring an average of 48.7 points below the standard, representing a decline of 14 points from the previous year.
2. English Learners and Long-Term English Learners are among the lowest-performing subgroups, scoring 145.8 and 187.5 points below the standard. Both groups experienced a decline in performance, with Long-Term English Learners decreasing significantly by 31.5 point
3. Despite overall declines in performance, students with disabilities showed improvement, increasing by 23 points, though they still remain 147.8 points below the standard.

# School and Student Performance Data

## Academic Performance Mathematics

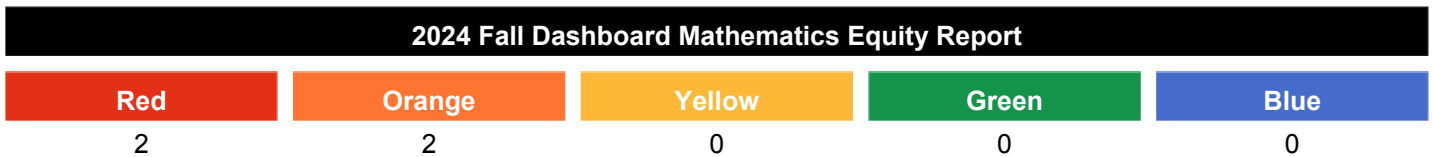
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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












This section provides number of student groups in each level.



This section provides 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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |  |
|---|--|--|
| <p><b>All Students</b></p> <p>Orange</p> <p>155.8 points below standard</p> <p>Increased 4.7 points</p> <p>381 Students</p> | <p><b>English Learners</b></p> <p>Red</p> <p>232.2 points below standard</p> <p>Maintained 1.9 points</p> <p>96 Students</p> | <p><b>Long-Term English Learners</b></p> <p>Red</p> <p>250.5 points below standard</p> <p>Declined 9.6 points</p> <p>55 Students</p>         |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>                       | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>180.0 points below standard</p> <p>20 Students</p>                     | <p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>158.2 points below standard</p> <p>Maintained 1.4 points</p> <p>350 Students</p> |

|   |  |   |
|---|--|---|
| <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>230.5 points below standard</p> <p>Increased 22.5 points</p> <p>45 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>190.6 points below standard</p> <p>16 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>  | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Hispanic</b></p>  <p>Orange</p> <p>155.2 points below standard</p> <p>Increased 5.9 points</p> <p>361 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>                                     | <p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>                          |

**Conclusions based on this data:**

1. Overall math performance remains significantly below standard, with students scoring an average of 155.8 points below the standard, despite a slight improvement of 4.7 points from the previous year.
2. English Learners and Long-Term English Learners continue to struggle in their math performance, scoring 232.2 and 250.5 points below the standard. Long-Term English Learners saw a further decline of 9.6 points.
3. Students with Disabilities showed the most significant improvement in their math performance, increasing by 22.5 points, though they still remain 230.5 points below the standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator   |  |
|--|--|
| <b>English Learner Progress</b><br><br>Green<br>46.4% making progress.<br>Number Students: 263 Students | <b>Long-Term English Learner Progress</b><br><br>Green<br>47.8% making progress.<br>Number Students: 226 Students |

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.

| 2024 Fall Dashboard Student English Language Acquisition Results |   |                                |   |
|--|---|--------------------------------|---|
| <b>Decreased One ELPI Level</b>                                  | <b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> | <b>Maintained ELPI Level 4</b> | <b>Progressed At Least One ELPI Level</b> |
| 18.6%  | 33.5%   | 1.1%                           | 44.5%                                     |

### Conclusions based on this data:

- Overall English Learner progress is at a "Green" performance level, with 46.4% of English Learners making progress toward English language proficiency.
- Long-Term English Learners are progressing at a slightly higher rate than the overall English Learner population, with 47.8% making progress.
- A significant portion of English Learners, 33.5%, maintained their current English proficiency level without progressing, while 18.6% decreased by at least one level.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

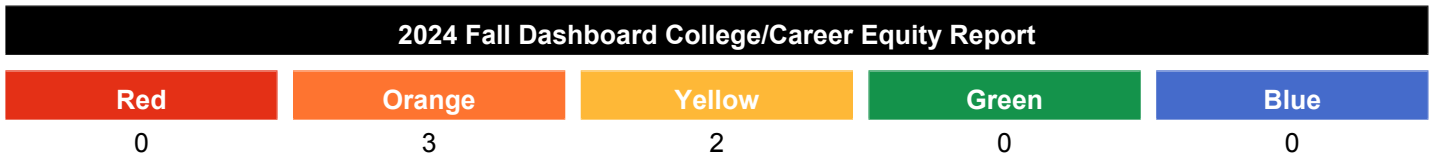
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard College/Career Performance for All Students/Student Group                           |   |  |
|---|---|--|
| <p><b>All Students</b></p> <p>Orange</p> <p>30.9 Prepared</p> <p>Declined 3.9</p> <p>401 Students</p>   | <p><b>English Learners</b></p> <p>Yellow</p> <p>12.3 Prepared</p> <p>Increased 4.2</p> <p>81 Students</p>       | <p><b>Long-Term English Learners</b></p> <p>Yellow</p> <p>10.4 Prepared</p> <p>Increased 2.6</p> <p>67 Students</p>    |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p> | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>14.3 Prepared</p> <p>Declined 23.2</p> <p>14 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>31 Prepared</p> <p>Declined 4.1</p> <p>400 Students</p> |

|  |   |   |
|--|---|---|
| <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>6.5 Prepared</p> <p>Increased 2.1</p> <p>46 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>23.1 Prepared</p> <p>0</p> <p>13 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>                       |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Hispanic</b></p>  <p>Orange</p> <p>31.2 Prepared</p> <p>Declined 3.8</p> <p>385 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>                                      | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>                                | <p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>  |

**Conclusions based on this data:**

1. The overall college and career preparedness rate for all students is 30.9%, which has declined by 3.9 percentage points from the previous year.
2. English Learners and Long-Term English Learners have shown improvement in college and career preparedness, increasing by 4.2 and 2.6 percentage points. While these gains are positive, their overall preparedness rates remain low, with only 12.3% of English Learners and 10.4% of Long-Term English Learners classified as "Prepared."
3. Socioeconomically Disadvantaged students, who make up the majority of the student population, have a college and career preparedness rate of 31%, which has declined by 4.1 percentage points.



# School and Student Performance Data

## Academic Engagement Graduation Rate

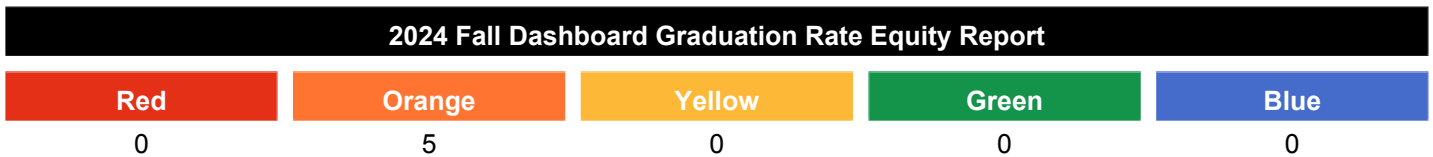
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Graduation Rate for All Students/Student Group  |  |   |
|---|--|---|
| <p><b>All Students</b></p> <p>Orange</p> <p>89% graduated</p> <p>Declined 3.3%</p> <p>401 Students</p>                                  | <p><b>English Learners</b></p> <p>Orange</p> <p>76.5% graduated</p> <p>Maintained 0.2%</p> <p>81 Students</p>      | <p><b>Long-Term English Learners</b></p> <p>Orange</p> <p>82.1% graduated</p> <p>Declined 5.4%</p> <p>67 Students</p>     |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>57.1% graduated</p> <p>Declined 17.9%</p> <p>14 Students</p> | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>89% graduated</p> <p>Declined 3.6%</p> <p>400 Students</p> |

|   |  |  |
|---|--|--|
| <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>84.8% graduated</p> <p>Declined 1.9%</p> <p>46 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>92.3% graduated</p> <p>13 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>                                 | <p><b>Hispanic</b></p>  <p>Orange</p> <p>89.1% graduated</p> <p>Declined 3.4%</p> <p>385 Students</p>                             |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>                         | <p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> |

**Conclusions based on this data:**

1. The overall graduation rate at FHS is 89%, reflecting a decline of 3.3 percentage points from the previous year.
2. English Learners and Long-Term English Learners continue to graduate at lower rates, with 76.5% and 82.1% graduating. Long-Term English Learners saw a larger decline of 5.4 percentage points.
3. The graduation rate for Homeless students declined significantly by 17.9 percentage points, dropping to 57.1%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

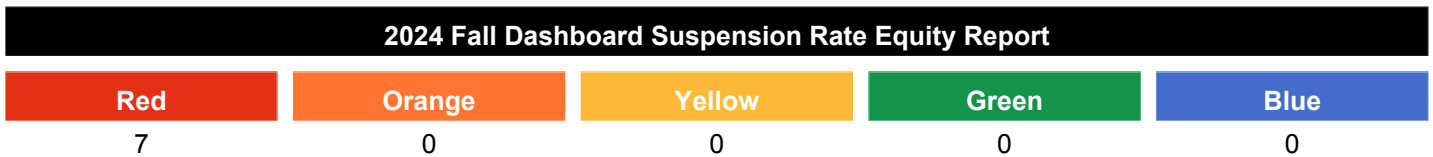
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group  |   |  |
|---|---|--|
| <p><b>All Students</b></p> <p>Red</p> <p>7.3% suspended at least one day</p> <p>Increased 3.3%</p> <p>1785 Students</p>             | <p><b>English Learners</b></p> <p>Red</p> <p>13.7% suspended at least one day</p> <p>Increased 6%</p> <p>350 Students</p> | <p><b>Long-Term English Learners</b></p> <p>Red</p> <p>15.3% suspended at least one day</p> <p>Increased 6.1%</p> <p>294 Students</p>      |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>12 Students</p> | <p><b>Homeless</b></p> <p>Red</p> <p>11.6% suspended at least one day</p> <p>Increased 8.9%</p> <p>43 Students</p>        | <p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>7.3% suspended at least one day</p> <p>Increased 3.6%</p> <p>1674 Students</p> |

|   |  |  |
|---|--|--|
| <p><b>Students with Disabilities</b></p>  <p>Red</p> <p>10.8% suspended at least one day</p> <p>Increased 2.5%</p> <p>259 Students</p> | <p><b>African American</b></p>  <p>Red</p> <p>11.1% suspended at least one day</p> <p>Increased 7.1%</p> <p>63 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>      | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Hispanic</b></p>  <p>Red</p> <p>7.2% suspended at least one day</p> <p>Increased 3.3%</p> <p>1709 Students</p>          |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>   | <p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 8.3%</p> <p>11 Students</p> |

**Conclusions based on this data:**

1. The overall suspension rate increased to 7.3%, reflecting a 3.3 percentage point rise from the previous year. This increase places the school in the red performance level.
2. English Learners and Long-Term English Learners experienced significant increases in suspension rates, rising to 13.7% and 15.3%. Both subgroups saw an increase of over 6 percentage points,
3. Homeless students had the highest increase in suspension rates, rising by 8.9 percentage points to 11.6%.



Equity, Access, and Instructional Services Department  
**2024-2025 School Site Council  
 Needs Assessment**

**2024 - 2025 CONCILIO CONSEJERO  
 EVALUACIÓN DE LAS NECESIDADES**

How is our school meeting the goals on our School Plan for Student Achievement (SPSA) ?  
 ¿Cómo está logrando nuestra escuela las metas del programa del Plan  
 Escolar?

**Data Sources/Fuentes de Datos**

|               |
|---------------|
| CAASPP.org    |
| CDE.gov       |
| Dataquest.org |

**Progress in Academic Areas - Math**  
**Progreso en las Áreas Académicas - Matemáticas**

| <b>Achievement Progress (SBAC)</b><br><b>Progreso del Rendimiento Académico (SBAC)</b>  |   | <b>Important Issues to Address the School Plan for Student Achievement (SPSA)</b><br><b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b><br><b>(Write in specific SPSA goal pertaining to Math; student-friendly language/Escribir meta específica referente a las matemáticas en el plan escolar )</b>  |
|---|---|--|
| <b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b><br><br><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b> <ul style="list-style-type: none"> <li>All Subgroups: 11%</li> <li>English Learners: 2%</li> <li>African American: 7%</li> <li>Students with Disabilities: 6%</li> <li>Homeless &amp; Foster Youth: 8%</li> </ul> | <b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b><br><br><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b> <ul style="list-style-type: none"> <li>All Subgroups: 89%</li> <li>English Learners: 98%</li> <li>African American: 93%</li> <li>Students with Disabilities: 94%</li> <li>Homeless &amp; Foster Youth: 92%</li> </ul> | <b>Interventions/Reteach Opportunities</b> <ul style="list-style-type: none"> <li>Additional instructional time and reteaching opportunities</li> <li>Academic math intervention for students that did not meet the standard or have a D/F (before/after school, during lunch, Saturday School, etc.)</li> <li>Math intervention courses focused on foundational skills and real-world applications (offer field trips)</li> <li>Increase focus on problem-solving and algebra review throughout the year.</li> <li>Provide extra in-person support, reducing reliance on technology.</li> <li>Small group tutoring/interventions for students below standard</li> <li>Support math classes for students struggling with new concepts.</li> <li>Implement additional math support classes for students significantly below standard.</li> <li>Shift instruction to more conceptual rather than procedural knowledge.</li> <li>Organize a school-wide math event to increase student engagement.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Conduct SBAC-focused practice sessions to prepare students for testing.</li> </ul> <p>Tutoring/Tutoría:</p> <ul style="list-style-type: none"> <li>• Promote and utilize our current resources available to students that can help them with math</li> <li>• Math tutors in the classrooms to provide one-on-one support to struggling students</li> <li>• Tutoring support/homework club (before/after school, during lunch, Saturday School, etc.)</li> <li>• Create math-focused tutoring at school and online platforms</li> </ul> <p>Materials/Materiales:</p> <ul style="list-style-type: none"> <li>• Develop or adopt math workbooks to reinforce foundational arithmetic skills.</li> <li>• Provide access to online programs that support math skill development.</li> <li>• Align district benchmarks with SBAC standards.</li> <li>• Include real-life application problems and hands-on activities to engage students.</li> <li>• Implement word walls in math classrooms to improve math vocabulary retention.</li> <li>• Offer math vocabulary instruction from the beginning of the semester.</li> <li>• Create quarterly performance tasks collaboratively by teachers to improve student preparation..</li> </ul> <p>Other/Otro:</p> <ul style="list-style-type: none"> <li>• Professional development opportunities for all educational partners (i.e. struggling students, EL specific, etc.)</li> <li>• Explore two-year Algebra 1 courses for students who need a slower-paced curriculum.</li> <li>• Integrate real-world applications of math into lessons, such as financial literacy and engineering.</li> <li>• Investigate and implement new instructional methods to improve engagement.</li> <li>• Subject-specific planning meetings (i.e. Algebra 1, Algebra 2, Geometry, etc.)</li> <li>• Planning time for cross-curricular collaboration (i.e. Algebra 2 and Chemistry).</li> <li>• Reduce standards, adjust benchmarks, and allowing more time between assessments</li> <li>• Math director/math coach to help guide, support, and train all math teachers during professional development meetings and oversee things are implemented with fidelity.</li> <li>• Limit technology - more interactive lessons, use of AVID strategies, group work, problem-solving with dry erase boards, and seeking help from AVID tutors.</li> <li>• Incentives to encourage student (i.e. attendance at math workshops, mandatory academic probation tutoring sessions, etc).</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>• Encourage parental involvement in supporting math education at home.</li> <li>• Create opportunities for students to engage with math in collaborative and engaging formats.</li> </ul> |
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**Progress in Academic Areas – ELA**  
**Progreso en las Áreas Académicas-Inglés**

| <b>Achievement Progress (SBAC)</b><br><b>Constancia del Progreso (SBAC)</b>  |  | <b>Important Issues to Address in the SPSA</b><br><b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b><br><b>(Write in specific SPSA goal pertaining to ELA; student-friendly language/Escribir meta específica referente al lenguaje en el plan escolar )</b>  |
|--|--|--|
| <p><b>Percentage of Students Meeting or Exceeding Standard/ Porcentaje de estudiantes alcanzando o excediendo estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <ul style="list-style-type: none"> <li>• All Subgroups: 42%</li> <li>• English Learners: 0%</li> <li>• African American: 40%</li> <li>• Students with Disabilities: 4%</li> <li>• Homeless &amp; Foster Youth: 38%</li> </ul> | <p><b>Percentage of Students Not Meeting or Almost Meeting Standard/ Porcentaje de estudiantes casi o no alcanzando estándar</b></p> <p><b>Include Subgroups (e.g. English Learners, Students with Disabilities, African-American; Foster, Homeless)</b></p> <ul style="list-style-type: none"> <li>• All Subgroups: 58%</li> <li>• English Learners: 0%</li> <li>• African Americans: 60%</li> <li>• Students with Disabilities: 96%</li> <li>• Homeless &amp; Foster Youth: 62%</li> </ul> | <p>Interventions/Reteach Opportunities<br/> Intervenciones/Oportunidades para repetir instrucción:</p> <ul style="list-style-type: none"> <li>• English intervention for students that did not meet the standard or have a D/F (before/after school, during lunch, Sat. School, during school, etc.).</li> <li>• More one-on-one support of small group support from teachers and peers</li> <li>• English support class for students who have not met or nearly met scores SBAC scores (before/after school, summer, etc).</li> <li>• Implement an SBAC boot camp (during school hours, before/after school, or on Saturdays, etc.)</li> <li>• Provide more in-class support and reduce class sizes to offer focused attention to students.</li> <li>• Increase ELL support and English support classes for language learners.</li> <li>• Implement academic probation policies similar to college-level standards, holding students accountable for their learning.</li> <li>• Require mandatory academic workshops for students before exams to address learning gaps.</li> <li>• Promote school-wide literacy development and increase teacher collaboration through PLCs.</li> <li>• Introduce vertical collaboration across grade levels to ensure students are consistently exposed to SBAC-style questions and academic expectations starting in 9th grade.</li> <li>• Foster greater parental involvement by teaching parents how to hold their children accountable and updating families on academic progress.</li> <li>• Provide access to English learning materials at school and at home.</li> <li>• Assign more independent reading and incentivize students with certificates, rewards, or recognition for meeting benchmarks.</li> </ul> <p>Tutoring/Tutoría:</p> <ul style="list-style-type: none"> <li>• Teacher lead tutoring (before/after school, during lunch, etc.)</li> <li>• Tutors embedded in the classrooms to assist struggling students</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Create peer tutoring programs, pairing stronger students with those who need extra help in reading and writing.</li> </ul> <p>Materials/Materiales:</p> <ul style="list-style-type: none"> <li>• More digital resources (i.e.NoRedInk, NEWSELA, etc.)</li> <li>• Focused Lesson Plans</li> <li>• Backwards Planning</li> <li>• Increase the emphasis on writing skills, including self-editing, grammar, and sentence structure.</li> <li>• Implement songs, podcasts, and AI-based applications that use academic vocabulary.</li> <li>• Encourage students to read books that interest them to increase engagement.</li> <li>• Reduce reliance on technology for learning, as excessive screen use may hinder students' ability to think independently.</li> <li>• Increase written assignments instead of digital ones to improve critical thinking and comprehension skills.</li> <li>• Teach test-taking strategies, including SBAC-specific question formats and time management skills.</li> <li>• Use SBAC-style practice tests to familiarize students with the digital exam format.</li> </ul> <p>Other/Otro:</p> <ul style="list-style-type: none"> <li>• Professional development for educational partners to assist with struggling students</li> <li>• Incentives to encourage students (i.e. fieldtrips, college tours, etc.)</li> <li>• Smaller class sizes to facilitate personalized attention</li> <li>• Common language agreements across content areas for consistent expectations in subjects like science, history, and math.</li> <li>• Continue to implement district benchmark to ensure consistency in learning and use results as part of grade to motivate student</li> <li>• Substitute coverage for teacher planning meetings (i.e. grade-level, cross-curricular, calibrating, etc.)</li> <li>• Propose school-wide reading initiatives and writing expectations in all subjects.</li> <li>• Provide teachers with additional resources and English Language Development (ELD) training.</li> <li>• Create list of commonly used words in both languages and translating materials for English Learners (ELs).</li> <li>• Connect reading and writing assignments to students' real-life interests to increase engagement.</li> <li>• Encourage responsibility and study skills by teaching time management and accountability.</li> <li>• Implement a school-wide academic culture shift, balancing academic rigor with relatable student engagement.</li> <li>• Offer more hands-on learning activities such as role-playing and collaborative projects.</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>• Create cohesive pacing guides and curriculum alignment across all English courses.</li> </ul> |
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**Achievement in English Language Proficiency**  
**Lograr un Nivel Competente en Inglés**

| <b>Achievement Progress (ELPAC/Reclassification)</b><br><b>Constancia del Progreso (ELPAC/Reclasificación)</b>  | <b>Important Issues to Address in the SPSA</b><br><b>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</b><br><b>(Write in specific goal(s)/ Escribir metas específicas)</b>  |
|---|--|
| <p>Based on the ELPAC Levels, out of 272 students who are classified as English Learners, the students fall under the following levels:</p> <ul style="list-style-type: none"> <li>• 14% are at Level 4</li> <li>• 35% are at Level 3</li> <li>• 30% are at Level 2</li> <li>• 21% are at Level 1</li> </ul> <p>As part of the reclassification process, students must place at a Level 4 on the ELPAC; 86% of English Learners did not place at Level 4.</p> <p>44 students reclassified<br/> 16% EL Reclassification rate</p> | <p>ELs Improvement in ELA (SBAC):</p> <ul style="list-style-type: none"> <li>• Provide teachers with more resources, focused instruction, differentiated instruction, and translated documents for students.</li> <li>• Professional Development/Training for teachers</li> <li>• Students should be provided with academic support outside of their regular class time (i.e. after/before school, Saturdays, summer, etc).</li> <li>• Tutors or Bilingual Assistants to support EL students</li> <li>• Monitor Success</li> <li>• Increase structured reading, writing, and speaking practice</li> <li>• Encourage student discourse and collaborative learning</li> <li>• Provide structured ELD courses and in-class EL supports (i.e. enhance push-in support, scaffolding, co-teaching strategies, etc)</li> <li>• Use academic language across all subject (i.e. academic vocabulary, structured language, etc)</li> <li>• Enhance vocabulary instruction (i.e. teach academic vocabulary across subjects and use translation aids like word walls to reinforce key terms, etc)</li> <li>• Use interactive strategies to develop fluency</li> <li>• Reduce reliance on copying and increase critical thinking</li> </ul> <p>Improvement in Language Acquisition (ELPAC):</p> <ul style="list-style-type: none"> <li>• Professional Development/Training for teachers</li> <li>• Intervention programs (before/after school, during lunch, Saturday School, etc.)</li> <li>• ELD Consultant Walkthrough Review</li> <li>• Incentives to motivate/encourage students to pass the ELPAC</li> <li>• Tutors or Bilingual Assistants to support EL students (during, before/after school, during lunch, Saturday School, etc.)</li> <li>• Develop personalized language goals and track progress</li> <li>• Encourage a growth mindset through engaging activities</li> <li>• Integrate digital and print resources for language development</li> </ul> <p>Improvement in Reclassification Rate:</p> <ul style="list-style-type: none"> <li>• Educate students and families on reclassification status, creating awareness about the EL population, and providing personalized support for those needing reclassification.</li> <li>• Teacher-lead or student-lead tutoring (before/after school, Saturday school, summer, etc)</li> <li>• Incentives to motivate/encourage students to reclassify</li> <li>• Implement structured intervention programs to support reclassification (during, before/after school, during lunch, Saturday School, etc.)</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Ensure cross-curricular language development: Integrate English language learning strategies into all subjects for consistent reinforcement.</li> <li>• Encourage peer mentoring and collaboration</li> </ul> <p>Other/Otro:</p> <ul style="list-style-type: none"> <li>• Providing teachers with additional resources and ELD training that is designed to the content area</li> <li>• Translated materials for ELs</li> <li>• Improve attendance and student engagement (address tardiness and absenteeism to ensure students consistently receive language development support)</li> <li>• Create an ELD Club and inclusive school culture</li> <li>• Ensure equity in assessments and instruction</li> <li>• Support teachers with EL instruction and professional development</li> <li>• Investigate alternative instructional methods (i.e new language development strategies, including immersion experiences and additional targeted interventions)</li> </ul> |
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**School Programs**  
*Programas de la Escuela*

| <b>Meeting District Program Goals</b><br><b>Cumplimiento de las Metas del Programa del Distrito</b><br><b>(Specific Examples of Programs Funded Through Categorical Funds)</b>   | <b>Important Issues to Address in the SPSA</b><br><b><i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i></b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• ELA SBAC Intervention</li> <li>• Math SBAC Intervention</li> <li>• Data Chats/Intervention for English Learners</li> <li>• College Access</li> <li>• Student Recognition Social Events &amp; Awards</li> <li>• PBIS Recognition</li> <li>• Promoting a Safe Learning Environment</li> <li>• Attendance</li> </ul> | <ul style="list-style-type: none"> <li>• More recognition for student achievements (effort, improvement, resilience, kindness, etc., not just academic)</li> <li>• More funding for PBIS to get better incentives</li> <li>• Social Emotional Lead/SEL initiatives</li> <li>• Increase engagement in school activities (extracurricular activities, student clubs, field trips, sport, and elective courses, etc.)</li> <li>• Increase access to school counselors and mental health professionals</li> <li>• Create a safe space for students to seek help</li> <li>• Provide free/low-cost counseling resources for families</li> <li>• Train teachers and staff to recognize emotional distress</li> <li>• Limit phone use in classrooms</li> <li>• Support students in developing better organization and planning skills</li> <li>• Motivational speaker events</li> <li>• Ensure students are aware of available resources</li> <li>• Assess student needs through surveys</li> </ul> |

| <b>College Readiness/ <i>preparación para la universidad</i></b><br><b>(Qualitative Measure/Medidas cualitativas)</b>  | <b>Important Issues to Address in the SPSA</b><br><b><i>Temas Importantes que Discutir /Incluyendo el Plan Escolar del Rendimiento Estudiantil</i></b>   |
|--|--|
| <ul style="list-style-type: none"> <li>• From 2022-2023 to 2023-2024, there was a increase from 18% to 23% in the amount of seniors that applied to a University of California school (UC).</li> </ul> | <ul style="list-style-type: none"> <li>• Planning and extra duty hours for counselors and teachers to support with college applications (before/after school, Saturday workshops, summer, etc.)</li> <li>• Focused College Prep</li> </ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• From 2022-2023 to 2023-2024, there was an increase from 48% to 54% in the amount of seniors that applied to a California State University school (CSU).</li> <li>• From 2022-2023 to 2023-2024, there was an increase from 40% to 55% in the amount of seniors that applied to a community college.</li> <li>• From 2022-2023 to 2023-2024, there was a decrease from 87% to 84% of students that applied for financial aid.</li> </ul> | <ul style="list-style-type: none"> <li>• College Fairs (before/after school, lunch, Saturday, summer, etc).</li> <li>• Recognition/incentives for completion of college applications on time</li> <li>• Raise awareness of college opportunities starting in 9th grade: speakers, workshops, and fieldtrips for all grade levels</li> <li>• Recognition that not all students will go to college, suggesting the offering of classes beyond college preparation.</li> <li>• Highlight different schools and options and considering trade schools and certification programs.</li> <li>• Promote all post-secondary options (educate students and parents)</li> <li>• Create a culture that values higher education</li> <li>• Provide early and consistent college guidance</li> <li>• Improve college counseling resources</li> <li>• Strengthen career exploration opportunities</li> <li>• Enhance college prep courses and support</li> <li>• Encourage work-based learning (i.e. internships, apprenticeships, and community service opportunities that align with student career interests, etc.)</li> <li>• Improve the quality of college field trips</li> <li>• Increase communication with parents</li> <li>• Summer opportunities for college access and preparation</li> </ul> |
|--|---|

**Also, How is Our School Meeting Your Needs as Parents?**

**¿También, Como Esta Nuestro Distrito Cumpliendo con sus Necesidades como Padres?**

| <p align="center"><b>Evidence of Progress</b><br/><b>Constancia del Progreso</b><br/><b>(Qualitative Measure/Medidas cualitativas)</b></p>  | <p align="center"><b>Important Issues to Address</b><br/><b>Temas Importantes que Discutir</b></p>   |
|---|--|
| <p>Parent Survey results:</p> <p>School Environment</p> <ul style="list-style-type: none"> <li>• I feel welcomed: 97.3%</li> <li>• I am treated with respect: 96.8%</li> <li>• This school respects my culture: 98.2%</li> <li>• My child is treated fairly: 97.3%</li> <li>• I feel welcome at events: 97.7</li> </ul> <p>Problem Solving</p> <ul style="list-style-type: none"> <li>• Good working relationship with my child’s teacher: 92%</li> <li>• Principal availability: 93.8%</li> <li>• Process to address concerns: 93.2%</li> <li>• Appropriate referrals: 94.1%</li> </ul> <p>Effective Communication</p> <ul style="list-style-type: none"> <li>• Student difficulties: 95%</li> <li>• School decisions: 94.5%</li> <li>• Rules and requirements: 98.9%</li> <li>• Communication system: 97.5%</li> </ul> <p>Student Success</p> <ul style="list-style-type: none"> <li>• Student progress: 95.2%</li> <li>• Common Core understanding: 98.2%</li> </ul> | <ul style="list-style-type: none"> <li>• Parent Workshops (academic, technology/digital literacy, mental health, parenting support, etc.)</li> <li>• Increase Parent Advisory Participation</li> <li>• Increase Parent- Teacher Conferences</li> <li>• Expand Coffee with the Principal</li> <li>• Parent meetings at flexible times (Saturdays, evenings, online, etc.)</li> <li>• Provide free childcare during events</li> <li>• Parent Involvement Programs</li> <li>• Create more parent networking and support groups</li> <li>• Increase awareness of student and family resources</li> <li>• Connect parents to community resources</li> <li>• Promote parent-school partnership</li> <li>• Workshops for parents of special education children</li> <li>• Parent and student life skills training</li> <li>• Educate parents and families assessments (benchmarks, SBAC, reclassification, etc.)</li> <li>• Various Opportunities for Volunteering</li> <li>• Better communication with teachers</li> <li>• Foster a culture of parent involvement</li> </ul> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Useful information from teacher: 94.1%</li> <li>• My child feels motivated: 94.1%</li> </ul> <p>Barriers to Engagement</p> <ul style="list-style-type: none"> <li>• Childcare needs: 18.5%</li> <li>• Transportation-related challenges: 19.1%</li> <li>• Language barrier: 16.9%</li> <li>• Lack of or little information for involvement opportunities: 17.1%</li> <li>• Scheduling conflict: 18%</li> <li>• Internet service and Wi-Fi connection: 22.1%</li> <li>• Access to digital devices: 28%%</li> </ul> |   |
| <p>Site parent/family engagement data indicates the following:</p> <ul style="list-style-type: none"> <li>• 2024-2025 Coffee with the Principal: 30 parents (average)</li> <li>• 2024-2025 FHS Family Survey: 439 families</li> <li>• Spring 2024 Open House: 106 families</li> <li>• Fall 2024 Back to School Night: 675</li> <li>• Fall 2024 Parent Involvement Day: 40 parents</li> </ul>   | - |

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 1

Firebaugh High School will increase proficiency on the California Common Core State Standards/Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts. All students and student subgroups (i.e. African American students, Students with Disabilities, English Learners, and Foster youth) will meet their targets as shown below.

### Annual Measurable Outcomes

| Metric/Indicator                     | Expected Outcomes         | Actual Outcomes   |
|--------------------------------------|---------------------------|---|
| ELA SBAC: All Students               | 2024 ELA SBAC Target: 49% | The goal was not met, as only 41.23% of students were proficient.             |
| ELA SBAC: English Learners           | 2024 ELA SBAC Target: 7%  | The goal was not met, as 0% of EL students were proficient.                   |
| ELA SBAC: African American Students  | 2024 ELA SBAC Target: 5%  | The goal was met because 40% of African American students were proficient.    |
| ELA SBAC: Students with Disabilities | 2024 ELA SBAC Target: 13% | The goal was not met, as 5.26% of Students with Disabilities were proficient. |

### Strategies/Activities for Goal 1

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures  | Estimated Actual Expenditures |
|--|-------------------------|--|-------------------------------|
| Academic Intervention/Support and Enrichment Opportunities: To help mitigate learning loss and provide students with extended learning opportunities, FHS will offer supplemental interventions and extended learning opportunities to all students who scored "Standards Not Met/Nearly Met" (as defined in SBAC assessments), have a grade of D or lower, and/or score "Intensive/Strategic" on the ELA Benchmark assessments. | Partially implemented.  | Extra duty hours for teachers and Instructional Lead to implement academic interventions and extended learning opportunities to students based on identified needs. Academic interventions may be offered throughout the school year (i.e. after school, Saturday School, etc.) and/or during the Summer. 1000-1999: Certificated Personnel Salaries Title I 9,500 | 0.00                          |
|  |                         | Transportation and entry costs for educational field trips/supplemental activities that will support student's understanding   | 5,000                         |

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Proposed<br>Expenditures  | Estimated Actual<br>Expenditures |
|---|----------------------------|---|----------------------------------|
|   |                            | and achievement of the curriculum. 5000-5999: Services And Other Operating Expenditures Title I 5,000   |                                  |
|   |                            | Supplies and materials to support academic intervention and behavioral goals. 4000-4999: Books And Supplies Title I 1,000   | 1,000                            |
|   |                            | Substitute coverage for educational field trips/supplemental activities 1000-1999: Certificated Personnel Salaries Title I 1,800  | 1,000                            |
| Professional Development: FHS will provide professional development opportunities to help mitigate the learning loss of students and help with closing the achievement gap for all students in English Language Arts. | Fully implemented.         | Professional development (i.e. conferences, workshops, etc.) that support innovative teaching strategies, interventions, student engagement, etc. 5800: Professional/Consulting Services And Operating Expenditures Title I 4,500 | 0.00                             |
|   |                            | Extra duty and/or substitute coverage to attend professional development workshops. 1000-1999: Certificated Personnel Salaries Title I 4,000  | 0.00                             |
| Supplemental Resources: Purchase supplemental materials, resources, and other items to support instruction, intervention programs, and extended learning opportunities.   | Fully implemented.         | Purchase resources and materials (i.e. books, literacy-related supplies, students journals, etc.) to mitigate loss of learning and increase student performance in English. 4000-4999: Books And Supplies Title I 15,000          | 15,000.00                        |
| Teacher Collaboration: FHS will provide opportunities for teachers  | Fully implemented.         | Extra duty and/or substitute coverage for   | 4,500.0                          |

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures   | Estimated Actual Expenditures |
|--|-------------------------|---|-------------------------------|
| to help mitigate the learning loss of students via supplemental planning time, curriculum alignment, lesson development, and cycles of inquiry. Collaboration will take place throughout the school year (i.e. after school, Saturday School, etc.) and during the summer. |                         | teacher collaboration. 1000-1999: Certificated Personnel Salaries Title I 16,000  |                               |
| Title I Instructional Lead position to establish, facilitate, and support the implementation of ELA activities, academic interventions, and extended learning opportunities.   | Not implemented.        | Title I Instructional Lead will establish, facilitate, and support the implementation of ELA activities, academic interventions, and extended learning opportunities. 1000-1999: Certificated Personnel Salaries Title I 21,500 | 0.00                          |

## Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The differences between the proposed expenditures and estimated expenditures were the following:

- With the exception of hiring a Program Improvement Lead, all of our ELA goals were fully implemented; there is currently a hiring freeze and our district did not allow us to hire anyone. There are still plans to offer teachers extra duty hours to implement academic intervention and extended learning opportunities; we are waiting on board approval.
- The district and FHS have hosted training for ELA teachers.
- In addition to the four times the district pays for the English Department to collaborate at the Data Reflection Sessions, the English Department has meets several times during the school year to collaborate.
- We purchased books, novels, and student agendas.

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.

See data analysis and evaluation.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 2

Firebaugh High School will increase proficiency on the California Common Core State Standards/Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics. All students and student sub groups (i.e. African American students, Students with Disabilities, English Learners, and Foster youth) will meet their targets as shown below.

## Annual Measurable Outcomes

| Metric/Indicator                      | Expected Outcomes          | Actual Outcomes   |
|---------------------------------------|----------------------------|---|
| Math SBAC: All Students               | 2024 Math SBAC Target: 15% | The goal was not met, as only 11.17% of students were proficient. |
| Math SBAC: English Learners           | 2024 Math SBAC Target: 5%  | The goal was not met, as only 2.13% of students were proficient.  |
| Math SBAC: African American Students  | 2024 Math SBAC Target: 5%  | The goal was met, as 6.67% of students were proficient.           |
| Math SBAC: Students with Disabilities | 2024 Math SBAC Target: 5%  | The goal was met, as 5.26% of students were proficient.           |

## Strategies/Activities for Goal 2

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures   | Estimated Actual Expenditures |
|---|-------------------------|---|-------------------------------|
| Academic Interventions/Support and Enrichment Opportunities: To help mitigate learning loss and provide students with extended learning opportunities, FHS will offer supplemental interventions, extended learning opportunities, and additional support to all students who scored "Standards Not Met/Nearly Met" (as defined in SBAC assessments), have a grade of D or lower, and/or score "Intensive/Strategic" on the Math Benchmark assessments. | Partial implementation. | Extra duty hours for teachers and Instructional Lead to implement academic interventions and extended learning opportunities to students based on identified needs. Academic interventions may be offered throughout the school year (i.e. after school, Saturday School, etc.) and/or during the summer. 1000-1999: Certificated Personnel Salaries Title I 12,500 | 0.00                          |
|   |                         | 2 math tutors to provide additional support to students in the math classes during the school day. 2000-2999:   | 0.00                          |

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Proposed<br>Expenditures  | Estimated Actual<br>Expenditures |
|---|----------------------------|---|----------------------------------|
|   |                            | Classified Personnel Salaries Title I 40,000  |                                  |
|   |                            | Teachers will support intensive intervention programs during the school day for students who are strugglings as identified using CAASSP math scores, grades, and/or teacher recommendation. 1000-1999: Certificated Personnel Salaries Title I 21,000 | 0.00                             |
|   |                            | Transportation and entry costs for educational field trips/supplemental activities that will support student's understanding and achievement of the curriculum. 5000-5999: Services And Other Operating Expenditures Title I 5,000                    | 5,000                            |
|   |                            | Substitute coverage to attend educational field trips/supplemental activities that will support students understanding. 1000-1999: Certificated Personnel Salaries Title I 1,800  | 1,800                            |
|   |                            | Supplies and materials to support academic intervention and behavioral goals. 4000-4999: Books And Supplies Title I 1,000   | 1,000                            |
| Professional Development: FHS will provide professional development opportunities to help mitigate the learning loss of students and help with closing the achievement gap for all students in math students. | Fully implemented.         | Professional development (i.e. conferences, workshops, etc.) that support innovative teaching strategies, interventions, student engagement etc. 5800: Professional/Consulting Services And Operating Expenditures Title I 4,500                      | 4,500                            |

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures  | Estimated Actual Expenditures |
|---|-------------------------|--|-------------------------------|
|   |                         | Extra duty and/or substitute coverage to attend professional development workshops. 1000-1999: Certificated Personnel Salaries Title I 5,000   | 2,000                         |
| Supplemental Resources: Purchase supplemental materials, resources, and other items to support instruction, intervention programs, and extended learning opportunities.   | Fully implemented.      | Supplemental evidence-based curriculum, supplemental instructional materials, subscriptions, applications, software, technology, etc. 4000-4999: Books And Supplies Title I 7,500  | 7,500                         |
| Teacher Collaboration: FHS will provide opportunities for teachers to help mitigate the learning loss of students via supplemental planning time, curriculum alignment, lesson development, and cycles of inquiry. Collaboration will take place throughout the school year (i.e. after school, Saturday School, etc.) and during the summer. | Fully implemented.      | Extra duty and/or substitute coverage for teacher collaboration 1000-1999: Certificated Personnel Salaries Title I 10,800  | 4,500                         |
| Title I Instructional Lead position to establish, facilitate, and support the implementation of math activities, academic interventions, and extended learning opportunities.   | Not implemented.        | Title I Instructional Lead will establish, facilitate, and support the implementation of math activities, academic interventions, and extended learning opportunities. 1000-1999: Certificated Personnel Salaries Title I 21,500 | 0.00                          |

## Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The differences between the proposed expenditures and estimated expenditures were the following:

- Due to the hiring freeze, our district did not allow FHS to hire a Program Improvement Lead or math tutors; however, we do have math tutors paid for by the district.
- There are still plans to offer teachers extra duty hours to implement academic intervention and extended learning opportunities; we are waiting on board approval.
- FHS teachers and admin went to a math conference, but no extra duty was needed, only substitute coverage.

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.

See data analysis and evaluation.

# Annual Review and Update

SPSA Year Reviewed: 2024-25

## Goal 3

Firebaugh High School will increase proficiency on the English Language Proficiency Assessments for California (ELPAC) and the California Common Core State Standards/Smarter Balanced Assessment Consortium (SBAC). English Learners will meet their targets as shown below.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes   | Actual Outcomes  |
|------------------|---|--|
| ELPAC            | 2024 ELPAC target: <ul style="list-style-type: none"> <li>13% are at Level 4</li> <li>32% are at Level 3</li> <li>30% are at Level 2</li> <li>20% are at Level 1</li> </ul> | 2024 ELPAC results: <ul style="list-style-type: none"> <li>Goal was met as 14% scored at a Level 4</li> <li>Goal was met as 35% scored at a Level 3</li> <li>Goal was met as 30% scored at a Level 2</li> <li>Goal was not met as 21% scored at a Level 1</li> </ul> |
| ELA SBAC         | 2024 ELA SBAC Target: 6%  | Goal was not met, as 0% were proficient.   |
| Math SBAC        | 2024 Math SBAC Target: 5%   | Goal was not met, as only 2.23% were proficient.   |
| Reclassification | 2024 Reclassification Target: 23  | Goal was met as 44 students reclassified.  |

## Strategies/Activities for Goal 3

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures   | Estimated Actual Expenditures |
|---|-------------------------|---|-------------------------------|
| Academic Intervention/Support & Enrichment Opportunities: To help mitigate learning loss and provide students with extended learning opportunities, FHS will offer supplemental interventions and extended learning opportunities to English Learners who scored "Standards Not Met/Nearly Met" on SBAC assessments and/or score "Intensive/Strategic" on | Not implemented.        | Extra duty hours to implement academic interventions, extended learning opportunities, and host parent workshops throughout the school year (i.e. after school, Saturday School, etc.) and/or during the Summer. 1000-1999: Certificated Personnel Salaries Title III 8,500 | 0.00                          |

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures  | Estimated Actual Expenditures |
|---|-------------------------|--|-------------------------------|
| ELA and/or Math Benchmark assessments.  |                         |  |                               |
| Professional Development<br>FHS will provide professional development opportunities to help mitigate the learning loss of students and help with closing the achievement gap for all English Learners. Professional development will take place throughout the school year (i.e. during school, Saturday, etc.) and during the summer.  | Fully implemented.      | Professional development for teachers (i.e. conferences, workshops, etc.) on EL instructional strategies 5800: Professional/Consulting Services And Operating Expenditures Title III 4,000 | 0.00                          |
|   |                         | Extra duty and/or substitute coverage to attend professional development workshops. 1000-1999: Certificated Personnel Salaries Title I 1,000   | 1,000                         |
| Supplemental Resources: Provide students with supplemental services, programs, and materials that are essential for English Learners to improve their learning and support them in their classes.   | Fully implemented.      | 2 Bilingual Assistants to provide additional support to students in the EL/ELD program 2000-2999: Classified Personnel Salaries Title I 40,000   | 40,000                        |
|   |                         | Supplemental programs/materials to support English Learners 4000-4999: Books And Supplies Title III 2,000  | 2,000.                        |
| Teacher Collaboration: Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards. Collaboration will take place throughout the school year (i.e. after school, Saturday School, | Fully implemented.      | Extra duty and/or substitute coverage for ELD teachers to attend supplemental planning time, curriculum alignment, etc. 1000-1999: Certificated Personnel Salaries Title III 2,400         | 2,400                         |

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures   | Estimated Actual Expenditures |
|---|-------------------------|---|-------------------------------|
| etc.) and during the summer.  |                         |   |                               |
| English Learner Parent Night will be hosted during the 2024-2025 academic year to discuss student progress.   | Partially implemented.  | Purchase materials and supplies for EL Parent Night, Reclassification Ceremony, etc. 5800: Professional/Consulting Services And Operating Expenditures Title III 1,272.00   | 300.00                        |
| Title I Instructional Lead position to establish, facilitate, and support the implementation of EL/ELD activities, academic interventions, and extended learning opportunities. | Not implemented.        | Title I Instructional Lead will establish, facilitate, and support the implementation of ELA activities, academic interventions, and extended learning opportunities. 1000-1999: Certificated Personnel Salaries Title I 21,500 | 0.00                          |

## Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The differences between the proposed expenditures and estimated expenditures were the following:

- Due to the hiring freeze, our district did not allow FHS to hire a Program Improvement Lead.
- There are still plans to offer teachers extra duty hours to implement academic intervention and extended learning opportunities; we are waiting on board approval.
- Our ELD teachers did attend professional development; however, it was funded by the district, so the money allocated was not used.
- We allocated money to host several EL events; however, we were only able to host one event -- Reclassification Ceremony, so all the money allocated was not spent.

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.

See data analysis and evaluation.

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 4

Firebaugh High School will increase parent and family engagement by improving access to school functions, creating workshop opportunities, etc.

### Annual Measurable Outcomes

| Metric/Indicator                               | Expected Outcomes                      | Actual Outcomes  |
|--|--|--|
| Council Meetings (average attendance)          | 2022-2023 SSC: 17<br>2022-2023 ELAC: 6 | 2023-2024 SSC: Goal was not met, as only on average 14 people were in attendance at a SSC meeting.<br>2023-2024 ELAC: Goal was met, as on average 8 people attended an ELAC meeting. |
| Back-to-School Night                           | Fall 2023: 650                         | Goal was met as 675 families attended Back-to-School Night   |
| Open House                                     | Spring 2023: 56                        | Goal was met as 106 families attended Open House.  |
| Parent Involvement Day                         | Fall 2023: 24                          | Goal was met, as 40 parents attended National Parent Involvement Day.  |
| Family Survey                                  | Fall 2023: 98                          | Goal was met, as 439 family surveys were submitted.  |
| Coffee with the Principal (average attendance) | 2023-2024: 26                          | Goal was met, as 30 parents (on average) attend Coffee with the Principal.   |
| Parent/Family Workshops Offered                | 2023-2024: 8                           | Goal was met, as 13 Parent/Family Workshops were offered this year.  |

### Strategies/Activities for Goal 4

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures   | Estimated Actual Expenditures |
|---|-------------------------|---|-------------------------------|
| Parent/Family Educational Opportunities:P<br>Parents/families will be encouraged to attend educational conferences/workshops hosted by Firebaugh High School, in addition to local, state, and nationally recognized organizations/agencies. These opportunities will | Fully implemented.      | Funds allocated to pay for educational workshops facilitated by district-authorized organizations and agencies. 5800:<br>Professional/Consulting Services And Operating Expenditures Title I<br>4,500 | 4,500                         |

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures  | Estimated Actual Expenditures |
|---|-------------------------|--|-------------------------------|
| discuss and present a wide range of evidence-based literacy & learning strategies to provide parents with tools to better support their child.  |                         | Extra duty for certificated staff to plan, prepare, and implement Parent/Family workshops. 1000-1999: Certificated Personnel Salaries Title I 800.00   | 0.00                          |
| Direct Engagement: FHS will continue to engage parents/families and encourage them to attend school functions, meetings, and teacher conferences. FHS will also encourage parent/families to serve on their school committees, including but not limited to the School Site Councils (SSC). | Fully implemented.      | Purchase materials and supplies for parents/family workshops throughout the year. 4000-4999: Books And Supplies Title I 1,654  | 1,654                         |
|   |                         | Funds allocated for substitute coverage for staff to attend School Site Council and any Title I Parent Education Activities 1000-1999: Certificated Personnel Salaries Title I 9,000   | 9,000                         |
| Title I Instructional Lead position to improve parent/family engagement, increase parent/family participation in school functions, and facilitate parent/family meetings, workshops, etc.   | Not implemented.        | Title I Instructional Lead will improve parent/family engagement, increase parent/family participation in school functions, and facilitate parent/family meetings, workshops, etc. 1000-1999: Certificated Personnel Salaries Title I 21,500 | 0.00                          |

## Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The differences between the proposed expenditures and estimated expenditures were the following:

- FHS offered several Parent/Family workshops both free and paid for by FHS. Although we did host some workshops after school hours, extra duty was not paid using Title I funds.
- Due to the hiring freeze, our district did not allow FHS to hire a Program Improvement Lead.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

See data analysis and evaluation.

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.

See data analysis and evaluation.

# Annual Review and Update

## SPSA Year Reviewed: 2024-25

### Goal 5

All Firebaugh High School students will be educated in learning environments that are equitable, safe, conducive to learning, provide post-secondary guidance, and build a positive school climate.

### Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes  |
|---|---|--|
| California State University (CSU) Application Submissions | 2024-2025: 50% of seniors will submit CSU applications.                 | 2024-2025: 44% of seniors submitted a CSU application.               |
| University of California (UC) Application Submissions     | 2024-2025: 23% of seniors will submit UC applications.                  | 2024-2025: 25% of seniors submitted a UC application.                |
| Community College Applications                            | 2024-2025: 60% of seniors will submit a Community College applications. | 2024-2025: 44% of seniors submitted a Community College application. |
| Financial Aid Application Submissions (FAFSA & Dream Act) | 2024-2025: 96% of seniors will submit Financial Aid applications.       | 2024-2025: 69% of seniors submitted a Financial Aid application.     |
| CA School Dashboard                                       | 2023-2024 Suspension Rate: 3.5%   | 2023-2024: 7.3%  |
| Office Discipline Referrals                               | 2024-2025: 146  | 2024-2025: 117   |
| Health Collaborative Referrals                            | 2024-2025: 75   | 2024-2025: 11  |
| Emergency Preparedness Drills                             | 2024-2025: 4  | 2024-2025: 3   |

### Strategies/Activities for Goal 5

| Planned Actions/Services  | Actual Actions/Services | Proposed Expenditures   | Estimated Actual Expenditures |
|---|-------------------------|---|-------------------------------|
| <p>Creating Student Equitable College &amp; Career Access:<br/>                     Firebaugh High School will provide collaborative time for Counselors &amp; College Support Team Members to analyze data and identify college &amp; career student needs. This collaborative team will plan, prepare, and implement college and career interventions for students, provide financial aid and career workshops for students and families, create student growth plans, and facilitate</p> | Partially implemented.  | <p>Extra duty hours for counselors and certificated staff to plan, prepare, and implement college and career interventions for students, provide financial aid and career workshops for students and families, create student growth plans, and facilitate activities targeted at increasing equitable college and career access for all FHS students (i.e. after school, before school, Saturdays, etc.) 1000-</p> | 0.00                          |

| Planned<br>Actions/Services   | Actual<br>Actions/Services | Proposed<br>Expenditures   | Estimated Actual<br>Expenditures |
|---|----------------------------|--|----------------------------------|
| activities targeted at increasing equitable college and career access for all FHS students. |                            | 1999: Certificated Personnel Salaries Title I 9,500  |                                  |
|   |                            | Transportation and entry costs for college and career oriented field trips. 5000-5999: Services And Other Operating Expenditures Title I 14,000  | 14,000                           |
|   |                            | Funds allocated to host a College and Career Fair for all grade levels either during school, a period release, or Saturday event. 5800: Professional/Consulting Services And Operating Expenditures Title I 2,000  | 0.00                             |
|   |                            | Extra duty hours for College & Career Center classified staff to offer workshops, schedule one-on-one after/before school & weekend appointments, plan college & career fairs, summer support for students in all grade 2000-2999: Classified Personnel Salaries Title I 7,000 | 0.00                             |
|   |                            | Purchase materials and enrichment activities to support college and career access. 4000-4999: Books And Supplies Title I 3,000   | 3,000                            |
|   |                            | Title I Instructional Lead to help implement college, financial aid and career interventions. 1000-1999: Certificated Personnel Salaries Title I 21,500  | 0.00                             |
|   |                            | Professional Development: Firebaugh High School will provide professional  | Fully implemented.               |

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures  | Estimated Actual Expenditures |
|--|-------------------------|--|-------------------------------|
| development opportunities to counselors and staff that provide equitable college access to FHS students.   |                         | workshops that support equitable College and Career access. 5000-5999: Services And Other Operating Expenditures Title I 4,500   |                               |
|  |                         | Funds allocated to pay for substitute coverage and/or extra duty. 1000-1999: Certificated Personnel Salaries Title I 1,500   | 1,500.                        |
| Collaboration: Firebaugh High School will provide collaborative time for Counselors & College Team Members to analyze data and identify college & career student needs. This collaborative team will create student growth plan, and will design and implement strategies & activities targeted at increasing equitable college & career access for all FHS students.  | Fully implemented.      | Extra duty and/or substitute coverage for counselors and college team members/teachers time to collaborate for planning, preparing and implementing a plan that aims to increase college, financial aid, and career access. 1000-1999: Certificated Personnel Salaries Title I 3,000 | 0.00                          |
| SEL Intervention/Support: To help mitigate the learning loss and provide students with extended learning opportunities, Firebaugh High School will implement a Multi Tiered System of Supports and school-wide positive behavior expectations program to discourage students from negative behaviors; and will offer supplemental intervention for all students who are struggling social emotionally and are in need of additional enrichment activities and motivational curriculum. | Partially implemented.  | Purchase materials, equipment, and supplies to facilitate the implementation of schoolwide positive behavior expectations, multi-tiered systems of support, student wellness, workshops, and enrichment activities. 4000-4999: Books And Supplies Title I 5,000                      | 5,000                         |
|  |                         | Assemblies/Motivational Speaker 5800: Professional/Consulting Services And Operating Expenditures Title I 1,500  | 0.00                          |

| Planned Actions/Services   | Actual Actions/Services | Proposed Expenditures   | Estimated Actual Expenditures |
|--|-------------------------|---|-------------------------------|
| <p>The programs will be aligned with the school wide behavior expectations that will encourage and create a positive school culture.</p> |                         | <p>Extra duty and/or substitute coverage for staff to meet, collaborate, plan, and execute school-wide activities and events that will address the negative behaviors of students with Social Emotional needs, including the implementation of a Multi-tiered system of supports. 1000-1999: Certificated Personnel Salaries Title I 5,500.00</p>   | <p>5,500</p>                  |
|  |                         | <p>The SEL Lead will assist the administrative and student support team with implementation of behavior interventions, supporting the PBIS and SEL teams, encouraging positive behavior through social emotional skills training, creating and maintaining effective learning environments/interventions for students, supports families and district staff. 1000-1999: Certificated Personnel Salaries Title I 118,000</p> | <p>118,000</p>                |

## Analysis

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

See data analysis and evaluation.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

See data analysis and evaluation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The differences between the proposed expenditures and estimated expenditures were the following:

- Extra duty hours were given to the College and Career team on campus and our College and Career Tech classified staff; however, the funds were paid by the district.
- FHS did not host a College & Career Fair, but there were two college and career fairs hosted on our campus by the district that our students were able to attend.

- Due to the hiring freeze, our district did not allow FHS to hire a Community Engagement Instructional Lead.

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.

See data analysis and evaluation.

# School Plan for Student Achievement: Data Analysis and Evaluation

## Overall Data Findings Based on Assessment Results (Narrative)

- In English Language Arts, the overall achievement between 2022-2023 and 2023-2024 decreased by 2.91% in the “standards met” and “standards exceeded” scoring scale.
- In Mathematics, the overall achievement between 2022-2023 and 2023-2024 increased by 1.36% in the “standards met” and “standards exceeded” scoring scale.
- In English Language Development, the percentage of students whose language performance was at a Level 4 on the ELPAC Summative Test had an increased from 13% in 2022-2023 to 14% in 2023-2024.

### Assessment Results:

**Identify ELA areas of strength:**

CAASPP data indicates 18.38 scored "Above Standard" in the Reading standards; however, when combining "Above Standard" and "At or Near Standard" Listening has the most highest percentage with 83%.

**Identify ELA areas of need:**

CAASPP data indicates that 34.54% of students are performing below standard in Writing, with only 15.88% exceeding the standard.

**Identify ELD areas of strength:**

ELPAC data indicates 79.29% scored "Well Developed" in the Speaking Domain in 2023-2024.

**Identify ELD areas of need:**

ELPAC data indicates 51.23% scored "Beginning" in the Reading Domain in 2023-2024.

**Identify Math areas of strength:**

CAASPP data indicates that in the Communicating Reasoning category, 63.41% of students scored "At or Near Standard" or "Above Standard" in 2023-24.

**Identify Math areas of need:**

CAASPP data indicates that overall math proficiency remains a major area of need because 72.91% of students did not meet the math standards in 2023-24.

School: Marco Antonio Firebaugh High School

**2024-2025 Activities/interventions**

| 2024-2025<br>ACTIVITIES/INTERVENTIONS                   | CONTENT AREA   | EVALUATION DATA<br>SOURCE | EVALUATION DATA<br>PRE           | EVALUATION DATA<br>POST          | Implementation Status and Comments<br>Fully, Partially or Not Implemented              |
|---|--|---------------------------|----------------------------------|----------------------------------|--|
| English Language Development Intervention               | English Language Development   | Title III                 | 2024 ELPAC                       | 2025 ELPAC                       | Partially implemented. ELPAC Bootcamp was not done.                                    |
| Math Intervention and Support Programs                  | Math   | Title I                   | 2024 SBAC                        | 2025 SBAC                        | Partially implemented. Math tutors not hired   |
| English Language Arts Intervention and Support Programs | ELA and English Learners   | Title I                   | 2024 SBAC                        | 2025 SBAC                        | Partially implemented - scheduled to start in the month of March after SPSA completion |
| Professional Development                                | ELA, Math, English Language Development, College Access, Social Emotional Learning,    | Title I                   | 2024 SBAC                        | 2025 SBAC                        | Fully implemented.   |
| Supplemental Instructional Materials                    | ELA, Math, English Language Development, College and Career, Social Emotional Learning | Title I                   | 2024 SBAC                        | 2025 SBAC                        | Fully implemented.   |
| Parent & Family Educational Opportunities               | Parent and Family Engagement   | Title I                   | Internal Records                 | Internal Records                 | Fully implemented.   |
| Behavioral Intervention and Support                     | SEL, PBIS, Mental Health, Safety, Attendance   | Title I                   | Internal Records                 | Internal Records                 | Fully implemented.   |
| Creating Student Equitable College & Career Access      | College & Career Access  | Title I                   | Internal Records, 2024 CSAC Data | Internal Records, 2025 CSAC Data | Fully implemented.   |

**2025-2026 Next Steps (narrative)**

As a result of the school's data analysis, describe the school's action plan and next steps for 2025-2025:

**What 2024-2025 actions/interventions worked?**  
 EL interventions, such as Data Chats and EL support programs, were effective as evidenced by an increase in both ELPAC scores and reclassification rates. Interventions led by the College Access Team, including Saturday workshops and extended hours for the College & Career Center, also proved successful. Additionally, increased parent communication has resulted in greater parental engagement.

**What 2024-2025 actions/interventions will you keep for 2025-2026?**

We will keep and fully implement all interventions in 2024-2025.

**What 2024-2025 actions/interventions need to be modified to ensure more accelerated achievement in 2025-2026?**

We plan to implement interventions earlier in the school year.

**What 2024-2025 actions/interventions need to be eliminated in 2025-2026 due to limited or no academic increase in achievement?**

None.

**What new interventions will you implement in 2025-2026 as a result?**

FHS will add the following:

- hire math tutors
- offer more time for teacher collaboration through PLCs
- Integrate English language learning strategies across all subjects by embedding them within each department's curriculum

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

Firebaugh High School will increase proficiency on the California Common Core State Standards/Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts. All students and student subgroups (i.e. African American students, Students with Disabilities, English Learners, and Foster youth) will meet their targets as shown below.

### Basis for this Goal

What data did you use to form this goal?

- 2024 SBAC data was utilized to develop school goals
- Reflection at grade level meetings to analyze data to determine needs and implement intervention
- On-going grade-level and subject-specific assessments
- Individual progress on local measures of student performance

What were the findings from the analysis of this data?

- 42% of FHS students met or exceeded ELA standards, not meeting our target of 49%
- 0% of English Learners met or exceeded ELA standards, not meeting our target of 7%
- 40% of African American students met or exceeded ELA standards, exceeding our target of 5%
- 4% of Students with Disabilities met or exceeded ELA standards, not meeting our target of 13%
- 38% of homeless and foster youth students met or exceeded the ELA standards, no target was made.
- Overall, there was a 3% increase in overall English proficiency

How will the school evaluate the progress of this goal?

Firebaugh High School will continue Data Reflection Sessions after each benchmark and use data to monitor student progress. In addition, teachers will participate in training, such as professional development, to further improve academic instruction in their classrooms. Our school will implement academic interventions (i.e. after school, Saturday School, etc.) to address learning loss and provide students with extended learning opportunities. Last but not least, we will continue to have Parent Meetings so parents have the opportunity to analyze and discuss student progress data.

### Expected Annual Measurable Outcomes

| Metric/Indicator                     | 2023-2024 SBAC Data                   | Expected Outcome           |
|--------------------------------------|---------------------------------------|----------------------------|
| ELA SBAC: All Students               | 2024 SBAC Standards Met/Exceeded: 42% | 2025 ELA SBAC Target: 47%  |
| ELA SBAC: English Learners           | 2024 SBAC Standards Met/Exceeded: 0%  | 2025 ELA SBAC Target: 5%   |
| ELA SBAC: African American Students  | 2024 SBAC Standards Met/Exceeded: 40% | 2025 ELA SBAC Target: 45%  |
| ELA SBAC: Students with Disabilities | 2024 SBAC Standards Met/Exceeded: 4%  | 2025 ELA SBAC Target: 9%   |
| ELA SBAC: Homeless & Foster Youth    | 2024 SBAC Standards Met/Exceeded: 38% | 2025 ELAC SBAC Target: 42% |

### Planned Strategies/Activities

## Strategy/Activity 1

### Academic Intervention/Support and Enrichment Opportunities:

To help mitigate learning loss and provide students with extended learning opportunities, FHS will offer supplemental interventions and extended learning opportunities to all students who scored "Standards Not Met/Nearly Met" (as defined in SBAC assessments), have a grade of D or lower, and/or score "Intensive/Strategic" on the ELA Benchmark assessments.

## Students to be Served by this Strategy/Activity

Students who scored "Standards Not Met/ Nearly Met" on the SBAC, have a grade of D or lower in ELA, and/or score "Intensive/Strategic" on the ELA Benchmark assessments. This includes all student subgroups: English Learners, African American Students, Students with Disabilities, Homeless & Foster Youth.

## Timeline

March 2025 - March 2026

## Person(s) Responsible

FHS Administrators, Instructional Lead, Teachers, ELA Coach

## Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 12,000   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Extra duty hours for teachers, coaches, and Instructional Leads to implement academic interventions and extended learning opportunities to students based on identified needs. Academic interventions may be offered throughout the school year (i.e. after school, Saturday School, etc.) and/or during the summer. |
| <b>Amount</b>           | 8,750  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures   |
| <b>Description</b>      | Transportation and entry costs for educational field trips/supplemental activities that will support student's understanding and achievement of the curriculum.  |
| <b>Amount</b>           | 2,250  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Substitute coverage for educational field trips/supplemental activities  |
| <b>Amount</b>           | 2,000  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies  |

**Description**

Supplies and materials to support academic intervention and behavioral goals.

**Strategy/Activity 2**

**Professional Development:**

FHS will provide professional development opportunities to help mitigate the learning loss of students and help with closing the achievement gap for all students in English Language Arts.

**Students to be Served by this Strategy/Activity**

All student and subgroups

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

FHS Administrators, Teachers, ELA

**Proposed Expenditures for this Strategy/Activity**

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 17,500  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures   |
| <b>Description</b>      | Professional development (i.e. conferences, workshops, etc.) that support innovative teaching strategies, interventions, student engagement, etc. |
| <b>Amount</b>           | 4,000   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries  |
| <b>Description</b>      | Extra duty and/or substitute coverage to attend professional development workshops.   |

**Strategy/Activity 3**

**Supplemental Resources:**

Purchase supplemental materials, resources, and other items to support instruction, intervention programs, and extended learning opportunities.

**Students to be Served by this Strategy/Activity**

All student subgroups

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

FHS Administrators, Instructional Lead, ELA Coach Teachers, Librarians

**Proposed Expenditures for this Strategy/Activity**

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 22,000  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies   |
| <b>Description</b>      | Purchase resources and materials (i.e. books, literacy-related supplies, students journals, etc.) to mitigate loss of learning and increase student performance in English. |

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 15,000   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies  |
| <b>Description</b>      | Supplemental evidence-based curriculum, instructional materials, subscriptions, applications, software, and technology to enhance student learning. These resources will be utilized for remediation and differentiation, ensuring targeted support for diverse student needs. |

### Strategy/Activity 4

**Teacher Collaboration:**  
 FHS will provide opportunities for teachers to help mitigate the learning loss of students via supplemental planning time, curriculum alignment, lesson development, and cycles of inquiry. Collaboration will take place throughout the school year (i.e. after school, Saturday School, etc.) and during the summer.

### Students to be Served by this Strategy/Activity

All student subgroups

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS administrators, Instructional Lead, and ELA Coach

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 28,000   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries                       |
| <b>Description</b>      | Extra duty and/or substitute coverage for teacher collaboration. |

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

Firebaugh High School will increase proficiency on the California Common Core State Standards/Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics. All students and student sub groups (i.e. African American students, Students with Disabilities, English Learners, and Foster youth) will meet their targets as shown below.

### Basis for this Goal

What data did you use to form this goal?

- 2024 SBAC data was utilized to develop school goals
- Reflection at grade level meetings to analyze data to determine needs and implement intervention
- On-going grade-level and subject-specific assessments
- Individual progress on local measures of student performance

What were the findings from the analysis of this data?

- 11% of FHS students met or exceeded Math standards, not meeting our target goal of 15%
- 2% of English Learners met or exceeded Math standards, not meeting our target goal of 5%
- 7% of African American students met or exceeded Math standards, meeting our target goal of 5%
- 6% of Students with Disabilities met or exceeded Math standards, meeting our target goal of 5%
- 8% of Homeless & Foster Youth met or exceeded Math standards, no target goal was made.
- Overall, there was 2% increase in overall Math proficiency.

How will the school evaluate the progress of this goal?

Firebaugh High School will continue Data Reflection Sessions after each benchmark and use data to monitor student progress. In addition, teachers will participate in training, such as professional development, to further improve academic instruction in their classrooms. our school will implement academic interventions (i.e. after school, Saturday School, etc.) to address learning loss and provide students with extended learning opportunities. Last but not least, we will continue to have Parent Meetings so parents have the opportunity to analyze and discuss student progress data.

### Expected Annual Measurable Outcomes

| Metric/Indicator                      | 2023-2024 SBAC Data                   | Expected Outcome           |
|---------------------------------------|---------------------------------------|----------------------------|
| Math SBAC: All Students               | 2024 SBAC Standards Met/Exceeded: 11% | 2025 Math SBAC Target: 16% |
| Math SBAC: English Learners           | 2024 SBAC Standards Met/Exceeded: 2%  | 2025 Math SBAC Target: 7%  |
| Math SBAC: African American Students  | 2024 SBAC Standards Met/Exceeded: 7%  | 2025 Math SBAC Target: 12% |
| Math SBAC: Students with Disabilities | 2024 SBAC Standards Met/Exceeded: 6%  | 2025 Math SBAC Target: 11% |
| Math SBAC: Homeless & Foster Youth    | 2024 SBAC Standards Met/Exceeded: 8%  | 2025 Math SBAC Target: 13% |

### Planned Strategies/Activities

## Strategy/Activity 1

### Academic Interventions/Support and Enrichment Opportunities:

To help mitigate learning loss and provide students with extended learning opportunities, FHS will offer supplemental interventions, extended learning opportunities, and additional support to all students who scored "Standards Not Met/Nearly Met" (as defined in SBAC assessments), have a grade of D or lower, and/or score "Intensive/Strategic" on the Math Benchmark assessments.

## Students to be Served by this Strategy/Activity

Students who scored "Standards Not Met/ Nearly Met", have a grade of D or lower, and/or score "Intensive/Strategic" on the Math Benchmark assessments, including all student subgroups: English Learners, African American Students, Students with Disabilities.

## Timeline

March 2025 - March 2026

## Person(s) Responsible

Administration, Instructional Lead, Teachers, Math Coach

## Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 16,000  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries  |
| <b>Description</b>      | Extra duty hours for teachers and Instructional Lead to implement academic interventions and extended learning opportunities to students based on identified needs. Academic interventions may be offered throughout the school year (i.e. after school, Saturday School, etc.) and/or during the summer. |
| <b>Amount</b>           | 8,750   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures  |
| <b>Description</b>      | Transportation and entry costs for educational field trips/supplemental activities that will support student's understanding and achievement of the curriculum.   |
| <b>Amount</b>           | 2,250   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries  |
| <b>Description</b>      | Substitute coverage for educational field trips/supplemental activities   |
| <b>Amount</b>           | 2,000   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies   |

**Description**

Supplies and materials to support academic intervention and behavioral goals.

**Strategy/Activity 2**

**Professional Development:**

FHS will provide professional development opportunities to help mitigate the learning loss of students and help with closing the achievement gap for all students in math students.

**Students to be Served by this Strategy/Activity**

All students and student subgroups

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

FHS Administrators, Instructional Lead, Teachers, Math Coach

**Proposed Expenditures for this Strategy/Activity**

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 17,000   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures  |
| <b>Description</b>      | Professional development (i.e. conferences, workshops, etc.) that support innovative teaching strategies, interventions, student engagement etc. |
| <b>Amount</b>           | 4,000  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Extra duty and/or substitute coverage to attend professional development workshops.  |

**Strategy/Activity 3**

**Supplemental Resources:**

Purchase supplemental materials, resources, and other items to support instruction, intervention programs, and extended learning opportunities.

**Students to be Served by this Strategy/Activity**

All students and student subgroups

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

FHS Administrators, Instructional Lead, Math Coach, Teachers

**Proposed Expenditures for this Strategy/Activity**

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 17,500   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies  |
| <b>Description</b>      | Purchase supplemental evidence-based curriculum, instructional materials, subscriptions, applications, software, technology, and other resources to support instruction, intervention programs, and extended learning opportunities. |

### Strategy/Activity 4

Teacher Collaboration:  
 FHS will provide opportunities for teachers to help mitigate the learning loss of students via supplemental planning time, curriculum alignment, lesson development, and cycles of inquiry. Collaboration will take place throughout the school year (i.e. after school, Saturday School, etc.) and during the summer.

### Students to be Served by this Strategy/Activity

All students and student subgroups

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administrators, Instructional Lead, Math Coach

### Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 20,000  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries                      |
| <b>Description</b>      | Extra duty and/or substitute coverage for teacher collaboration |

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

Firebaugh High School will increase proficiency on the English Language Proficiency Assessments for California (ELPAC) and the California Common Core State Standards/Smarter Balanced Assessment Consortium (SBAC). English Learners will meet their targets as shown below.

### Basis for this Goal

What data did you use to form this goal?

- 2024 ELPAC data was utilized to develop school goals
- 2024 SBAC data was utilized to develop school goals
- On-going grade-level and subject-specific assessments

What were the findings from the analysis of this data?

- 14% of English Learners reached Level 4, not meeting our target of 18%
- 35% of English Learner reached Level 3, not meeting our target of 37%
- 0% of English Learners met or exceeded ELA standards, not meeting our target of 6%
- 2% of English Learners met or exceeded Math standards, not meeting our target of 5%
- 44 of our EL students reclassified, exceeding our goal of 23 students.

How will the school evaluate the progress of this goal?

Firebaugh High School will continue Data Reflection Sessions after each benchmark and use data to monitor student progress. In addition, teachers will participate in training, such as professional development, to implement ELD-specific strategies and further improve academic instruction in their classrooms. Our school will implement academic interventions (i.e. after school, Saturday School, etc.) to address learning loss and provide students with extended learning opportunities. Last but not least, we will continue to have parent/guardian meetings so parents/guardians have the opportunity to analyze and discuss student progress data.

### Expected Annual Measurable Outcomes

| Metric/Indicator | 2023-2024 SBAC Data   | Expected Outcome  |
|------------------|---|---|
| ELPAC            | 2024 ELPAC results: <ul style="list-style-type: none"><li>• 14% are at Level 4</li><li>• 35% are at Level 3</li><li>• 30% are at Level 2</li><li>• 21% are at Level 1</li></ul> | 2025 ELPAC results: <ul style="list-style-type: none"><li>• 19% are at Level 4</li><li>• 40% are at Level 3</li><li>• 25% are at Level 2</li><li>• 16% are at Level 1</li></ul> |
| ELA SBAC         | 2024 SBAC Standards Met/Exceeded: 0%  | 2025 ELA SBAC Target: 5%  |
| Math SBAC        | 2024 SBAC Standards Met/Exceeded: 2%  | 2025 Math SBAC Target: 7%   |
| Reclassification | 2024-2025 Reclassification results: 44  | 2024 Reclassification Target: 47  |

### Planned Strategies/Activities

## Strategy/Activity 1

### Academic Intervention/Support & Enrichment Opportunities:

To help mitigate learning loss and provide students with extended learning opportunities, FHS will offer supplemental interventions and extended learning opportunities to English Learners who scored "Standards Not Met/Nearly Met" on SBAC assessments and/or score "Intensive/Strategic" on ELA and/or Math Benchmark assessments.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administrators, Instructional Lead, Coaches, Teachers

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 6,500  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Extra duty hours to implement academic interventions, extended learning opportunities, and host parent workshops throughout the school year (i.e. after school, Saturday School, etc.) and/or during the summer. |

## Strategy/Activity 2

### Professional Development

FHS will provide professional development opportunities to help mitigate the learning loss of students and help with closing the achievement gap for all English Learners. Professional development will take place throughout the school year (i.e. during school, Saturday, etc.) and during the summer.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administrators, Instructional Lead, Coaches

### Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 4,000   |
| <b>Source</b>           | Title III   |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures |

|                         |  |
|-------------------------|--|
| <b>Description</b>      | Professional development for teachers (i.e. conferences, workshops, etc.) on EL instructional strategies |
| <b>Amount</b>           | 1,000  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Extra duty and/or substitute coverage to attend professional development workshops.                      |

### Strategy/Activity 3

Supplemental Resources:  
Provide students with supplemental services, programs, and materials that are essential for English Learners to improve their learning and support them in their classes.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administrators, Instructional Lead, Teachers, Counselors, Coaches

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 44,000   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries   |
| <b>Description</b>      | 2 Bilingual Assistants to provide additional support to students in the EL/ELD program             |
| <b>Amount</b>           | 44,000   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 2000-2999: Classified Personnel Salaries   |
| <b>Description</b>      | 2 math tutors to provide additional support to students in the math classes during the school day. |
| <b>Amount</b>           | 5,000  |
| <b>Source</b>           | Title III  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies  |
| <b>Description</b>      | Supplemental programs/materials to support English Learners  |
| <b>Amount</b>           | 3,500  |
| <b>Source</b>           | Title I  |

|                         |  |
|-------------------------|--|
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures   |
| <b>Description</b>      | Funds will be allocated to support educational field trips/supplemental activities for English Learner students, designed to offer immersive experiences that complement classroom instruction, enhance language development, and foster cultural awareness. |
| <b>Amount</b>           | 900  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Substitute coverage for educational field trips/supplemental activities.   |

### Strategy/Activity 4

Teacher Collaboration:  
 Provide opportunities for teachers to collaborate and establish instructional focus, develop best practices, plan for ongoing differentiated instruction, as well as establish strategic and intensive interventions for students who need extra time to meet proficiency standards. Collaboration will take place throughout the school year (i.e. after school, Saturday School, etc.) and during the summer.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administrators, Instructional Lead, Coaches

### Proposed Expenditures for this Strategy/Activity

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 9,040  |
| <b>Source</b>           | Title III  |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries   |
| <b>Description</b>      | Extra duty and/or substitute coverage for teachers to collaborate on EL-focused strategies during supplemental planning time, including sessions for curriculum, cross-curriculum, and vertical alignment. |

### Strategy/Activity 5

Provide opportunities to support a range of events for parents of English Learner students during the 2025-2026 academic year to discuss student progress and/or achievements.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

March 2025 - March 2026

### Person(s) Responsible

**Proposed Expenditures for this Strategy/Activity**

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 1,240.00   |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures                    |
| <b>Description</b>      | Purchase materials and supplies for EL Parent Night, Reclassification Ceremony, etc. |

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent and Family Engagement

### Goal Statement

Firebaugh High School will increase parent and family engagement by improving access to school functions, creating workshop opportunities, etc.

### Basis for this Goal

What data did you use to form this goal?

FHS reviewed data regarding parent and family engagement at school functions such as Council meetings (SSC and ELAC), Back-to-School Night, Open House, Parent Involvement Day, Family Survey, and Coffee with the Principal via sign-in sheets, attendance sheets, and digital submissions.

What were the findings from the analysis of this data?

School Site Council meeting: 16 people (average) - we did not meet our target goal of 19.

Back to School Night: 675 families - we met our target goal of 675 families.

Open House: 106 families - we did not meet our target goal of 76 families.

Parent Involvement Day: 40 parents - we met our target goal of 30 parents.

FHS Family Survey: 439 families - we met our target goal of 123 families.

Coffee with the Principal: 31 parents (average) - we did not meet our target goal of 30 parents.

Family/Parent Workshops: 14 parents workshops were offered this year, surpassing our target goal of 8 workshop

Overall, FHS has increased parent and family engagement and their parent and family participation at school functions.

How will the school evaluate the progress of this goal?

This goal will be evaluated through average attendance of school functions such as Council Meetings, Back-to-School Night, Open House, Parent Involvement Day, Coffee with the Principal, Parent/Family Workshops, etc. The Instructional Lead will continue to facilitate the implementation of practices that aim to improve parent/family engagement and increase parent/family participation in school functions.

### Expected Annual Measurable Outcomes

| Metric/Indicator                               | 2023-2024 SBAC Data                      | Expected Outcome                        |
|--|--|---|
| Council Meetings (average attendance)          | 2024-2025 SSC: 16<br>2024-2025 ELAC: 5.8 | 2025-2026 SSC: 18<br>2025-2026 ELAC: 10 |
| Back-to-School Night                           | Fall 2024: 675                           | Fall 2025: 708                          |
| Open House                                     | Spring 2024: 106                         | Spring 2025: 116                        |
| Parent Involvement Day                         | Fall 2024: 40                            | Fall 2025: 45                           |
| Family Survey                                  | Fall 2024: 439                           | Fall 2025: 460                          |
| Coffee with the Principal (average attendance) | 2024-2025: 30                            | 2025-2026: 35                           |
| Parent/Family Workshops Offered                | 2024-2025: 14                            | 2025-2026: 14                           |

### Planned Strategies/Activities

## Strategy/Activity 1

### Parent/Family Educational Opportunities:

Parents/families will be encouraged to attend educational conferences/workshops hosted by Firebaugh High School, in addition to local, state, and nationally recognized organizations/agencies. These opportunities will discuss and present a wide range of evidence-based literacy & learning strategies to provide parents with tools to better support their child.

### Students to be Served by this Strategy/Activity

All students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administrators, Instructional Lead, Community Liaison, Community School Staff

### Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 4,800   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures   |
| <b>Description</b>      | Funds allocated to pay for educational workshops facilitated by district-authorized organizations and agencies. |

## Strategy/Activity 2

### Direct Engagement:

FHS will continue to engage parents/families and encourage them to attend school functions, meetings, and teacher conferences. FHS will also encourage parent/families to serve on their school committees, including but not limited to the School Site Councils (SSC).

### Students to be Served by this Strategy/Activity

All Students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administration, Instructional Lead, Community Liaison, Community Schools

### Proposed Expenditures for this Strategy/Activity

|                         |                               |
|-------------------------|-------------------------------|
| <b>Amount</b>           | 2,000                         |
| <b>Source</b>           | Title I                       |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies |

|                         |   |
|-------------------------|---|
| <b>Description</b>      | Purchase materials and supplies to support parent/family workshops and increase parent involvement throughout the year.     |
| <b>Amount</b>           | 9,000   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries  |
| <b>Description</b>      | Funds allocated for substitute coverage for staff to attend School Site Council and any Title I Parent Education activities |

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Equitable Learning Environment

### Goal Statement

All Firebaugh High School students will learn in equitable, safe, and supportive environments that foster academic success, post-secondary readiness, and a positive school climate. FHS will provide time for staff collaboration to analyze data, address barriers, and implement targeted interventions—including personalized learning and mental health support—ensuring every student has the resources to thrive.

### Basis for this Goal

What data did you use to form this goal?

- The California Student Aid Commission data and local data was utilized
- College team meetings to analyze data, determine needs, and implement intervention
- School-wide internal records and district surveys were used to form this goal

What were the findings from the analysis of this data?

- 44% of seniors submitted CSU applications, we did not meet our target of 50%
- 25% of seniors submitted UC applications, we met our target of 23%
- 49% of seniors submitted Community College applications, we did not meet our target of 60%
- 69% of seniors submitted a Financial Aid application, we did not meet our target of 96%
- Approximately 38% of students surveyed reported feeling too tired to concentrate as either "True" or "Very Much True"
- Approximately 29% of students surveyed reported feeling sad and down as either "True" or Very Much True"
- CA School Dashboard: 7.3% of students had a least one suspension
- Health Collaborative Referrals: 11 referrals were issued
- Emergency Preparedness Drill: 3 emergency drills were conducted

How will the school evaluate the progress of this goal?

This goal will be evaluated through review of internal data such as college applications (i.e. CSU, UC, Community College, etc.) and Financial Aid applications. In addition, FHS will review internal data (i.e. CA School Dashboard suspension rate, Office Discipline Referrals, Health Referrals, etc.) to ensure a decrease in disciplinary incidents and provide support to students as needed. The Social Emotional Lead will facilitate implementation of practice that aim to build and maintain a positive school environment. Last but not least, the Safety Committee will review campus practice and evaluate emergency preparedness drills to ensure student/staff safety.

### Expected Annual Measurable Outcomes

| Metric/Indicator  | 2023-2024 SBAC Data  | Expected Outcome  |
|---|--|---|
| California State University (CSU) Application Submissions | 2024-2025: 44% of seniors submitted a CSU application.               | 2025-2026: 49% of seniors will submit CSU applications.                 |
| University of California (UC) Application Submissions     | 2024-2025: 25% of seniors submitted a UC application.                | 2025-2026: 30% of seniors will submit UC applications.                  |
| Community College Applications                            | 2024-2025: 44% of seniors submitted a Community College application. | 2025-2026: 49% of seniors will submit a Community College applications. |
| Financial Aid Application Submissions (FAFSA & Dream Act) | 2024-2025: 69% of seniors submitted a Financial Aid application.     | 2025-2026: 74% of seniors will submit Financial Aid applications.       |
| CA School Dashboard                                       | 2023-2024: Suspension Rate: 7.3%                                     | 2024-2025 Suspension Rate: 6.8%   |

| Metric/Indicator               | 2023-2024 SBAC Data | Expected Outcome                 |
|--------------------------------|---------------------|----------------------------------|
| Office Discipline Referrals    | 2024-2025: 117      | Office Discipline Referrals: 111 |
| Health Collaborative Referrals | 2024-2025: 11       | 2024-2025: 10                    |
| Emergency Preparedness Drills  | 2024-2025: 3        | 2024-2025: 4                     |

## Planned Strategies/Activities

### Strategy/Activity 1

Expanding College and Career Access:

All Firebaugh High School students will be educated in learning environments that are equitable, safe, conducive to learning, provide post-secondary guidance, promote mental health and well-being, support attendance, foster leadership, and create opportunities for supplemental learning experiences

### Students to be Served by this Strategy/Activity

All students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS administrators, Instructional Lead, Counselors, Teachers, and CCC Advisors

### Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 9,500   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries  |
| <b>Description</b>      | Extra duty hours for certificated staff to plan, prepare, and implement college and career interventions for students, provide financial aid and career workshops for students and families, create student growth plans, and facilitate activities targeted at increasing equitable college and career access for all FHS students (i.e. after school, before school, Saturdays, etc.) |
| <b>Amount</b>           | 10,000  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures  |
| <b>Description</b>      | Transportation & entry fees for college/career field trips  |
| <b>Amount</b>           | 4,000   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures   |
| <b>Description</b>      | Funds allocated to host a College and Career Fair for all grade levels either during school, a period release, or Saturday event.   |

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 4,000  |
| <b>Source</b>           | Title I  |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies  |
| <b>Description</b>      | Purchase materials and enrichment activities to support college and career access. |

## Strategy/Activity 2

Mental Health and Wellness Initiatives:  
 Implement mental health and wellness programs, provide student support groups, increase access to counseling services, and integrate SEL practices into daily instruction.

### Students to be Served by this Strategy/Activity

All students

### Timeline

March 2025 - March 2026

### Person(s) Responsible

FHS Administrators, SEL Lead, Counselors, Teachers

### Proposed Expenditures for this Strategy/Activity

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 20,500  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5000-5999: Services And Other Operating Expenditures                          |
| <b>Description</b>      | Funds allocated to pay fees related to conferences, workshops, or field trips |

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 10,000  |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 4000-4999: Books And Supplies   |
| <b>Description</b>      | Purchase materials, equipment, and supplies to facilitate the implementation of schoolwide positive behavior expectations, multi-tiered systems of support, student wellness, workshops, and enrichment activities. |

|                         |   |
|-------------------------|---|
| <b>Amount</b>           | 5,000   |
| <b>Source</b>           | Title I   |
| <b>Budget Reference</b> | 5800: Professional/Consulting Services And Operating Expenditures   |
| <b>Description</b>      | Funds will be allocated to support mental health and wellness initiatives designed to enhance the overall well-being of the school community. |

|                         |  |
|-------------------------|--|
| <b>Amount</b>           | 10,809                                     |
| <b>Source</b>           | Title I                                    |
| <b>Budget Reference</b> | 1000-1999: Certificated Personnel Salaries |

**Description**

Extra duty and/or substitute coverage for professional development, workshops, collaboration, etc.

**Strategy/Activity 3**

School Safety and Emergency Preparedness

Enhance school safety through emergency preparedness drills, security enhancements, and staff training to ensure a secure learning environment.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

March 2025 - March 2026

**Person(s) Responsible**

FHS administration, Instructional Lead, Counselors, Teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

130,000

**Source**

Title I

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

The SEL Lead will assist the administrative and student support team with implementation of behavior interventions, supporting the PBIS and SEL teams, encouraging positive behavior through social emotional skills training, creating and maintaining effective learning environments/interventions for students, supports families and district staff.

**Amount**

40,000

**Source**

Title I

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Extra duty for staff to implement safety and behavioral interventions

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

| Description   | Amount     |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 577,789.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | 577,789.00 |

## Allocations by Funding Source

| Funding Source | Amount  | Balance |
|----------------|---------|---------|
| Title I        | 559,749 | 0.00    |
| Title III      | 18,040  | 0.00    |

# Expenditures by Funding Source

| Funding Source | Amount     |
|----------------|------------|
| Title I        | 559,749.00 |
| Title III      | 18,040.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount     |
|---|------------|
| 1000-1999: Certificated Personnel Salaries                        | 305,249.00 |
| 2000-2999: Classified Personnel Salaries                          | 88,000.00  |
| 4000-4999: Books And Supplies                                     | 79,500.00  |
| 5000-5999: Services And Other Operating Expenditures              | 51,500.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 53,540.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source | Amount     |
|---|----------------|------------|
| 1000-1999: Certificated Personnel Salaries                        | Title I        | 296,209.00 |
| 2000-2999: Classified Personnel Salaries                          | Title I        | 88,000.00  |
| 4000-4999: Books And Supplies                                     | Title I        | 74,500.00  |
| 5000-5999: Services And Other Operating Expenditures              | Title I        | 51,500.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I        | 49,540.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title III      | 9,040.00   |
| 4000-4999: Books And Supplies                                     | Title III      | 5,000.00   |
| 5800: Professional/Consulting Services And Operating Expenditures | Title III      | 4,000.00   |

# Marco Antonio Firebaugh High School Parent and Family Engagement Policy



## Title I Parent and Family Engagement Policy

To involve parents and family members in the Title I program, the following practices have been established at Marco Antonio Firebaugh High School:

**(a) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents and family members of their school's participation in the Title I, Part A program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. Section 6318[c][1])**

Firebaugh High School will continue to hold an annual Title I meeting in the fall of the new school year to inform families of participation, requirements, and parent rights under the Title I, Part A program.

**(b) Offer a flexible number of meetings, such as meetings in the morning or evening, and the school may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. Section 6318[c][2])**

Firebaugh High School will continue to identify families' needs via the Annual Title I Family Survey that may prevent them from being involved in a child's education.

Extra measures are to be taken to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and provide interpretation.

**(c) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program (SWP) plan.(20 U.S.C. Section 6318[c][3])**

The Parent and Family Engagement Policy will continue to be reviewed annually by Firebaugh High School Site Council (SSC) and English Learner Advisory Committee (ELAC). Families will continue to be provided with formal and informal opportunities to provide feedback.

Firebaugh High School Title I program will continue to be reviewed annually as part of the annual development of the School Plan for Student Achievement (SPSA).

**(d) Provide parents of participating children with the following**

**i. Timely information about the Title I programs. (20 U.S.C. Section 6318[c][4][A])**

Firebaugh High School will continue to provide timely information about the Title I, Part A program in various ways, but not limited to, notifications, all-call messages, site newsletters, postings on the school's website, parent resource center, family meetings/events, School Site Council (SSC), English Learner Advisory Committee (ELAC), Coffee with the Principal, Back to School Night, Parent-Teacher Conferences, Open House, celebratory events, etc.

**ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. Section 6318[c][4][B])**

The curriculum used at Firebaugh High School is designed to foster holistic, student-centered education that prioritizes critical thinking and practical application. We offer a comprehensive range of core subjects, advanced courses, pathways courses, and Physical Education, alongside a diverse selection of electives. Our approach places a strong emphasis on project-based learning, encouraging students to collaborate and integrate technology for enhanced digital literacy. Our overarching goal is not only academic excellence but also the well-rounded development of our students, equipping them with robust problem-solving writing and communication skills. Our assessment methods encompass a variety of approaches, including traditional written exams, online assessments, presentations, and benchmark assessments to track student progress. Moreover, our curriculum is adaptable to meet the needs of students with special needs and those from diverse linguistic backgrounds.

Firebaugh High School will continue to provide continuous Parent-Teacher Conferences as an opportunity to share information to families on student progress and performance, in relation to state and local academic assessments, curriculum being used, grade-level expectations for proficiency, data reporting for state and local academic assessments, and available interventions for students needing assistance.

**iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. Section 6318[c][4][C])**

Firebaugh High School will continue to provide opportunities to families to meet with point staff to discuss student needs and suggested support through scheduled Parent-Teacher Conferences in both the fall and spring, as well as, informal requests made for meetings, as needed.

**(e) If the SWP plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. (20 U.S.C. Section 6318[c][5])**

Firebaugh High School will continue to annually share ways families can provide informal and formal feedback on areas of strength and improvement of school goals and actions as identified in Firebaugh High School's Plan for Student Achievement (SPSA).

Parent and family member's feedback will continue to be gathered and written documentation of comments that reflect the program is not satisfactory will be submitted to Lynwood USD.

Revised and Approved by SSC on 1/23/2025.

# Marco Antonio Firebaugh High School Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento de Padres y Familias de Título I

Para involucrar a los padres y familiares en el programa Título I, se han establecido las siguientes prácticas en la Escuela Preparatoria Marco Antonio Firebaugh:

**(a) Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres de los niños participantes a asistir, para informar a los padres y familiares sobre la participación de su escuela en el programa Título I, Parte A y explicar los requisitos, y el derecho de los padres a participar. (20 USC Sección 6318[c][1])**

La Escuela Preparatoria Firebaugh continuará programando una reunión anual de Título I en otoño del nuevo año escolar para informar a las familias sobre la participación, los requisitos y los derechos de los padres bajo el programa Título I, Parte A.

**(b) Ofrezca una cantidad flexible de reuniones, como reuniones por la mañana o por la noche, y la escuela puede proporcionar, con fondos del Título I, transporte, cuidado infantil o visitas domiciliarias, según dichos servicios se relacionen con la participación de los padres. (20 USC Sección 6318[c][2])**

La Escuela Preparatoria Firebaugh continuará identificando las necesidades de las familias a través de la Encuesta Familiar Anual de Título I que puede impedirles participar en la educación de un niño.

Se deben tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los entornos acogedores, proporcionar notificaciones de manera oportuna, utilizar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o en diferentes horarios, brindar cuidado infantil, garantizar que la información se brinde en un idioma y formato fácilmente comprensibles para las familias y brindar interpretación.

**(c) Involucrar a los padres, de manera organizada, continua y oportuna, en la planificación, revisión y mejora del programa de Título I de la escuela, incluida la planificación, revisión y mejora de la política de involucramiento de padres y familias de la escuela y el desarrollo conjunto de la plan del programa escolar (SWP). (20 USC Sección 6318[c][3])**

La Política de Involucramiento de Padres y Familias continuará siendo revisada anualmente por el Consejo Directivo Escolar (SSC) y el Comité Asesor de Padres de Aprendices de Inglés (ELAC) de la Escuela Preparatoria Firebaugh. Las familias seguirán teniendo oportunidades formales e informales para brindar comentarios.

El programa Título I de la Escuela Preparatoria Firebaugh continuará siendo revisado anualmente como parte del desarrollo anual del Plan Escolar del Rendimiento Estudiantil (SPSA).

**(d) Proporcionar a los padres de los niños participantes lo siguiente:**

**i. Información oportuna sobre los programas del Título I.(20 USC Sección 6318[c][4][A])**

La Escuela Preparatoria Firebaugh continuará brindando información oportuna sobre el programa Título I, Parte A de varias maneras, entre otras, notificaciones, mensajes de llamadas, boletines informativos del sitio, publicaciones en el sitio web de la escuela, centro de recursos para padres, reuniones/eventos familiares, Consejo Directivo Escolar (SSC), Comité Asesor de Padres de Aprendices de Inglés (ELAC), Café con el Director, Noche de Regreso a Clases, Conferencias de Padres y Maestros, Casa Abierta, eventos de celebración, etc.

**ii. Una descripción y explicación del plan de estudios utilizado en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de logro de los desafiantes estándares académicos estatales. (20 USC Sección 6318[c][4][B])**

El plan de estudios utilizado en la Escuela Preparatoria Firebaugh está diseñado para fomentar una educación holística centrada en el estudiante que priorice el pensamiento crítico y la aplicación práctica. Ofrecemos una amplia gama de materias básicas, que incluyen cursos avanzados, cursos de itinerarios, y educación física, junto con una diversa selección de materias optativas. Nuestro enfoque pone un fuerte énfasis en el aprendizaje basado en proyectos, animando a los estudiantes a colaborar e integrar la tecnología para mejorar la alfabetización digital. Nuestro objetivo general no es solo la excelencia académica sino también el desarrollo integral de nuestros estudiantes, equipándolos con sólidas habilidades de comunicación y escritura para la resolución de problemas. Nuestros métodos de evaluación abarcan una variedad de enfoques, incluidos exámenes escritos tradicionales, evaluaciones en línea, presentaciones y evaluaciones comparativas para realizar un seguimiento del progreso de los estudiantes. Además, nuestro plan de estudios es adaptable para satisfacer las necesidades de los estudiantes con necesidades especiales y aquellos de diversos orígenes lingüísticos.

La Escuela Preparatoria Firebaugh continuará brindando conferencias continuas de padres y maestros como una oportunidad para compartir información con las familias sobre el progreso y el desempeño de los estudiantes, en relación con las evaluaciones académicas estatales y locales, el plan de estudios que se utiliza, las expectativas de competencia a nivel de grado y la presentación de informes de datos para evaluaciones académicas estatales y locales, e intervenciones disponibles para estudiantes que necesitan ayuda.

**iii. Si los padres lo solicitan, oportunidades para reuniones periódicas para formular sugerencias y participar, según corresponda, en decisiones relacionadas con la educación de sus hijos, y responder a dichas sugerencias tan pronto como sea posible. (20 USC Sección 6318[c][4][C])**

La Escuela Preparatoria Firebaugh continuará brindando oportunidades a las familias para reunirse con el personal para discutir las necesidades de los estudiantes y sugerir apoyo a través de conferencias de padres y maestros programadas tanto en el otoño como en la primavera, así como solicitudes informales de reuniones, según sea necesario.

**(e) Si el plan SWP no es satisfactorio para los padres de los niños participantes, envíe cualquier comentario de los padres sobre el plan cuando la escuela lo ponga a disposición de la LEA. (20 USC Sección 6318[c][5])**

La Escuela Preparatoria Firebaugh continuará compartiendo anualmente formas en que las familias pueden brindar comentarios informales y formales sobre las áreas de fortaleza y mejora de las metas y acciones escolares identificadas en el Plan Escolar del Rendimiento Estudiantil (SPSA) de la Escuela Preparatoria Firebaugh.

Se seguirán recopilando comentarios de los padres y miembros de la familia y se enviará documentación escrita de los comentarios que reflejen que el programa no es satisfactorio al Distrito USD de Lynwood.

Revisado y aprobado Por SSC 1/23/2025.

# Lynwood District Parent and Family Engagement Policy



## Title I Part A Parent and Family Engagement Policy

### What is Family Engagement?

The US Department of Education defines Family Engagement as the participation of parents and family members in regular, two-way, meaningful communication involving student academic learning and other school activities, including:

- (A) That parents play an integral role in assisting their child's learning.
- (B) That parents are encouraged to be actively involved in their child's education.
- (C) That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- (D) The carrying out of other activities, such as those described in Section 1116 of the Every Student Succeeds Act (ESSA).

### LUSD's Family Engagement Vision

Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All educational partners will be knowledgeable to work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools.



#### 1) Purpose of Parent and Family Engagement Policy:

The Lynwood Unified School District (LUSD) has developed this Parent and Family Engagement Policy to support and partner with families. This policy establishes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that strengthen powerful partnerships with students and families in all LUSD schools. This plan describes LUSD's commitment to engage parents and family members in the education of their children and to build staff capacity to successfully implement family engagement practices designed to meet the district's vision for family engagement.

**2) How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?**

LUSD has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. Parent and family member input was gathered through the needs assessment process which included family surveys and discussion forums. Additional input was gathered from district level advisory committees and other parent advisory groups.

**3) How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?**

LUSD will continue to invite all parents and family members annually to take an active role by participating on site decision making councils and advisory committees, as well as, district level advisory committees in order to be involved in the development of school improvement plans. Council and committee members will continue to be trained on their roles and responsibilities.

Parents and family members will continue to provide feedback on areas of strength and improvement of the Local Control Accountability Plan (LCAP) as well as, school goals and actions as identified in sites' School Plans for Student Achievement (SPSAs). Parent and family member feedback is also gathered at school meetings/forums, district and school advisory committee meetings, Schoolsite Council meetings, and through other means. The information gathered is used to revise the district's LCAP and the sites' SPSAs.

**4) How does the Local Educational Agency (LEA) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance? Does this include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116 [a][2][B])?**

District staff will continue to work collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement practices that are linked to student achievement. The district administration team will continue to include parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities are being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Though the activities will be site-specific as described in schools' School-Parent Compacts, Parent and Family Engagement Policies, and SPSAs, best practices should be evidenced across all school sites.

In addition, district staff will continue to work as a team to address items related to family engagement to support the district's LCAP, Equity, and Strategic Plans. They will also continue to provide technical assistance for district and site support staff to discuss best practices that will help inform staff on effective family engagement practices such as, but not limited to, Analyzing and Sharing Data with Families, Welcoming Environments, Building Partnerships with Families, and Improving School-Family 2-Way Communication.

**5) How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?**

LUSD will continue to coordinate and integrate parent and family engagement strategies for all programs, such as Early Childhood Education, English Language Learners, Special Education, Migrant Program, and Career Technical Education as offered through Title I, Part A.

**6) How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?**

To evaluate the effectiveness of the Parent and Family Engagement Policy, LUSD will continue to conduct an annual evaluation of the content and effectiveness of this policy. Parents and family members will have opportunities to provide feedback. Each site will ensure families have multiple opportunities to provide input by making the family survey and policy input form available both in a digital and paper format. In addition to the annual family survey, there will be other means of providing input such as, but not limited to, LCAP parent survey, district level committee feedback, and/or discussion forums. LUSD will continue to use findings from all data sources to revise the Parent and Family Engagement Policy so that it reflects the needs of all families.

**7) What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):**

LUSD will continue to gather input from educational partners through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, ensure information is provided in a language and format easily understood by families, and offer interpretation services.

**8) What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?**

LUSD will continue to provide families with ongoing educational and leadership opportunities to support families in building stronger and more effective partnerships with school staff, so that they can better understand student academic expectations and learn how to navigate the educational system. These opportunities will be offered via engaging workshops, leadership academies, decision making and advisory group trainings, conferences, and/or events. In addition to face-to-face and/or virtual opportunities, every effort will be made to post resources (workshop materials, parent guides/newsletters, at home learning materials, and digital resources) on the district/school site websites and Google Site for families to access remotely. Also, the district advisory councils and LCAP Committee will continue to advise the district on matters related to family engagement.

LUSD will continue to ensure families have knowledge of the Parent Volunteer Tiers and access to forms in an effort to increase family engagement.

**9) What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?**

LUSD will continue to coordinate capacity building opportunities for both families and staff to help strengthen school and family partnerships. District staff will continue to collaborate across departments to provide families with a series of educational opportunities on various topics to help families strengthen school-home partnerships and their interactions with staff. Motivational strategies, as well as Social Emotional Learning (SEL) programs will be utilized to encourage parents and families to participate in capacity building opportunities both at the district and school level.

In addition, LUSD will ensure that systems are put in place for meaningful 2-Way Communication between families and staff, such as, utilizing different communication methods (flyers, AERIES System, social media platforms, district and site websites, and other methods).

**10) LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?**

LUSD will coordinate support to assist schools to utilize evidence-based strategies in an effort to design systemic and more effective family engagement practices, programs, and services as outlined in the Dual Capacity Framework for Family-School Partnerships, US Department of Education, as well as Family Engagement Toolkit, California Department of Education. Parents and family members will also continue to be provided with technical support in the areas of parent leadership and advocacy through a train-the-trainer program model to address the needs of families.

**11) How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?**

LUSD reserves at least one percent of the Title I, Part A allocation to support district-wide parent and family engagement activities. Family engagement activities are included in the district's LCAP. District level staff are also in place to support parent and family engagement efforts.

**12) How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?**

Funds reserved by the district for parent and family engagement activities are used to support the activities and strategies addressed in this policy, including funding Parent Involvement Specialists. Parent Involvement Specialists will continue to provide information, resources, and professional learning on best practices regarding engaging families such as participating in community events for families, connecting families to resources, and organizing meetings, activities, and workshops to engage families.

**13) How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])??**

Using federal funding formulas and data from California Longitudinal Achievement Data System (CALPADS), sites will be ranked and ordered. Funds are distributed among the sites while prioritizing high-need sites.

**14) How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?**

Information and resources will continue to be provided to parents and family members on strategies to assist them in supporting their children's at-home learning on topics, such as but not limited to, Preparing for a Parent-Teacher Conference, Understanding the Common Core State Standards, and Understanding State and Local Assessments. The assistance will come in the form of workshops as part of the Parent and Family Education Plan developed by LUSD's Parent Involvement Specialists. Parent Involvement Specialists will also continue to collaborate with other departments, personnel, and parents to provide additional learning experiences that are enriching for families.

**15) How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?**

LUSD will continue to work collaboratively with parents and family members to identify programs and services needed to support families in helping their children succeed. Parent and family workshops that promote literacy (reading and writing) will be included in the Parent Educational Plan. Additional learning opportunities for families to attend conferences and/or trainings that will support them in helping their children meet academic and personal goals will be offered when possible.

In addition, Parent Involvement Specialists will continue to collaborate with the Technology Services Department and/or partners to provide technology related workshops that support families in understanding the 21st Century, such as but not limited to, tools and knowledge to engage in virtual platforms, digital citizenship, educational websites, and applications.

**16) How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?**

LUSD will continue to provide professional development for staff and families in the areas of Cultural Proficiency, Building Trusting Relationships, Welcoming Environments, and other areas of need in an effort to build effective home-school partnerships.

In addition, LUSD will continue to partner with parents and family members to address strengths and challenges of existing family engagement practices to provide recommendations that will contribute to creating stronger trusting relationships and activities/programs that are more effectively connected to student learning.

**17) How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?**

LUSD under the direction of the Equity, Access, and Instructional Services Department will continue to support each school site as they develop their SPSA which include goals, actions, strategies, and expenditures for parent and family engagement, as well as goals to improve academic achievement. School sites will be provided with SPSA support through training provided to the administration and support staff, student, and parent representatives on the requirements of the SPSA development. The Equity, Access, and Instructional Services Department will review the sites' SPSAs to ensure parent and family engagement goals are planned for and supported with activities, materials, and resources.

In addition, every school site has identified a Parent Resource Center to provide a place for families to participate more actively in activities such as decision making council meetings, advisory committee meetings, and workshops, as well as,

accessing resources for social services, and technology. Site staff and volunteers will receive additional support to assist them in fully implementing their centers.

**18) How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?**

LUSD will continue to communicate with families in a format and language that they can understand using a variety of platforms to reach as many families as possible. Notifications will be shared via, but not limited to, district and school websites, school messaging systems, newsletters, flyers, and social media postings. Hard copies of materials will be available.

In addition, site support staff will assist with communication between home and school and other parent and family engagement efforts.

**19) How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?**

LUSD will continue to support sites by providing schools with support staff who assist with home-school communication as well as connect families to additional resources, available both at school and in the community.

In addition, Parent Involvement Specialists will continue to provide the sites with a monthly family education calendar, along with resources, to be shared with the parents and families at each site, that will inform parents and families on upcoming educational opportunities and strategies that they can use to support their children at home.

**20) How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for parents and families to understand (ESSA Section 1116[f])?**

LUSD will continue to make this policy available by notifying families on the various ways to access the policy such as notifications, all-call messages, site newsletters, Parent and Student Handbook, postings on the district's and schools' website, parent resource centers, and annual Title I meetings. Parents and family members are welcome and encouraged to provide ongoing feedback regarding this policy at any time by submitting written comments to district or school sites.

LUSD will continue to ensure the policy is accessible to all families in a format and language that parents and family members can understand.

This Policy was adopted by the Lynwood Unified School District in Spring, 2025 and will be in effect until Spring, 2026.

# Lynwood District Parent and Family Engagement Policy (Spanish)



## Política de Involucramiento del Padre y Familia del Título I Parte A

### ¿Qué es el Involucramiento Familiar?

El Departamento de Educación de EE. UU. define el Involucramiento Familiar como la participación de los padres y miembros de la familia en una comunicación significativa regular y bidireccional que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo:

- (A) Que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos.
- (B) Que se aliente a los padres a participar activamente en la educación de sus hijos.
- (C) Que los padres sean socios plenos en la educación de sus hijos y se incluyan, según proceda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos.
- (D) La realización de otras actividades, como las descritas en la Sección 1116 de la Ley del éxito de todos los estudiantes (ESSA).

### La Visión de Involucramiento de Familia de LUSD

El Distrito Escolar Unificado de Lynwood abarca a las familias de todas las razas, etnias y culturas en su compromiso como un componente integral para el éxito social, emocional y académico de todos los estudiantes. Todos los socios educativos estarán capacitados para trabajar de manera colaborativa y respetuosa como socios iguales al compartir la responsabilidad y el liderazgo para mantener un involucramiento familiar de calidad en todas las escuelas.



#### 1) Propósito de la Política del Involucramiento del Padre y Familia:

El Distrito Escolar Unificado de Lynwood (LUSD) ha desarrollado esta Política de Involucramiento del Padre y Familia para apoyar y asociarse con las familias. Esta política establece las expectativas y objetivos del distrito para un involucramiento de familia significativo y guía las estrategias y los recursos que fortalecen las asociaciones poderosas con los estudiantes y las familias en todas nuestras escuelas LUSD. Este plan describe el compromiso de LUSD de involucrar a los padres y miembros de la familia en la educación de sus hijos y desarrollar la capacidad del personal para implementar con éxito las prácticas del involucramiento familiar diseñadas para cumplir con la visión del distrito para el involucramiento familiar.

**2) ¿Cómo participarán los padres y los miembros familia en el desarrollo de esta Política (ESSA secciones 1116 [a] [2] [A] y 1116 [a] [2] [F])?**

LUSD ha desarrollado una Política de Involucramiento del Padre y Familia del Título I por escrito con aportes de los padres y miembros de familia de los niños participantes. Los aportes del padre y miembro de familia se obtuvieron a través del proceso de evaluación de necesidades que incluyó encuestas de familia y foros de discusión. Se recopiló información adicional de los comités asesores a nivel de distrito y otros grupos asesores de padres.

**3) ¿Cómo se involucrarán los padres y los miembros de familia en el desarrollo de planes de mejoras de la escuela (ESSA Sección 1116 [a] [2] [A])?**

LUSD continuará invitando a todos los padres y miembros de la familia anualmente para que tomen un rol de participación activo en los concilios para tomar decisiones/comités asesores de las escuelas y/o comités asesores a nivel de distrito para que se involucren en el desarrollo de planes de mejora de las escuelas. Los miembros de los concilios y comités continuarán siendo entrenados en sus roles y responsabilidades.

Los padres y los miembros de familia continuarán brindando comentarios sobre las áreas de fortaleza y mejora del Plan de Responsabilidad de Control Local (LCAP, por sus siglas en inglés), así como las metas de las escuelas y las acciones identificadas en los Planes Escolares para el Logro Estudiantil (SPSAs, por sus siglas en inglés) de las escuelas. Los comentarios del padre y el miembro de familia también se recopilarán en las reuniones/foros escolares, las reuniones del comité asesor del distrito y por las reuniones del Consejo Directivo Escolar (SSC, por sus siglas en inglés) y por otros medios. La información recopilada se utiliza para revisar el LCAP del distrito y los SPSAs de las escuelas.

**4) ¿Cómo proporciona la Agencia Educativa Local (LEA) la coordinación, asistencia técnica y otro tipo de apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes dentro de la LEA en la planificación e implementación de actividades efectivas de involucramiento del padre y familia para mejorar el rendimiento académico de los estudiantes y el desempeño de la escuela? ¿Incluye esto una consulta significativa con empleadores, líderes empresariales y organizaciones filantrópicas, o individuos con experiencia en involucrar efectivamente a los padres y miembros de la familia en la educación (ESSA Sección 1116 [a] [2] [B])?**

El personal del distrito continuará trabajando en colaboración con los administradores de las escuelas y los equipos de apoyo para planificar e implementar prácticas en todo el distrito de involucramiento de padres y familias que estén vinculadas con el rendimiento estudiantil. El equipo de administración del distrito continuará incluyendo el involucramiento del padre y familia durante las Reuniones de Directores y otros foros para asistir en establecer protocolos para garantizar que se implementen las estrategias y actividades de involucramiento de familia (tales como, incluyendo pero sin limitarse, dirigiendo eficazmente grupos de toma de decisiones y asesores, Café con el Director, Noches de Currículo y otras noches/talleres de información para el padre o familia). Sin embargo las actividades serán específicas para la escuela, tal como se describe en los Convenios entre Padre y Escuelas, Políticas de Involucramiento de Padre y Familias, y los SPSAs, las mejores prácticas deben evidenciarse en todos los sitios escolares.

Además, el personal del distrito continuará trabajando como equipo para abordar los temas relacionados con el involucramiento de la familia para apoyar los planes del LCAP, Equidad y Estratégicos del distrito. Continuarán brindando asistencia técnica al distrito y al personal de apoyo del sitio para discutir las mejores prácticas que ayudarán a informar al personal sobre prácticas efectivas de involucramiento de familia como, incluyendo pero sin limitarse, Analizar y Compartir Datos con las Familias, Ambientes Acogedores, Crear Alianzas con las Familias y Mejorar la Comunicación Bidireccional entre la Escuela y la Familia.

**5) ¿Cómo coordinarán o integrarán las LEAs las estrategias de involucración del padre y familia con otras leyes y programas federales, estatales y locales relevantes (ESSA sección 1116 [a] [2] [C] y 1116 [e] [4])?**

LUSD continuará coordinando e integrando estrategias de involucramiento del padre y familia para todos los programas, tales como Educación de la Primera Infancia, Estudiantes Aprendices del Idioma Inglés, Educación Especial, Programa para Migrantes y Educación Técnica Profesional como se ofrece a través del Título I, Parte A.

**6) ¿Cómo llevarán a cabo las LEAs, con una participación significativa de los padres y los miembros de familia, una evaluación anual del contenido y la efectividad de esta Política para mejorar la calidad académica de todas las escuelas atendidas en virtud del Título I, Parte A, y usar el hallazgo para diseñar estrategias basadas en evidencia? (ESSA secciones 1116 [a] [2] [D] y 1116 [a] [2] [E])?**

Para evaluar la efectividad de la Política de Involucramiento del Padre y Familia, LUSD continuará realizando una evaluación anual del contenido y la efectividad de esta política. Los padres y los miembros de la familia tendrán la oportunidad de brindar aportaciones. Cada escuela asegurará que las familias tengan múltiples oportunidades para brindar información al hacer que la encuesta familiar y el formulario de aportes de esta política estén disponibles tanto en formato digital como en papel. Además de la encuesta anual a la familia, habrá otros medios para proporcionar información como, por ejemplo, incluyendo pero sin limitarse a la encuesta LCAP de padres, aportación de los comités asesores a nivel del distrito y/o los foros de discusión. LUSD continuará utilizando los hallazgos de todas las fuentes de datos para revisar la Política de Involucramiento del Padre y Familia para que refleje las necesidades de todas las familias.

**7) ¿Cuáles son las barreras para una mayor participación de los padres en actividades autorizadas por la Sección 1116 de ESSA? Tenga en cuenta con especial atención que los padres y miembros de la familia que están en desventaja económica, están discapacitados, tienen un dominio limitado del inglés, tienen una alfabetización limitada o tienen antecedentes de minorías raciales o étnicas (ESSA Sección 1116 [a] [2] [D] [i]):**

LUSD continuará reuniendo la aportación de los socios educativos a través de la encuesta LCAP, la encuesta de familia, los foros de discusión, así como los comités asesores del distrito y los concilios/comités asesores que toman decisiones de las escuelas para evaluar la efectividad de la Política de Involucramiento del Padre y Familia. Las barreras se identifican a través de este proceso y se implementarán acciones para abordar las necesidades de las familias, tales como, tomar medidas adicionales para llegar a las familias subrepresentadas, fortalecer los ambientes acogedores, proporcionar notificaciones de manera oportuna, usar una variedad de métodos de comunicación, cuando sea posible ofrecer reuniones/eventos en diferentes lugares, formatos, días de la semana y/o diferentes horarios, proporcionar cuidado de niños, garantizar de que la información se proporcione en un idioma y formato fácilmente comprensible para las familias, y ofrecer servicios de interpretación.

**8) ¿Cuáles son las necesidades de los padres y los miembros de familia para que puedan ayudar con el aprendizaje de sus hijos, incluida la colaboración con el personal escolar y los maestros (ESSA Sección 1116 [a] [2] [D] [ii])?**

LUSD continuará brindando a las familias oportunidades educativas y de liderazgo para apoyar a las familias en construir alianzas más sólidas y efectivas con el personal de la escuela, para que puedan comprender mejor las expectativas académicas de los estudiantes y aprender a navegar el sistema educativo. Estas oportunidades se ofrecerán a través de talleres interactivos, academias de liderazgo, capacitación para grupos de toma de decisiones y asesores, conferencias y/o eventos. Además de las oportunidades en persona y/o virtual se hará todo lo posible para publicar recursos (materiales de talleres, guías/boletines para los padres y familias, materiales de aprendizaje para el hogar y recursos digitales) en el sitio web del distrito/escuelas, y Sitio Google para que las familias puedan acceder de forma remota. Además, los comités asesores del distrito y el Comité del LCAP continuarán asesorando al distrito sobre asuntos relacionados con el involucramiento familiar.

LUSD continuará asegurándose de que las familias tengan conocimiento de los Niveles de Padres Voluntarios y acceso a los formularios en un esfuerzo por aumentar el involucramiento familiar.

**9) ¿Cuáles son las estrategias utilizadas para apoyar las interacciones exitosas entre la escuela y la familia (Sección 1116 [a] [2] [D] [iii] ESSA)?**

LUSD continuará coordinando oportunidades de desarrollo creando oportunidades de capacitación tanto para las familias como para el personal para ayudar a fortalecer las alianzas entre las escuelas y familias. El personal del distrito continuará colaborando con todos los departamentos para brindar a las familias una serie de oportunidades educativas sobre diversos temas para ayudar a las familias a fortalecer las alianzas entre la escuela, el hogar y sus interacciones con el personal. Se utilizarán estrategias de motivación así como programas de Aprendizaje Socioemocional (SEL, por sus siglas en inglés) para alentar a los padres y familias a participar en oportunidades de desarrollo de capacidades tanto a nivel del distrito como de la escuela.

Además, LUSD se asegurará de que se establezcan sistemas para una comunicación bidireccional significativa entre las familias y el personal, por ejemplo, utilizando diferentes métodos de comunicación (folletos, sistema AERIES, plataformas de redes sociales, sitios web de distrito y escuelas, y otros métodos).

**10) Las LEAs brindan coordinación, asistencia técnica y otro tipo de apoyo para ayudar a las escuelas a planificar e implementar actividades efectivas de participación de padres y familias. Esto puede incluir consultas con empleadores, líderes empresariales, organizaciones filantrópicas o individuos. ¿Qué asistencia técnica se proporcionará a los padres (ESSA Sección 1116 [a] [3] [A])?**

LUSD coordinará el apoyo para ayudar a las escuelas a utilizar estrategias basadas en evidencia en un esfuerzo para diseñar un sistema más efectivo con prácticas de involucramiento de padres, programas y servicios más efectivos como se describe en el Marco de Capacidad Dual para Alianzas de Familia-Escuela, Departamento de Educación de California. Los padres y los miembros de familia también continuarán recibiendo asistencia técnica en las áreas de liderazgo y abogacía a través de un programa de formación de formadores para abordar las necesidades de las familias.

**11) ¿Cómo reservarán las LEAs el 1 por ciento de los fondos del Título I, Parte A para cumplir con los requisitos de involucración de padres y familias (ESSA Sección 1116 [a] [3] [A])?**

LUSD reserva al menos el uno por ciento de la asignación de Título I, Parte A para apoyar las actividades de involucramiento del padre y la familia en todo el distrito. Las actividades del involucramiento de familia se incluyen en el LCAP del distrito. El personal a nivel del distrito también está en el lugar para apoyar los esfuerzos de involucramiento de padres y familias.

**12) ¿Cómo asignará LEA los fondos para la participación de los padres y la familia (ESSA Sección 1116 [a] [3] [B])?**

Los fondos reservados por el distrito para actividades de involucramiento de padre y familia se utilizan para apoyar las actividades y estrategias abordadas en esta política, incluyendo el financiamiento de Especialistas en Participación de Padres. Especialistas de Participación de Padres continuarán brindando información, recursos y aprendizaje profesional sobre las mejores prácticas para involucrar a las familias tal como participar en eventos comunitarios para familias, conectar a las familias con los recursos, y organizar reuniones, actividades y talleres para involucrar a las familias.

**13) ¿Cómo distribuirán las LEAs el 90 por ciento de la reserva del 1 por ciento a las escuelas (ESSA Sección 1116 [a] [3] [C])?**

Utilizando fórmulas de financiamiento federal y datos del Sistema de Datos Longitudinales del Rendimiento de los Alumnos de California (CALPADS, por sus siglas en inglés), las escuelas se clasificarán y ordenarán. Los fondos se distribuyen entre las escuelas al tiempo que se les da prioridad a las escuelas de alta necesidad.

**14) ¿Cómo proporcionarán las LEAs asistencia a los padres y las familias para comprender los estándares académicos estatales, las evaluaciones académicas estatales y locales, los requisitos del Título I, Parte A, cómo monitorear el progreso de sus hijos y cómo trabajar con los educadores para ayudar a todos los estudiantes a tener éxito (Sección ESSA 1116 [e] [1])?**

Se continuará brindando información y recursos a los padres y miembros de la familia tales como, pero no limitado, a estrategias para ayudarlos a apoyar el aprendizaje en el hogar de sus hijos sobre temas como la Preparación para una Conferencia de Padre y Maestro, Entendiendo los Estándares Estatales Comunes y Entendiendo las Evaluaciones Estatales y Locales. El apoyo vendrá en forma de talleres como parte del Plan de Educación para Padres y la Familia desarrollado por las Especialistas de Participación de Padres de LUSD. Las Especialistas de Participación de Padres también continuarán colaborando con otros departamentos, personal y padres para proporcionar experiencias de aprendizaje adicionales que sean enriquecedoras para las familias.

**15) ¿Cómo proporcionarán las LEAs materiales y capacitación para ayudar a los padres y las familias a trabajar con sus hijos para mejorar sus logros, como la capacitación literaria y el uso de la tecnología (ESSA Sección 1116 [e] [2])?**

LUSD continuará trabajando en colaboración con los padres y los miembros de familia para identificar programas y servicios necesarios para ayudar a las familias a ayudar a sus hijos a tener éxito. Los talleres para padres y familias que promueven la alfabetización (leyendo y escribiendo) se incluirán en el Plan de Educación para Padres. Proveen, cuando sea posible, oportunidades de aprendizaje adicionales para que las familias asistan a conferencias y/o capacitaciones que los apoyarán a ayudar a sus hijos a cumplir metas académicas y personales.

Además, Especialistas de Participación de Padres continuarán colaborando con el Departamento de Servicios de Tecnología y/o socios para brindar talleres relacionados con la tecnología que ayuden a las familias a comprender el aprendizaje del siglo XXI, como, entre otros, herramientas y conocimientos para participar en plataformas virtuales, la ciudadanía digital, los sitios web educativos y las aplicaciones.

**16) ¿Cómo educarán las LEAs a los maestros, al personal de apoyo educativo, los directores y otros líderes y personal escolar, con la ayuda de los padres y las familias, en el valor y la utilidad de las contribuciones de los padres y las familias, y se acercarán, se comunicarán y trabajarán con los padres y familias como socios iguales, implementando y coordinando programas para el padre y la familia se crearan lazos entre padres y familias y la escuela (ESSA Sección 1116 [e] [3])?**

LUSD continuará brindando desarrollo profesional para el personal y las familias en las áreas de Dominio Cultural, Creación de Relaciones de Confianza, Ambientes Acogedores y otras áreas de necesidad en un esfuerzo en crear asociaciones efectivas entre el hogar y la escuela.

Además, Especialistas en Participación de los Padres continuarán trabajando con padres y miembros de familia para abordar las fortalezas y desafíos de las prácticas existentes de participación familiar para proporcionar recomendaciones que contribuyan a crear relaciones y actividades/programas de confianza más sólidos que estén conectados de manera más efectiva al aprendizaje de los estudiantes. Las recomendaciones y mejores prácticas proporcionadas por el equipo se compartirán con los equipos de liderazgo de las escuelas.

**17) ¿Cómo coordinarán e integrarán las LEAs los programas de participación de padres y familias con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevarán a cabo otras actividades, como los centros de recursos para padres y familias que alientan y apoyan a los padres y familias a participar más plenamente en la educación de sus hijos (ESSA Sección 1116 [e] [4])?**

LUSD bajo la dirección del Departamento de Equidad, Acceso y Servicios Instruccionales seguirá apoyando a cada escuela a medida que desarrollen sus SPSAs que incluyan metas, acciones, estrategias y gastos para la participación del padre y la familia, así como metas para mejorar el rendimiento académico. Las escuelas recibirán apoyo de SPSA a través de capacitación brindada a la administración, al personal de apoyo, y representantes de estudiantes y padres sobre los requisitos del desarrollo de SPSA. El Departamento de Equidad, Acceso y Servicios Instruccionales revisará los SPSAs de las escuelas para garantizar que las metas de participación del padre y familia se planifiquen y apoyen con actividades, materiales y recursos.

Además, cada escuela ha identificado un Centro de Recursos para Padres para proporcionar un lugar en donde las familias participen más activamente en actividades tal como en las reuniones del concilio de toma de decisiones, comité asesor y los talleres, así como el acceso a recursos para servicios sociales y tecnología. El personal de la escuela y los voluntarios recibirán apoyo adicional para ayudarlos a implementar sus centros.

**18) ¿Cómo garantizarán las LEAs que la información relacionada con los programas, reuniones y otras actividades de la escuela y los padres se envíe a los padres de los niños participantes en un formato y, en la medida sea posible, en un idioma que los padres y las familias puedan entender (ESSA Sección 1116 [e] [5])?**

LUSD continuará comunicándose con las familias en un formato y lenguaje que puedan entender usando una variedad de plataformas para llegar a tantas familias como sea posible. Las notificaciones se compartirán a través de, incluyendo pero sin limitarse, sitios web del distrito y de las escuelas, sistemas de mensajes escolares, boletines informativos, volantes y publicaciones en redes sociales. Copias impresas de materiales estarán disponibles.

Además, el personal de apoyo ayudará con la comunicación entre el hogar y la escuela y otros esfuerzos de involucramiento de los padres y la familia.

**19) ¿Cómo proporcionarán las LEAs otro apoyo razonable para las actividades de participación de los padres en esta sección (ESSA Sección 1116 [e] [14])?**

LUSD continuará apoyando a las escuelas al proporcionar personal de apoyo que ayude con la comunicación entre el hogar y la escuela, y conectar a las familias con recursos adicionales, disponibles tanto en la escuela como en la comunidad.

Además, Especialistas en Participación de los Padres continuarán brindando a las escuelas un calendario mensual de educación familiar, junto con recursos, para compartir con los padres y las familias en cada escuela, que informará a los padres y las familias sobre las próximas oportunidades educativas y estrategias que pueden usar para apoyar a sus hijos en el hogar.

**20) ¿Cómo se asegurará el LEA de que la Política de Involucramiento de Padre y Familia esté en un formato y lenguaje que sea fácil de entender para los padres y las familias (ESSA Sección 1116 [f])?**

LUSD continuará poniendo a disposición esta política notificando a las familias sobre las diversas formas de acceder a la política, tales como notificaciones, llamadas de mensaje, boletines de las escuelas, Manual para Padres y Estudiantes, publicaciones en el sitio de web del distrito y las escuelas, centros de recursos para padres y reuniones anuales del Título I. Padres y los miembros de familia son bienvenidos y alentados a proporcionar comentarios continuos sobre esta política en cualquier momento mediante la presentación de comentarios sea por escrito al distrito o a las escuelas.

LUSD continuará asegurando que la política sea accesible para todas las familias en un formato e idioma que los padres y los miembros de la familia puedan entender.

Esta Política fue adoptada por el Distrito Escolar Unificado de Lynwood en la primavera de 2025 y estará vigente hasta la primavera de 2026.

# School Site Council Membership

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

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

| Name of Members  | Role                       |
|------------------|----------------------------|
| Larry Reed       | Principal                  |
| Maria Manrique   | Parent or Community Member |
| Alma Betancourt  | Parent or Community Member |
| Maria Luna       | Parent or Community Member |
| Luis Perez       | Classroom Teacher          |
| Viviana Hamilton | Classroom Teacher          |
| Rex Wang         | Classroom Teacher          |
| Vilma Rodriguez  | Other School Staff         |
| Alanie Cabrera   | Secondary Student          |
| Crystal Vo       | Secondary Student          |

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

# Recommendations and Assurances

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

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

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

The SSC has reviewed and adopted the School Site and LUSD Board Approved Parent and Family Engagement Policies, and the policies have been distributed school-wide.

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

### Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Site Council

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 February 27, 2025.

Attested:



Principal, Mr. Larry Reed on 02/27/2025



SSC Chairperson, Mr. Luis Perez on 02/27/2025

# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

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

## Basis for this Goal

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

## Expected 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 be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

### **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.

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

## **Budget Summary and Consolidation**

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **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 may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program