



Farmersville Jr. High School

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"Falcons Have Pride"

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Farmersville Junior High School	54-75325-6100275	May 1, 2024 / Reapproved September 25, 2024	June 25, 2024 / Reapproved October 8, 2024

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

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

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

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

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

Schoolwide Program
Comprehensive Support and Improvement
Farmersville Jr. High School (FJHS) found that its greatest needs are ELA, Math and suspension rates indicated by the California Dashboard of 2022 and 2023 school year. FJHS will address these needs by aligning all document

goals to address academics, school climate and parent engagement for our subgroups such as Hispanic, Socioeconomically Disadvantaged, English learners, Special Needs Population and Foster/Homeless and Youth.

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

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Plan Description

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

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

Schoolwide Program

Comprehensive Support and Improvement

Farmersville Jr. High School (FJHS) found that its greatest needs are ELA, Math and suspension rates indicated by the California Dashboard of 2022 and 2023 school year. FJHS will address these needs by aligning all document goals to address academics, school climate and parent engagement for our subgroups such as Hispanic, Socioeconomically Disadvantaged, English learners, Special Needs Population and Foster/Homeless and Youth.

Farmersville Jr. High School found that its greatest needs in English Language Arts, Mathematics, and Discipline according to the California Dashboard of 2022-2023 school year. Therefore, FJHS plans to effectively meet the Student Succeeds Act, Comprehensive Support Improvement (CSI) and Local Control Accountability Plan (LCAP) by aligning goals such as academics, school climate and parent engagement. FJHS has worked with Gear Up, Continuous Equity and Improvement (CIE), School Site Council (SSC) and other school organizations in 2023-2024 to align these goals for 2024-2025. The SSC and Guiding Coalition will use this SPSA to monitor these goals throughout the year. Additionally, FJHS has an Multi Tiered Support System (MTSS) team that will monitor the identified indicators of the California Dashboard regarding ELA, Math and Suspensions to support the SPSA. The MTSS team will use a document titled the School Improvement Plan (SIP) to monitor school progress monthly. Within these monthly meetings the MTSS team will refer to the following areas as supports for our subgroups such as socioeconomically disadvantaged, Hispanic, English Learners and students with disabilities:

1. CAPs training to help PLC and PLT groups and the continuous instruction
2. Corwin training to help PBIS teams and department with behavior interventions
3. Software programs
4. Subs in house professional development
5. Subs professional development
6. Singleton courses
7. Conferences
8. Tutoring for academic academies and tiered intervention

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

At Farmersville Jr. High School there are multiple stakeholders involved with the school's SPSA. The driving force of this year's SPSA is the School Site Council. We have organized meetings four times a year to review plans regarding academics, attendance, and behavior. As of 5/1/2024 the SSC, which consists of site educators, employees, parents and students, voted for an additional meeting to approve new goals for the 2024-2025 school in order to address the site's need to create a Comprehensive Supports and Improvement (CSI) plan. Additionally, FJHS is meeting within its MTSS team monthly address the needs found with CSI (ELA, Math and Discipline). Every first week of the month, this team will meet to report on these three areas of need including the goals of the SPSA. The team is made up of school administration, academic coach, counseling and two teachers.

Resource Inequities

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

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

The school has been identified as a CSI school due to the CA School Dashboard performance in the areas of ELA, Math and Suspensions. Some resource inequities that have been identified include: Site class schedules in 2022 students had 10 periods which meant 5 periods a day and more electives therefore staff felt there was not enough time for CORE

instruction, so periods were changed to 8 periods. Secondly, another finding are staff credentials. In 2022 the state identified FJHS as a state improvement school with 15% staff not being fully credentialed. Thirdly, FJHS has a high population of ELs. These students are placed in ELD courses however, may miss integrated instruction in CORE classes. And lastly our students with disabilities in 2022 were given one class or Math and ELA support, however, FJHS found that the additional course was taking away elective and CORE opportunity.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Farmersville Junior High school had three areas that received a "Red" or "Orange" indicator. They include:

- * Suspension rate (Red)
- * English Language Arts (Red)
- * Mathematics (Red)

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

According to the California School Dashboard FJHS did not have two or more student groups below the "all student" performance.

Other Needs

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

The LEA through surveys has also identified the following through parent surveys.

Title 1 : This survey was collected in the month of May. Farmersville Jr. High was able to gather 187 out of 373 student surveys.

Areas FJHS noticed growth with the following:

Questions 2: Do you feel welcomed when you call or visit school? 92% of families answered yes.

Questions 3: Does your school encourage you to be involved in your child's education? 89% answered yes.

Questions 4: Do you know your school academic goals and how you can be involved? 77% answered yes.

Questions 15: Are you aware that after school tutoring is available for your child at school? 74% answered yes.

Areas FJHS would like to focus on are the following:

Questions 10: Do you know about volunteer work you can do at your child's school. 38% answered yes.

Question 12: Do you know how you could be involved in school planning committees? 50%

Question 17: Did you receive a copy of the school parent compact this year? 50% answered yes.

Questions 18: Did you receive a copy of the schools parent engagement/involvement policy this year? 45% answered yes.

FJHS Parent Survey: This survey was collected simultaneously however, started after SSC 2/21/2024. FJHS was able to collect 193 surveys out

Areas FJHS noticed growth were the following:

Question 3: Does the school have a welcoming environment? Majority stated "always."

Question 5: How often do you get updates from your students school? Majority stated "always."

Questions 6: Do you feel you have the opportunity to voice comments and concerns? Majority stated "always."

Area FJHS would like to focus on are the following:

Questions 2: Do you visit your students school? Majority of parents said "sometimes."

In summary, FJHS feels there is a strong connection with FJHS site and parents; however, FJHS needs to develop new ideas, platforms, and opportunities to collaborate with families.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.77%	0%	%	3	0	
African American	0.51%	0%	%	2	0	
Asian	0.51%	0.53%	0.54%	2	2	2
Filipino	0.26%	0.26%	%	1	1	
Hispanic/Latino	94.64%	95.79%	96.51%	371	364	360
Pacific Islander	%	0%	%	0	0	
White	%	2.89%	2.95%	0	11	11
Multiple	%	0%	%	0	0	
Total Enrollment				392	380	373

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	196	187	195
Grade 8	196	193	178
Total Enrollment	392	380	373

Conclusions based on this data:

1. FJHS overall enrollment is maintaining. However, 7th grade class is increasing.
2. Our Hispanic percentage is increasing. We are growing in ELD students. We are committed to redesignating students so that when they are in high school ELD is no longer a required elective course.
3. Continue partnering with district schools to vertically align and increase enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	134	115	124	34.3%	34.2%	33.2%
Fluent English Proficient (FEP)	91	115	109	27.8%	23.2%	29.2%
Reclassified Fluent English Proficient (RFEP)				6.6%		

Conclusions based on this data:

1. English learners numbers are maintaining. Moreover, our percentages for reclassifying students is increasing. Students are being reclassified and according to CA dashboard our ELD program shows 66% English Learner growth.
2. As the English Learners numbers decrease our fluent English students are increasing showing over 10% growth in 2 years.
3. According to Dataquest FJHS shows 22% students earning a 4 on the ELPAC which is criterion 1 for becoming reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	187	198	179	174	196	178	174	196	178	93.0	99.0	99.4
Grade 8	209	195	200	201	190	198	201	190	198	96.2	97.4	99.0
All Grades	396	393	379	375	386	376	375	386	376	94.7	98.2	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2482.	2480.	2475.	4.02	5.61	3.93	21.84	16.84	20.22	24.71	28.57	25.84	49.43	48.98	50.00
Grade 8	2483.	2517.	2494.	3.48	8.95	6.06	15.42	21.05	16.67	29.35	32.63	29.80	51.74	37.37	47.47
All Grades	N/A	N/A	N/A	3.73	7.25	5.05	18.40	18.91	18.35	27.20	30.57	27.93	50.67	43.26	48.67

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	6.90	7.14	10.11	55.75	58.67	47.19	37.36	34.18	42.70
Grade 8	5.97	12.11	10.61	46.77	51.05	43.43	47.26	36.84	45.96
All Grades	6.40	9.59	10.37	50.93	54.92	45.21	42.67	35.49	44.41

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	5.75	7.14	5.62	50.00	43.37	44.94	44.25	49.49	49.44
Grade 8	4.00	8.95	5.05	45.00	46.32	43.94	51.00	44.74	51.01
All Grades	4.81	8.03	5.32	47.33	44.82	44.41	47.86	47.15	50.27

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	8.05	8.67	5.62	74.14	68.37	75.84	17.82	22.96	18.54
Grade 8	3.48	10.00	10.10	69.65	73.68	68.69	26.87	16.32	21.21
All Grades	5.60	9.33	7.98	71.73	70.98	72.07	22.67	19.69	19.95

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	12.07	7.14	6.74	57.47	61.73	61.80	30.46	31.12	31.46
Grade 8	4.98	15.26	7.58	71.14	63.16	66.16	23.88	21.58	26.26
All Grades	8.27	11.14	7.18	64.80	62.44	64.10	26.93	26.42	28.72

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Conclusions based on this data:

1. The 2023 Fall Dashboard overall percent standard not met is declining due to the RTI model and PLT time.
2. The 2023 Fall Dashboard overall percent above standard is increasing due to the RTI model and PLT time.
3. The 2023 Fall Dashboard mean score for overall achievement is maintaining due to the 2 years implementing the RTI model.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	187	199	179	166	198	178	166	198	177	88.8	99.5	99.4
Grade 8	209	196	200	196	192	198	196	192	198	93.8	98.0	99.0
All Grades	396	395	379	362	390	376	362	390	375	91.4	98.7	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2429.	2453.	2450.	1.20	3.54	3.39	7.23	9.60	9.04	20.48	20.71	25.99	71.08	66.16	61.58
Grade 8	2432.	2472.	2469.	0.00	3.13	5.56	3.57	10.42	10.61	19.39	27.60	18.69	77.04	58.85	65.15
All Grades	N/A	N/A	N/A	0.55	3.33	4.53	5.25	10.00	9.87	19.89	24.10	22.13	74.31	62.56	63.47

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2.44	4.04	5.11	32.93	33.33	35.23	64.63	62.63	59.66
Grade 8	0.51	3.65	7.58	31.79	41.67	42.42	67.69	54.69	50.00
All Grades	1.39	3.85	6.42	32.31	37.44	39.04	66.30	58.72	54.55

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	1.20	4.04	3.95	39.76	47.47	51.98	59.04	48.48	44.07
Grade 8	1.02	3.65	5.05	37.76	53.13	38.89	61.22	43.23	56.06
All Grades	1.10	3.85	4.53	38.67	50.26	45.07	60.22	45.90	50.40

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	1.20	4.55	2.26	63.25	60.10	50.85	35.54	35.35	46.89
Grade 8	0.00	1.56	2.53	64.80	63.54	59.60	35.20	34.90	37.88
All Grades	0.55	3.08	2.40	64.09	61.79	55.47	35.36	35.13	42.13

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Conclusions based on this data:

1. The 2023 Fall Dashboard overall mean score is maintaining due to the PLT and common prep time of staff.
2. The 2023 Fall Dashboard overall percent exceeded standard is increasing due to the RTI model the pass two years.
3. The 2023 Fall Dashboard mathematical section of Concepts and Procedures is increasing with student exceeding standard due to the emphasis of Gear Up with warm up opportunities.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1524.8	1551.9	1533.6	1520.3	1544.9	1533.5	1528.7	1558.5	1533.2	61	74	53
8	1538.9	1558.1	1558.4	1536.8	1554.9	1568.1	1540.4	1560.9	1548.3	76	61	61
All Grades										137	135	114

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	27.03	20.75	33.33	45.95	33.96	48.33	20.27	26.42	8.33	6.76	18.87	60	74	53
8	21.05	27.87	22.95	32.89	39.34	50.82	35.53	24.59	16.39	10.53	8.20	9.84	76	61	61
All Grades	16.18	27.41	21.93	33.09	42.96	42.98	41.18	22.22	21.05	9.56	7.41	14.04	136	135	114

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.67	35.14	39.62	56.67	48.65	37.74	21.67	10.81	7.55	5.00	5.41	15.09	60	74	53
8	31.58	39.34	55.74	35.53	39.34	29.51	21.05	13.11	6.56	11.84	8.20	8.20	76	61	61
All Grades	25.00	37.04	48.25	44.85	44.44	33.33	21.32	11.85	7.02	8.82	6.67	11.40	136	135	114

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.00	20.27	11.32	15.00	31.08	20.75	50.00	35.14	30.19	30.00	13.51	37.74	60	74	53
8	9.21	18.03	9.84	27.63	24.59	32.79	39.47	44.26	37.70	23.68	13.11	19.67	76	61	61
All Grades	7.35	19.26	10.53	22.06	28.15	27.19	44.12	39.26	34.21	26.47	13.33	28.07	136	135	114

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	15.00	17.57	9.43	78.33	68.92	67.92	6.67	13.51	22.64	60	74	53
8	21.05	32.79	26.23	65.79	62.30	59.02	13.16	4.92	14.75	76	61	61
All Grades	18.38	24.44	18.42	71.32	65.93	63.16	10.29	9.63	18.42	136	135	114

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	41.67	62.16	64.15	50.00	31.08	26.42	8.33	6.76	9.43	60	74	53
8	47.37	42.62	80.33	42.11	44.26	9.84	10.53	13.11	9.84	76	61	61
All Grades	44.85	53.33	72.81	45.59	37.04	17.54	9.56	9.63	9.65	136	135	114

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	18.92	18.87	33.33	54.05	24.53	56.67	27.03	56.60	60	74	53
8	25.00	26.23	18.03	27.63	27.87	36.07	47.37	45.90	45.90	76	61	61
All Grades	18.38	22.22	18.42	30.15	42.22	30.70	51.47	35.56	50.88	136	135	114

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	10.00	21.62	20.75	78.33	74.32	64.15	11.67	4.05	15.09	60	74	53
8	3.95	6.56	6.56	85.53	88.52	81.97	10.53	4.92	11.48	76	61	61
All Grades	6.62	14.81	13.16	82.35	80.74	73.68	11.03	4.44	13.16	136	135	114

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

Conclusions based on this data:

1. The 2023 Fall Dashboard overall ELPAC scores for 7th and 8th grade are maintaining due to the departmentalized ELD courses.
2. The 2023 Fall Dashboard overall ELPAC level 3s are increasing due to the ELD identified courses ELD 1-3 and ELD intervention.
3. The 2023 Fall Dashboard ELPAC speaking domain is overwhelmingly increasing due to support staff opportunities for small group instructions such as Saturday Academies.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
380	85.5	30.3	0.8
Total Number of Students enrolled in Farmersville Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	115	30.3
Foster Youth	3	0.8
Homeless	5	1.3
Socioeconomically Disadvantaged	325	85.5
Students with Disabilities	37	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	2	0.5
Filipino	1	0.3
Hispanic	364	95.8
White	11	2.9

Conclusions based on this data:

1. The 2023 Fall Dashboard is 85% of students who are socioeconomically disadvantaged which may be a result to county capital identified by Title 1.
2. The 2023 Fall Dashboard is currently has 30% of students who are English Language Learners which may be a result of new student populations.

3. The 2023 Fall Dashboard is currently has 10% of student population with special needs which may be a result of students being identified at an earlier age.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Red		
English Learner Progress  Green		

Conclusions based on this data:

- The 2023 Fall Dashboard is in the red for Math and ELA due to first year of in person instruction from COVID.
- The 2023 Fall Dashboard is in the red for suspensions due to students being back in in-person instruction and relearning behavioral expectations and socialization skills.

3. The 2023 Fall Dashboard ELs population is in the green and still showing progressive growth due to FJHS reclassification process.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 71.1 points below standard Decreased -11.3 points 362 Students	 Red 107.4 points below standard Maintained -1.3 points 137 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Red 71.8 points below standard Decreased -10.7 points 320 Students	 Orange 161.7 points below standard Increased Significantly +17.1 points 32 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.5 points below standard Decreased -10.3 points 348 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
141.7 points below standard Decreased Significantly -28.5 points 91 Students	39.5 points below standard Maintained +2.4 points 46 Students	79.2 points below standard Decreased Significantly -22.5 points 138 Students

Conclusions based on this data:

1. The 2023 Fall dashboard English Language Arts performance for all students/student group states FJHS scores are in the red which may be due to students returning from in-person instruction.
2. The 2023 Fall dashboard English Language Arts performance for all students/student group states FJHS scores are reclassified English Learners are maintaining due to the reclassification process.
3. The 2023 Fall dashboard English Language Arts performance for all students/student group states FJHS scores are in the red; however, RTI model may be contributing to the improvement of scores as stated recently Summer 2024 according to CERS.

School and Student Performance Data

Academic Performance Mathematics

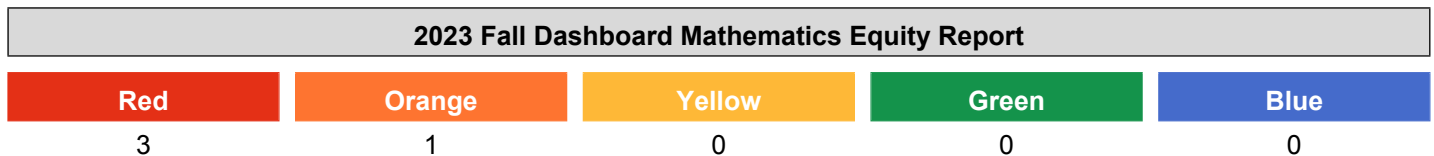
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 114.1 points below standard Maintained -0.4 points 363 Students	English Learners  Red 152.5 points below standard Maintained -2.4 points 137 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Red 116.1 points below standard Maintained -0.3 points 321 Students	Students with Disabilities  Orange 204.9 points below standard Increased Significantly +20.8 points 32 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 112 points below standard Maintained +1.5 points 349 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
183.3 points below standard Decreased Significantly -25.5 points 91 Students	91.5 points below standard Decreased -13.3 points 46 Students	116.1 points below standard Maintained -2.3 points 138 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard Mathematics Equity Report states mathematic scores are in the red, yet maintaining due to the support of organizations such as GEAR Up.
2. The 2023 Fall Dashboard Mathematics Equity Report states mathematic scores are maintaining in subgroups such as Hispanic, English Learners, and socioeconomically disadvantaged students due to the implementation of the RTI cycle every 3 weeks according to core curriculum pacing.
3. The 2023 Fall Dashboard Mathematics Equity Report states mathematic scores are in the red however, special populations has moved to the orange due to the implementation of RSP room for pull out and other special needs services.

School and Student Performance Data

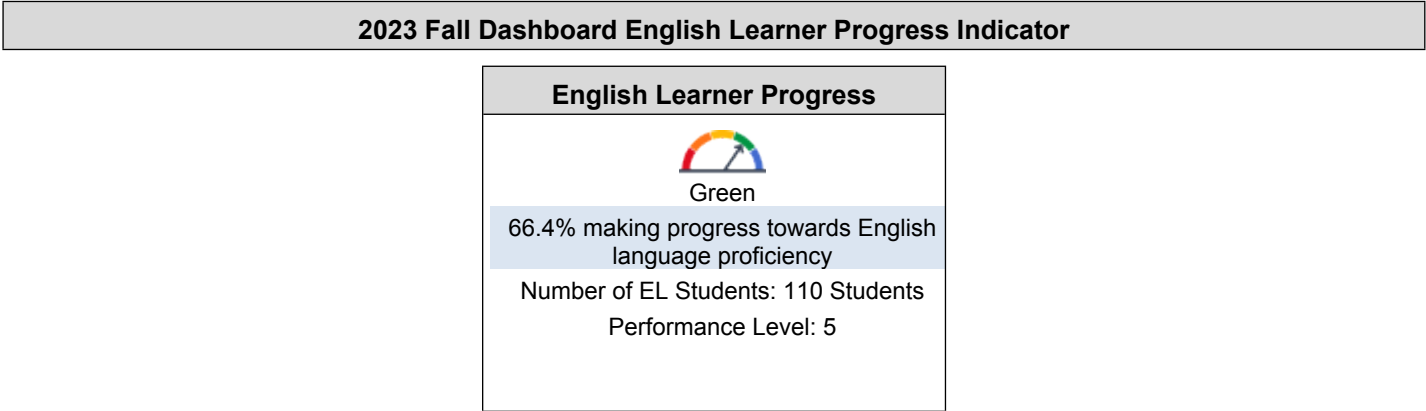
Academic Performance English Learner Progress

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	32	4	69

Conclusions based on this data:

- The 2023 Fall Dashboard English Learner Progress Indicator suggests that 66% of students are above standard and therefore green which refers to our ELD departmentalized courses.
- The 2023 Fall Dashboard English Learner Progress Indicator suggests that of the 110 students tested 32 students maintained level 1-3 and 4 students moved to level 4 which is due to our Saturday Academies.
- The 2023 Fall Dashboard English Learner Progress Indicator suggests that 69 students are progressing toward moving levels which is due to courses being ELD 1-3 and intervention ELD.

School and Student Performance Data

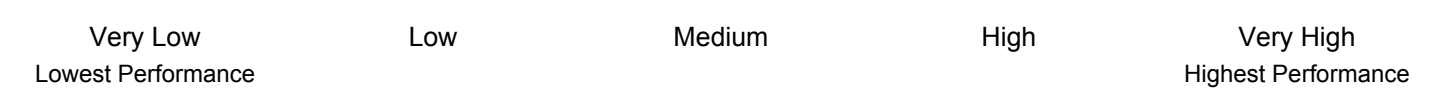
Academic Performance College/Career Report

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

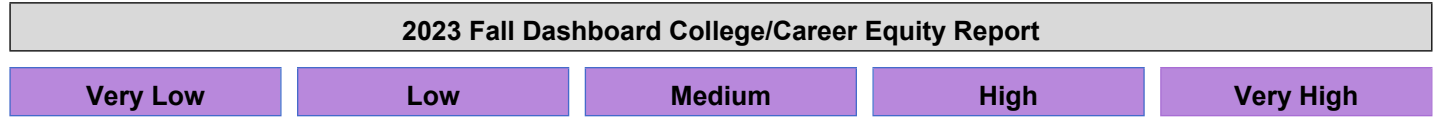
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

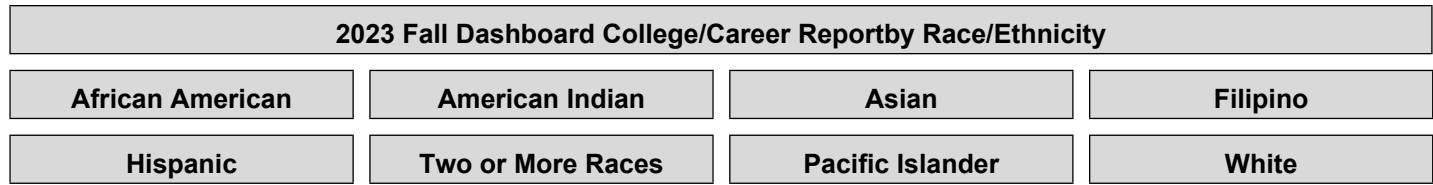
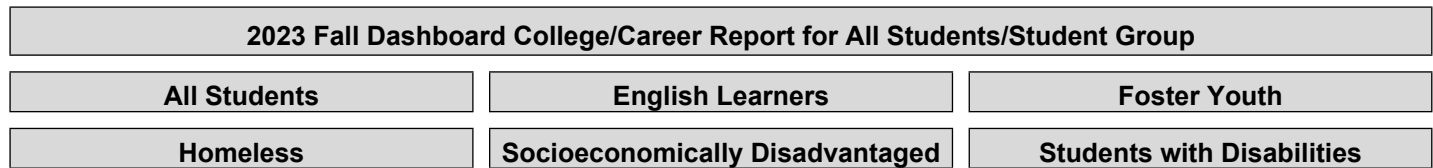
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1. Not applicable for FJHS

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Yellow

15.2% Chronically Absent

Declined Significantly -21.2

395 Students

English Learners



Yellow

12.5% Chronically Absent

Declined -16.7

136 Students

Foster Youth

Less than 11 Students

4 Students

Homeless

Less than 11 Students

7 Students

Socioeconomically Disadvantaged



Yellow

16.6% Chronically Absent

Declined Significantly -19.6

349 Students

Students with Disabilities



Orange

25% Chronically Absent

Declined -22.4

40 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.6% Chronically Absent Declined Significantly -21.6 378 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	41.7% Chronically Absent 0 12 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group data suggests chronic absenteeism is in the yellow at 15% which is due to ATSI progress.
2. The 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group data suggests special populations is in orange due to our ATSI meetings for special populations.
3. The 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group data suggests Hispanic, socioeconomic, and English learners are all in yellow which is due to attendance assemblies and student engagement incentives

School and Student Performance Data

Academic Engagement

Graduation Rate

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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 Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not applicable for FJHS

School and Student Performance Data

Conditions & Climate Suspension Rate

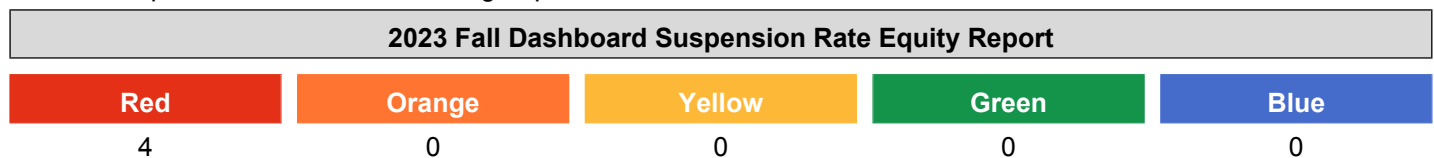
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 19.3% suspended at least one day Increased Significantly 14.2 399 Students	English Learners  Red 24.1% suspended at least one day Increased 18 137 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Red 20.2% suspended at least one day Increased Significantly 14.7 351 Students	Students with Disabilities  Red 25% suspended at least one day Increased 19.9 40 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 2 Students	Filipino Less than 11 Students 1 Student
Hispanic  Red 17.8% suspended at least one day Increased Significantly 13.7 382 Students	Two or More Races Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White 58.3% suspended at least one day 12 Students

Conclusions based on this data:

1. The 2023 Fall Dashboard Suspension Rate for All Students/Student Group suggests that there is a 14% increase in suspensions due to new behaviors and socialization skills needed.
2. The 2023 Fall Dashboard Suspension Rate for All Students/Student Group suggests that there is a 18% increase in Hispanic suspensions due to new students coming in from self contained to secondary.
3. The 2023 Fall Dashboard Suspension Rate for All Students/Student Group suggests that there is a 25% increase in special population suspensions due to structured and unstructured time.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Implementation of state standards

Farmersville Jr. High School has planning learning teams (PLTs) that meet weekly to review and analyze student data continuously. Assessments such as CFAs, STAR, Benchmarks and CAASPP scores are measured so next day instructions and feedback is provided for the continuous learning cycle. This process will aim to increase 10 points in ELA and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

According to the California Dashboard of 2022-2023, FJHS is in the red for ELA and Math. ELA was previously 71.1 points and Math is 114.1 points below state standards. FJHS aims to close the achievement gap by getting points closer to the state standard as identified with CSI.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CAASPP- English Language Arts Scale Scores - Distance from Standard Data Source: CA School Dashboard	All students: 71 points below standard English Learners (EL): 107.4 points below standard Socioeconomically Disadvantaged (SED): 71.8 points below standard Hispanic (HIS): 69.5 points below standard Students with Disabilities (SWD): 161.7 points below standard	All students: 61 points below standard EL: 97.4points below standard SED: 61.8 points below standard HIS: 59.5points below standard SWD: 151.7 points below standard
2. CAASPP - Mathematics Scale Scores - Distance from Standard Data Source: CA School Dashboard	All students: 114.1 points below standard EL: 152.5 points below standard SED: 116.1 points below standard HIS: 112 points below standard SWD: 204.9 points below standard	All students: 99 points below standard EL: 142.5 points below standard SED: 106.1points below standard HIS: 102 points below standard SWD: 194.9 points below standard
3. ELPAC Percent of Students Scoring a "4" (Well-Developed) on the ELPAC	All students: points below standard EL: points below standard SED: points below standard HIS: points below standard	All students: points below standard EL: points below standard SED: points below standard HIS: points below standard

Data Source: DataQuest - Summative ELPAC Report	SWD: points below standard	SWD: points below standard
4. Math Interim Assessments Percent of students demonstrating mastery Illuminate/Renaissance Software	7th grade students as of March 2024 show 37.9 % mastery EL: 6% points below standard SED: 43.9% above standard HIS: 22.4 % points below standard SWD: 8.2 % above standard 8th grade students as of March 2024 show 71.2 % mastery EL: 14% points below standard SED: 16% above standard HIS: 1% points below standard SWD: 27% points below standard	Increase assessments after RTI by minimum of 10%. This means after RTI all students will show all students at 70% master and EL: 4% points below standard SED: 20% above standard HIS: 10% points below standard SWD: 10% points below standard
5. ELA Interim Assessments Percent of students demonstrating mastery Illuminate software - Renaissance	7th grade students as of March 2024 show 37 % mastery EL: 10%points below standard SED: 13% points below standard HIS: 16% points below standard SWD: 13% points below standard 8th grade students as of March 2024 show 54% mastery EL: 22% points below standard SED: 11% points below standard HIS: 9% above standard SWD: 29% points below standard	Increase assessments after RTI by 10%. This means after RTI all students will show 60% mastery and EL: 5% points below standard SED: 5% points below standard HIS: 5% points below standard SWD: 10% points below standard
6. STAR Assessment Percent of students at or above standard Star Assessment - Renaissance	Star reading as of 4/30/24 showed 7th grade students shows 39% on watch, at or above benchmark. Star reading as of 4/30/24 showed 8th grade students shows 54% on watch, at or above benchmark. Star math as of 4/30/24 showed 7th grade students shows 36% on watch, at or above benchmark. Star reading as of 4/30/24 showed 8th grade students shows 51% on watch, at or above benchmark.	Increase scores all levels by 10% which is 7th grade ELA Students on watch:49% 8th grade ELA Students on watch: 64% 7th grade Math Students on watch: 46% 8th grade Math Students on watch: 61%
7. IXL data Percent students mastered or proficient rate IXL - CA Common Core Standards	IXL skills mastered and proficient for the 2023 and 2024 school year are a total 14,150. There were 18,385 skills practiced which makes for a 77% mastered and/or proficient rate.	Increase master and proficient rate by 10% to make an 87% overall mastered or proficient rate.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	The academic coach will support teachers in their classrooms in the areas of all core subjects and provide professional development in these areas.	All Students	115,246 Title I 1000-1999: Certificated Personnel Salaries District Initiative - Salary does not come from site allocation 45,939 Title I 3000-3999: Employee Benefits District Initiative - Salary does not come from site allocation
1.2	All core teachers will have additional opportunity to instruction student needs for test pre and guaranteed standards at Saturday Academies.	All students	4,800 Title I 1000-1999: Certificated Personnel Salaries 1,292.16 Title I 3000-3999: Employee Benefits
1.3	Provide professional service and representative opportunities to support assessments, curriculum, instruction and student engagement opportunities.	All students	16,804.84 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.4	Staff will have professional development opportunities to analyze data, participate in instructional rounds and develop CFAs to support the RTI cycle.	All students	15,000 Title I 1000-1999: Certificated Personnel Salaries Sub cost
1.5	Staff will analyze student data by disaggregating star assessments, interims, and pacing work during PLT opportunities to implement, modify and enrich solution tree structures for tier 2 and tier 3 students in after school tutoring.	All Students	10,000 Title I 1000-1999: Certificated Personnel Salaries
1.6	Purchase supplementary curriculum, IXL, is purchased to assist all students with enrichment and extension of learning in all CORE subjects.	All students	12,848 Title I 4000-4999: Books And Supplies
1.7	Create four additional sections of ELA and Math for students at or exceed standard based on multiple measures. Simultaneously, students not or nearly at standard will be placed in 2 ELA and Math courses.	All students	48,314 Other 1000-1999: Certificated Personnel Salaries CSI Funding 13,045 Other 3000-3999: Employee Benefits CSI Funding
1.8	Staff will analyze student data by disaggregating star assessments, interims, and pacing work during PLT opportunities to implement, modify and enrich solution tree structures for tier 2 and tier 3 students in after school tutoring.	All Students	5,120 Other 1000-1999: Certificated Personnel Salaries CSI Funding

1.9	All core teachers will have additional opportunity to instruction student needs for test pre and guaranteed standards at Saturday Academies.	All Students	9,600 Other 1000-1999: Certificated Personnel Salaries CSI Funding 2,592 Other 3000-3999: Employee Benefits CSI Funding
1.10	Staff will analyze student data by disaggregating star assessments, benchmarks, and pacing work during PLT opportunities to implement, modify and enhance solution tree practices. This process will require additional training and staff development for first person instruction and instructional rounds.	All Students	32,460 Other 1000-1999: Certificated Personnel Salaries CSI Funding 5,532 Other 3000-3999: Employee Benefits CSI Funding

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Positive School Climate

Farmersville Jr. High School will provide and maintain a positive physical environment and school culture that enhances student learning to increase student performance. Farmersville Jr. High School will strategically and intentionally create opportunities for students to feel connected to the school in an effort to reduce truancy, chronic absences and systematically increase ADA annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Farmersville Jr. High School has experienced a history of an average daily attendance of 95% or greater. Currently, exceeding that number as overall attendance has improved from 36% chronic absenteeism to 11% as of May 2024. Good attendance is a strong indicator of increased achievement and graduation rates. Providing a clean, healthy, orderly, physically and emotionally safe environment is essential to maintain high attendance rates. In addition high attendance rates helps us to identify needs in academics and behavior. As of 2022-2023 FJHS was identified as having high suspension rates.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Chronic Absenteeism Rate Percentage of Students Identified as Chronically Absent (i.e. Absent 10% of the school year or more) Data Source: CA School Dashboard	All Students: 15.2% SWD: 25% EL: 12.5% HIS: 14.6% SED: 16.6%	Decrease chronic absenteeism by 5%. SWD: 20% EL: 7.5% HIS: 9.6% SED: 11.6%
2. Promotion Rate Percentage of students identified as promoted Data Source: Aeries	FJHS has a 91% promotion rate for all students.	Increase promotion rate to 95% for all students
3. English Learner Reclassification Rate	FJHS has a 22% reclassification rate for 7th grade SWD: 22%	Increase 7th grade reclassification rate by 5%. SWD: 27%

Percentage of students reclassified Data Source: Data Quest	EL: 21% HIS: N/A SED: 22.45% FJHS has a 23% reclassification rate for 7th grade SWD: 27% EL: 23% HIS: N/A SED: 25%	EL: 26% HIS: N/A SED: 28% Increase 8th grade reclassification rate by 5% SWD: 32% EL: 28% HIS: N/A SED: 30%
4. Attendance Rate Percentage of FJHS students attendance rate Data Source: Aeries	FJHS to date has 96% attendance rate. SWD: EL: HIS: SED:	Increase attendance rate by 3% to exceed state expectation of 95%. SWD: EL: HIS: SED:
5. Safety and Connectedness Percentage of students who feel safe and connected at school Data Source: Title 1 Survey	92% of students feel safe and welcomed.	FJHS aims to have 100% of students feel safe and welcomed.
6. Suspension Rate Percentage of students suspension rate: Data Source: Ca Dashboard	FJHS has a suspension rate of 19.3% SWD: 25% EL: 24.1% HIS: 17.8% SED: 20.2%	Expected outcomes for FJHS are to decrease suspension rate by 5%. SWD: 20% EL: 19.1% HIS: 12.8% SED: 15.2%
7. Expulsion Rate Percentage of students expelled Data Source: Data Quest	FJHS has a 0% expulsion rate	Maintain 0% expulsion rate.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	In order to increase attendance, academics and athletics we will provide opportunities to recognize student and parent achievement in form of student assemblies, student of the quarter, student engagement and various parent forums.	All students	5,000 Lottery 4000-4999: Books And Supplies
2.2	All students participate in homeroom to cover social emotional, behavioral, college and career readiness opportunities, activities and development.	All students	

2.3	Provide instructional support via aides who are specifically designated to classrooms based on classroom and student needs involving, academics, IEPs, and behavior support.	All students	
2.4	A behavioral and academic counselor is assigned to all students for 1-1 support based on student needs in the classroom. Students benefit from social emotional and academic learning.	All students	
2.5	FJHS will participate in PBIS training, provided by CORWIN- A Sage Company, to assist with student learning, relationships, and structural correction approach in order address behavior interventions.	All students	49,000 Other 5000-5999: Services And Other Operating Expenditures CSI Funding

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement Significance and Belonging

Farmersville Jr. High School will establish a community of learners who share a sense of belonging in a friendly, safe and supportive environment. We will provide a quality learning environment for parents to close the achievement gap through parent meetings and education courses.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

It is important to provide parent engagement activities. The need is to include more parent voice. Based on ATSI and CSI we need the assistance of parents more than ever. We will continue the norms of Back to School Night, Open House, parent conferences, SSC/ELAC and various student recognitions and social media platforms. However, this year we will incorporate more parents engagement surveys. These surveys will be year long and be reported back to parents with actions plans to address voiced concerns or comments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Parent Leadership committees Percent of parents part meetings (ELAC, DELAC, SSC and LCAP) Data Source: School Forms	Parent leadership committees will have full participation and minimum members expected.	Increase parent participation by 10%
2. Parent Forms Percent attendance of parent forums Data Source: School forms	Parent forms will have 30% attendance of school population.	Increase parent participation by 10%
3. PIQE Percent completion of PIQE Data Source: PIQE graduates	Parent Institute of Quality Education *PIQE) will have all orientation participants graduation the PIQE program.	Increase graduation program of PIQE by 10%
4. Parent Surveys Percent feedback of parent engagement surveys	Parent surveys will have 50% of student body participation.	Increase parent surveys by 10%

Data Source: State, District and Google form sheets.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	All parents will have the opportunity to attend various professionally developed leadership meetings to voice, act and vote on school and district matters.	All Students	1,952 Title I 4000-4999: Books And Supplies
3.2	All parents will be invited to attend PIQE workshop. This program provided additional educated, comments and discussions platforms for school and families.	All Students	
3.3	All parents will have the opportunities to participate in school surveys to provide feedback on school climate such as attendance, academics, behavior, safety and student success.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

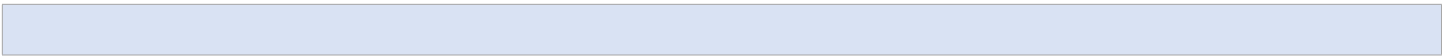
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

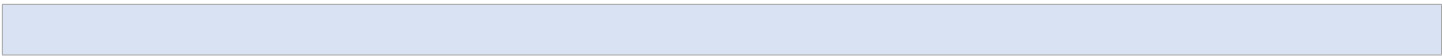
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$223,882
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,545.00
Total Federal Funds Provided to the School from the LEA for CSI	\$165,663

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$223,882.00

Subtotal of additional federal funds included for this school: \$223,882.00

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

State or Local Programs	Allocation (\$)
Lottery	\$5,000.00
Other	\$165,663.00

Subtotal of state or local funds included for this school: \$170,663.00

Total of federal, state, and/or local funds for this school: \$394,545.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Unrest Lottery		
Title I	183,572	-40,310.00
Title II		
Title III		
Other		
LCFF		

Expenditures by Funding Source

Funding Source	Amount
Lottery	5,000.00
Other	165,663.00
Title I	223,882.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	240,540.00
3000-3999: Employee Benefits	68,400.16
4000-4999: Books And Supplies	19,800.00
5000-5999: Services And Other Operating Expenditures	49,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,804.84

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Lottery	5,000.00
1000-1999: Certificated Personnel Salaries	Other	95,494.00
3000-3999: Employee Benefits	Other	21,169.00
5000-5999: Services And Other Operating Expenditures	Other	49,000.00

1000-1999: Certificated Personnel Salaries	Title I	145,046.00
3000-3999: Employee Benefits	Title I	47,231.16
4000-4999: Books And Supplies	Title I	14,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,804.84

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	338,593.00
Goal 2	54,000.00
Goal 3	1,952.00

School Site Council Membership

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

2 School Principal

2 Classroom Teachers

6 Other School Staff

7 Parent or Community Members

5 Secondary Students

Name of Members	Role
Chris Sanchez	Principal
Trista Waymire	Principal
Emiliano Moran	Other School Staff
Mercedes Rosales	Other School Staff
Berenice Macias	Other School Staff Parent or Community Member
Laura Anaya	Classroom Teacher
Anna Grimm	Classroom Teacher
Bernadette Murillo	Other School Staff Parent or Community Member
Maricel Labuga	Parent or Community Member
Angelina Caracoza	Parent or Community Member
Lourdes Rodriguez	Parent or Community Member
Martin Ortega Ruiz	Parent or Community Member
Raquel Lopez	Parent or Community Member
Adrian Lopez	Secondary Student
Racheal Burns	Secondary Student
Jose Ortega Arce	Secondary Student
Maria Rosales	Secondary Student
Shekinah Belongy	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 1st 2024.

Attested:

	Principal, Mr. Chris Sanchez on 5/1/2024
	SSC Chairperson, Bernadette Murillo on 5/1/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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