

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Foothill High School
Address	4375 Foothill Road Pleasanton, CA 94588
County-District-School (CDS) Code	01 75101 0130096

Principal	Sebastian Bull
District Name	Pleasanton Unified School District
SPSA Revision Date	February 6, 2024
Schoolsite Council (SSC) Approval Date	April 17, 2024
Local Board Approval Date	TBD

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

Purpose and Description

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

Foothill High School has been identified for Additional Targeted Support and Improvement (ATSI), with African American students and Students with Disabilities (SWD) as two identified groups. The areas of attention based on being identified as being ATSI are as follows:

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, Students with Disabilities (SWD) were in the lowest status level for English Language Arts (ELA) academic performance, Math academic performance, and Suspension Rate of the state indicators. In addition our African American students were in the lowest status level for Suspension Rate of the state indicators. This plan will address ways to improve our school and student outcomes for Students with Disabilities (SWD) and African American students in particular, based on doing a needs assessment and identifying resource inequities.

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

In Foothill High School's SPSA for the 2024-25 school year, we as a school are working towards meeting the needs of our students to be college and career ready upon graduation yet we also need to take care of them while they are with us on campus so that they are physically and emotionally safe. In addition, we want to provide the best opportunities for all of our students to participate in various activities on our campus.

In looking at our goals for the year, they are broken down following the Pleasanton Unified School District's organizational goals as the framework for our plan.

In Goal 1, we as a school are focusing on increasing the percentage of students with IEP's in general education classes to align with the state's goal of increasing main stream opportunities for our students. In addition, due to our low performance by our Socioeconomically Disadvantaged Students and Students with Disabilities on the CAASPP English Language Arts and Math tests administered during the 22-23 school year, we have activities established to focus on their needs to improve their academic progress. Finally, due to the lack of progress by our Emerging Bilinguals on the test to measure their English language proficiency, we have activities established to support their language acquisition.

In Goal 2, we as a school are focusing on how to continue to implement a functioning Multi-Tiered System of Support (MTSS) and Response to Instruction and Intervention (RTI). Our first two goals in this area focus on specific work within Tier I of MTSS, which is the consistent instruction in all classes across campus with standards that are aligned and Tier II and III, which focus more specifically on some more focused interventions for students, as needed. Both of these areas need a more clear focus on providing time for staff to meet and discuss these strategies and look at standard based assessments and common rubrics to be able to identify what help students really need. In addition, we are working to identify additional resources to help with student wellness and to improve our communication about what is available to students. The final goal within this area focuses on school wide chronic absenteeism since that has been a concern for our school due to so many students missing large amounts of instruction and what can we do as a system to help reverse that.

In Goal 3, we as a school are focusing on understanding the systematic barriers of equity and inclusion in order to dismantle them. This is an essential focus that is found district wide and our work on campus ties into areas that have been identified as us being designated as ATSI and also as part of our CCEIS plan due to disproportionality for some of our student groups. In this goal, we are going to work to identify 2-3 strategies and implement them to break down barriers for our students. In addition, we are excited to promote and celebrate a lot of the great work that is happening on our campus to recognize our rich diversity so that we can build off that growth for our school. The final site goal focusing on reducing suspensions for our Students with Disabilities.

In Goal 4, we as a school are focusing on developing and retaining our staff. In this area, we are going to enhance our support for newer staff with mentor opportunities and regular check-ins in addition to promoting opportunities to observe other teachers in their classrooms. We will also be structuring our collaboration and staff development days with a more structured approach for providing opportunities to grow as a staff and to implement some of our WASC action steps. In addition, our other site goal focuses on structured release time for content teams to collaborate on best practices, development of standards based assessments, common rubrics, etc in order to best support their students and ties back into the needs in Goal 2 with a focus on MTSS/RTI structure. Also, staff will be supported in attending workshops or conferences to further their development.

In Goal 5, our school focus is in improving the amount of input we get from our community partners in the form of more regular surveys. This input is important for us as a school to utilize to implement updates to existing structures or supports for our school community. In addition, our other site goal is focused on at least two communications a month that focus on supporting our school community with the new student information system, Synergy, being pushed out next year. We also will include useful information on other topics that often arise during the school year and this will be done by using various means of communication and even short video clips with instructions and information.

In Goal 6, we will be working with our VAPA staff to identify the most appropriate use of the Proposition 28 money to support our art and music programs and to explore areas to expand opportunities for students.

Overall, these areas of planned improvement will be a great step in supporting our students and school community and hopefully addressing some of the gaps that we have in our performance rates, attendance rates, suspension rates, and other measurements that need our focus.

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School Vision and Mission

Foothill High School Theory of Action focus:

If all students and staff:

- meaningfully connect to our FHS community,
- make productive use of their time,
- collaboratively and independently engage in rigorous critical thinking,
- use academic language across the curriculum,
- are challenged to act with conscience and integrity,

then students will graduate from FHS prepared for social, college, and career success in the 21st century.

Foothill High School's mission is to educate, empower, and inspire all students to become caring, contributing citizens able to succeed in an ever-changing world. We are committed to focusing on instructional rigor, cultivating individual academic success, and creating a community of respect and responsibility.

Foothill High School Student Learner Outcomes:

Flexibility- All students will become more flexible, resilient, and confident as they navigate new challenges.

Accountability in Technology- All students will utilize technology safely and responsibly in order to access, analyze, and evaluate information as well as create and share content for personal and professional purposes.

Lifelong Learning- All students will become lifelong learners through earnest inquiry, critical thinking, and persistence.

College & Career Readiness- All students will develop speaking, writing, and problem-solving skills leading to college and career readiness.

Openness & Outreach- All students will practice empathy, civility, and integrity to become valuable members of their communities.

Networking- All students will learn to communicate and collaborate effectively, respectfully, and responsibly in written, spoken, and digital formats.

Student Well-Being- All students will strive for a balanced lifestyle and develop healthy habits for their own mental, emotional, and physical well-being.

Focus Questions:

1. What evidence is there that Foothill High School is making strides to reduce the indicators of student stress?
2. What evidence is there that Foothill High School teachers and staff are using research based instructional strategies to improve achievement for ALL students?
3. What evidence exists that Foothill High School is making strides to increase the success of historically underserved populations?
4. What evidence exists that students will graduate from Foothill High School prepared for college and career success in the 21st century?

School Profile

Foothill High School (FHS) is a WASC accredited, 4-year public high school. Located in the city of Pleasanton. Foothill is one of two comprehensive high schools in the Pleasanton Unified School District. Pleasanton is a suburban community located about 40 miles east of San Francisco and has approximately 74,110 residents. At the beginning of the 2023-24 school year, Foothill had 2,198 students and 116 certificated teachers and other certificated staff. Foothill has an administrative team made up of one principal, three vice principals, and one site coordinator. Foothill has a counseling staff made up of 6 full-time counselors, 1 part-time counselor, 1 full-time school psychologist, and 1 part-time

psychologist. In addition, Foothill has 72 classified support staff working in multiple facets to support the students, staff, and school.

Foothill's Demographic Data is as follows:

American Indian/Alaska Native 0.4 %

Asian Indian 28.1 %

Black/African American 2.2 %

Cambodian 0.1%

Chinese 13.2 %

Filipino 3 %

Hawaiian 0.1%

Hispanic or Latino 10.9 %

Japanese 1.6 %

Korean 3.9 %

Laotian 0.1%

Other Asian 3.4 %

Vietnamese 1.2 %

White 31.7 %

English Language Learner: 3.3%

Socio-Economically Disadvantaged: 8.0%

Students with Disabilities: 8.8%

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

California Healthy Kids Survey (CHKS)

- 9th and 11th grade students only complete this survey every other year and the survey was completed in the Fall of 2023.
- This voluntary survey is administered every two years and the purpose is to gather information on health-risk behaviors including alcohol, tobacco, sexual activity, etc. The results from this survey will help our school and the district create programs and plans to address the needs and concerns of our student population.

PUSD School Quality Survey

- All students, parents/guardians, and staff members are given the opportunity to complete this survey every year during the Spring.
- The purpose of this survey is to obtain input from the groups on various aspects of schools around PUSD.

Other School Based Surveys

- Survey sent to students in January 2024 as a mid-year check in
- Survey sent to staff in March 2024 as a mid-year check in

Classroom Observations

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

Teacher Evaluation observations, Informal observations and walk-throughs, site visits with classroom observations with cabinet staff, informal peer observations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Every department and content team has established some consistent implementation of standards and are working to refine the use of "Essential Standards" to create more consistency. These standards allow for staff to assess students on the determined criteria. The school also uses CASSPP data and information from the California Dashboard to analyze student achievement. In addition, our language learners are administered the ELPAC test every year to determine their language acquisition levels.

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

Collaboration time is provided for all departments to analyze assessment results. Each department is tasked with identifying common areas of deficiency and outline steps to support non-proficient students. Secondary sites are currently working through establishing a well functioning MTSS/RTI structure.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

98% of all FHS staff are appropriately certified to teach their assigned grade level/subject.

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

Most teachers are credentialed appropriately for their subject matter. There are a few teachers who are currently on internships as they complete the last portion of their course work to be fully credentialed.

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

Staff development plans have been created in alignment with our work on MTSS/RTI implementation, DEI work, and other areas to support our staff in meeting the needs of our students.

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

FHS utilizes the knowledge and support of district Integration Specialists who help facilitate a great deal of our professional development. In addition, for new staff there is the induction program as run through our Human Resources department where new teachers are assigned a coach to support them on fully clearing their credential.

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

Foothill's Collaboration schedule consists of the following:

- 12 Department-led Collaborations
- 12 Administrative-led Collaborations
- 12 "undefined" Collaborations

Teaching and Learning

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

All departments work to align their curriculum usually broken up in content teams to focus on standards and working to identify essential standards for each course.

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

N/A

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

The master schedule has been adjusted to provide first priority for scheduling for the following intervention classes: Academic Support, AVID, ELD, and co-taught classes in Freshman English, Sophomore English, Algebra I, and Math II. We use Synergy, a data scheduling system, to guide master schedule building in placing courses in periods most accessible to all students in need. Support classes are aligned for fluid movement of students as they progress through the EL curricula and to allow access to Academic Support throughout the school year. After school interventions are offered and student attendance is tracked. During the 23-24 school year, we transitioned to a new student information system that will follow the same scheduling process.

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

Foothill provides the board-adopted texts for each course offered.

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

Opportunity and Equal Educational Access

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

Some of the services FHS provides for our underperforming students include: after-school tutoring, Academic Support classes, after-school interventions, and D/F lists are reviewed by Counselors and Administration and our counseling department meets with students on this list to determine appropriate intervention strategies (course change, tutoring, asking teachers for more help, etc.).

Evidence-based educational practices to raise student achievement

AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies were implemented school wide previously and are being re-introduced during the 23-24 school year and continue to be a focus for the administration and teaching staff. Administration looks for WICOR strategies when doing formal and informal classroom observations. Our AVID Site Team share strategies with staff regarding these strategies and how they can be utilized in all subjects, with the initial focus being in our Access classes

Parental Engagement

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

Our Talon Talk newsletter is electronically sent out twice monthly to keep families updated with school news, events, programs, etc. We also push out site based communications with specific updates and information on school programs and upcoming events.

We are fortunate to have strong relationships with our PTSA, Athletic/Band Booster clubs, as well as PPIE. Our teachers, coaches, and administration work closely with each of these groups to provide funding and opportunities for teachers and students.

Parent Liaisons reach out to parents to offer translation services, tutoring, and access to other resources on campus. Foothill's Parent Liaisons hosts separate Back to School and Scheduling nights for non-English speaking families. Our parent liaisons work with social workers to identify needs for students and their families. Foothill's Parent Liaisons also tries to find financial resources for students who cannot afford classroom materials, dance tickets, etc.

Xello is used to encourage parental involvement in college and career readiness. All parents have been provided a "family" account to allow for access to college and career planning, and to track student progress toward graduation requirements.

Foothill High School holds regular ELAC meetings as required as well as coordinates with Parent Liaisons to communicate with non-English speaking families.

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

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Funding

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

We no longer have specific categorical funds, but the site is allocated money for support for Intervention, that is utilized to purchase supplies and resources for students and classes or to pay for professional development to train our staff how to best support students that are underperforming.

Fiscal support (EPC)

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.

Progress for English Learners on the Math and English Language Progress Indicator are in the lowest areas as shown on the California Dashboard.

Progress for Socioeconomically Disadvantaged students on the ELA and Math progress are in the lowest areas as shown on the California Dashboard.

Resource Inequities

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

In reviewing our resource allocation as a school, it showed that we had been distributing funds to various academic departments to utilize for classroom needs for students and staff. What was evident was that we had not been allocating funds explicitly towards our areas of need, as can be seen from the California Dashboard with evidence of lower academic performance for our Students with Disabilities and Socioeconomically Disadvantaged students in Math and ELA and progress for our language learners on the ELPI.

Due to the fact that this was recognized, we shifted our resource allocation to focus more on professional development for staff, a new model for supporting our Emerging Bilinguals, new strategies for assessing students, and seeking outside support in identified areas of need for our school staff, including administration.

The previous year we were working to meet the needs identified as part of being designated as ATSI, but we were removed from that criteria this year.

Performances levels for Socioeconomically Disadvantaged students on the CAASPP (ELA and Math) and English Learners on the CAASPP (Math and ELPI) were at the very low level this past year. This will have to be a focus for our resources for the 24-25 school year to help provide support for our students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	587	519	569
Grade 10	566	575	505
Grade 11	551	552	575
Grade 12	533	556	550
Total Enrollment	2,237	2,202	2,199

Conclusions based on this data:

1. Over the past few years Foothill continues to have a gradual increase in the Asian student group population and a slight decline in the white student group population.
2. Between 2019-2021, Foothill had a gradual increase in total student population, but since 2021 the student population has decreased gradually.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	88	56	72	3.9%	2.5%	3.3%
Fluent English Proficient (FEP)	762	799	775	34.1%	36.3%	35.2%
Reclassified Fluent English Proficient (RFEP)	13	8	12	14.8%	14.3%	16.7%

Conclusions based on this data:

1. Our Fluent English Proficient percentages have increased every year from 33.1% to 35.2%.
2. Our English Learners numbers have decreased from 88 to 72.
3. Not shown here, but throughout the year we always have an increase of newcomers who join the school once school is in session. Those numbers have been increasing every year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	545	554	566	0	398	486	0	398	485	0.0	71.8	85.9
All Grades	545	554	566	0	398	486	0	398	485	0.0	71.8	85.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		2685.	2687.		58.29	59.18		24.62	26.60		11.56	8.66		5.53	5.57
All Grades	N/A	N/A	N/A		58.29	59.18		24.62	26.60		11.56	8.66		5.53	5.57

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 11		51.51	53.40		41.96	40.41		6.53	6.19
All Grades		51.51	53.40		41.96	40.41		6.53	6.19

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 11		56.03	58.76		36.18	34.23		7.79	7.01
All Grades		56.03	58.76		36.18	34.23		7.79	7.01

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 11		32.16	27.01		62.81	68.04		5.03	4.95
All Grades		32.16	27.01		62.81	68.04		5.03	4.95

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 11		48.74	47.42		47.74	49.28		3.52	3.30
All Grades		48.74	47.42		47.74	49.28		3.52	3.30

Conclusions based on this data:

1. We have had an increase in the percentage of students taking the CAASPP test every year since the test was suspended during the COVID pandemic.
2. There has been a gradual increase in our CAASPP scores in all domains and even to the point of removing us from ATSI classification with the increases from 21-22 to 22-23.
3. Writing had the highest percentage above standard in 21-22 at 58.6% but also the highest percentage of students below standard at 7.01%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 11	545	554	565	0	398	480	0	398	480	0.0	71.8	85.0
All Grades	545	554	565	0	398	480	0	398	480	0.0	71.8	85.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		2709.	2689.		52.51	43.13		20.35	26.46		15.33	19.17		11.81	11.25
All Grades	N/A	N/A	N/A		52.51	43.13		20.35	26.46		15.33	19.17		11.81	11.25

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 11		60.30	50.21		28.64	37.08		11.06	12.71
All Grades		60.30	50.21		28.64	37.08		11.06	12.71

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 11		50.00	42.08		39.45	49.58		10.55	8.33
All Grades		50.00	42.08		39.45	49.58		10.55	8.33

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 11		47.74	42.29		45.98	50.21		6.28	7.50
All Grades		47.74	42.29		45.98	50.21		6.28	7.50

Conclusions based on this data:

1. We have had an increase in the percentage of students taking the CAASPP test every year since the test was suspended during the COVID pandemic.

2. There has been a decrease in the percentage of students in the above standard in every domain from 21-22 to 22-23.
3. Concepts and Procedures portion of the test had the highest percentage above standard in 22-23 at 50.21% but also the highest percentage of students below standard at 12.71%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1529.3	1526.6	1522.5	1529.0	1525.0	1542.8	1529.6	1527.9	1501.5	18	11	21
10	*	1577.6	*	*	1585.5	*	*	1569.0	*	10	11	10
11	1522.6	1551.2	1487.0	1502.8	1545.3	1478.4	1541.9	1556.4	1495.3	14	12	13
12	1488.6	*	1546.9	1471.5	*	1561.7	1505.3	*	1531.7	12	8	12
All Grades										54	42	56

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
9	22.22	18.18	25.00	38.89	36.36	20.00	11.11	18.18	15.00	27.78	27.27	40.00	18	11	20
10	*	54.55	*	*	18.18	*	*	9.09	*	*	18.18	*	*	11	*
11	28.57	16.67	23.08	14.29	41.67	7.69	28.57	16.67	7.69	28.57	25.00	61.54	14	12	13
12	18.18	*	8.33	27.27	*	50.00	9.09	*	8.33	45.45	*	33.33	11	*	12
All Grades	18.87	23.81	20.00	30.19	33.33	27.27	18.87	14.29	10.91	32.08	28.57	41.82	53	42	55

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
9	50.00	45.45	35.00	11.11	18.18	15.00	5.56	9.09	20.00	33.33	27.27	30.00	18	11	20
10	*	63.64	*	*	9.09	*	*	9.09	*	*	18.18	*	*	11	*
11	21.43	33.33	23.08	42.86	41.67	15.38	7.14	0.00	0.00	28.57	25.00	61.54	14	12	13
12	36.36	*	50.00	9.09	*	16.67	18.18	*	8.33	36.36	*	25.00	11	*	12
All Grades	33.96	40.48	34.55	24.53	26.19	20.00	9.43	7.14	9.09	32.08	26.19	36.36	53	42	55

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
9	16.67	0.00	5.00	16.67	27.27	15.00	38.89	36.36	25.00	27.78	36.36	55.00	18	11	20
10	*	9.09	*	*	36.36	*	*	36.36	*	*	18.18	*	*	11	*
11	28.57	8.33	0.00	0.00	16.67	15.38	35.71	50.00	23.08	35.71	25.00	61.54	14	12	13
12	0.00	*	0.00	18.18	*	8.33	27.27	*	50.00	54.55	*	41.67	11	*	12
All Grades	13.21	4.76	5.45	9.43	23.81	12.73	41.51	40.48	32.73	35.85	30.95	49.09	53	42	55

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	
9	22.22	0.00	15.00	44.44	72.73	50.00	33.33	27.27	35.00	18	11	20	
10	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*	
11	7.14	8.33	0.00	57.14	66.67	38.46	35.71	25.00	61.54	14	12	13	
12	0.00	*	0.00	45.45	*	75.00	54.55	*	25.00	11	*	12	
All Grades	9.43	4.76	5.45	52.83	66.67	54.55	37.74	28.57	40.00	53	42	55	

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	
9	66.67	63.64	60.00	5.56	0.00	15.00	27.78	36.36	25.00	18	11	20	
10	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*	
11	57.14	75.00	38.46	14.29	0.00	7.69	28.57	25.00	53.85	14	12	13	
12	45.45	*	75.00	18.18	*	8.33	36.36	*	16.67	11	*	12	
All Grades	58.49	66.67	60.00	11.32	4.76	9.09	30.19	28.57	30.91	53	42	55	

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	
9	22.22	9.09	20.00	44.44	45.45	20.00	33.33	45.45	60.00	18	11	20	
10	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*	
11	28.57	16.67	0.00	35.71	50.00	38.46	35.71	33.33	61.54	14	12	13	
12	0.00	*	0.00	36.36	*	50.00	63.64	*	50.00	11	*	12	
All Grades	15.09	9.52	10.91	41.51	50.00	36.36	43.40	40.48	52.73	53	42	55	

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
9	5.56	0.00	0.00	77.78	63.64	55.00	16.67	36.36	45.00	18	11	20
10	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
11	28.57	8.33	0.00	42.86	66.67	46.15	28.57	25.00	53.85	14	12	13
12	9.09	*	0.00	54.55	*	66.67	36.36	*	33.33	11	*	12
All Grades	11.32	9.76	0.00	64.15	63.41	58.18	24.53	26.83	41.82	53	41	55

Conclusions based on this data:

1. The number of overall students being tested on the ELPAC has increased by 14 between 21-22 and 22-23.
2. "Reading Domain" is the area that need our focus since they have the lowest overall percentage.
3. Our largest numbers of students that are taking the ELPAC are at the 9th and 10th grade level. The 9th and 10th grade levels will continue to be focused grade levels of support as we have seen a decrease in overall performance.

School and Student Performance Data

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
2199	8	3.3	0
Total Number of Students enrolled in Foothill 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	72	3.3
Foster Youth	1	0
Homeless	6	0.3
Socioeconomically Disadvantaged	176	8
Students with Disabilities	194	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	1.5
American Indian	3	0.1
Asian	1041	47.3
Filipino	43	2
Hispanic	239	10.9
Two or More Races	135	6.1
Pacific Islander	4	0.2
White	696	31.7

Conclusions based on this data:

1. Our numbers of Socioeconomically Disadvantaged Students is 8% of our school population and therefore make up a large group of students that may benefit from some additional support. We are keenly aware of the fact that

Socioeconomically Disadvantaged does not mean that a student is not academically equipped to be successful. With an equity focus we want to ensure that all student groups have the tools and resources necessary for their success.

2. Our numbers of Students with Disabilities is 8.8% which also makes up a large group of our students. There are some areas in academics and with school discipline that we need to follow up on supporting this subgroup of students.

3. Our largest student groups are White and Asian, making up around 79% of the student population.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

English Learner Progress



Red

College/Career

Very High

Academic Engagement

Graduation Rate



Blue

Chronic Absenteeism



No Performance Color

Conditions & Climate

Suspension Rate



Yellow

Conclusions based on this data:

1. We have been able to reach the level of "very high" for our Math and English Language Arts Academic Performance and Graduation Rate.
2. Our suspension rate, is an area for focus for us, especially with high percentages of African American and Students with Disabilities being suspended at a disproportionate rate. This is part of our CCEIS work.
3. Our English Learner Progress is at the low level and is a big part of our needed follow up to support our language learners.

School and Student Performance Data

Academic Performance English Language Arts

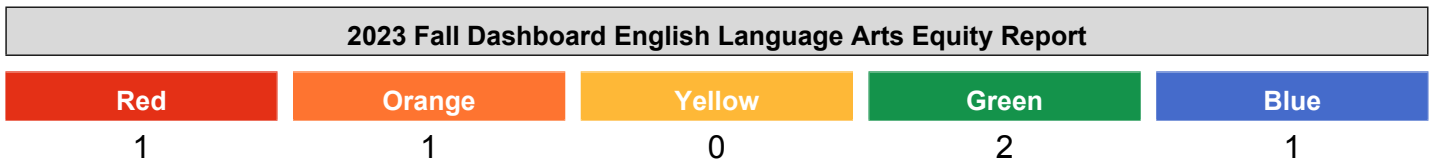
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 65.4 points above standard Increased Significantly +64.3 points 532 Students	English Learners 25.3 points below standard Increased Significantly +71.8 points 27 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Red 54.8 points below standard Decreased Significantly -16.7 points 39 Students	Students with Disabilities Orange 112.4 points below standard Increased Significantly +81.2 points 53 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 2 Students	 Blue 120.1 points above standard Increased Significantly +24.2 points 237 Students	32.3 points above standard Decreased Significantly - 83.6 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 18.3 points above standard Increased Significantly +161.6 points 51 Students	53 points above standard Increased +13.5 points 43 Students	 No Performance Color 0 Students	 Green 8.2 points above standard Increased Significantly +120.7 points 178 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
Less than 11 Students 7 Students	15 points above standard Increased Significantly +22.8 points 20 Students	43.4 points above standard Increased Significantly +84.5 points 339 Students

Conclusions based on this data:

1. Our Students with Disabilities Socioeconomically Disadvantaged students all are scoring in the lowest range for English Language Arts.
2. Our Asian students are scoring at the very high level as compared to other groups.
3. Overall our scores on the English Language Arts section of the test are in the very high level

School and Student Performance Data

Academic Performance Mathematics

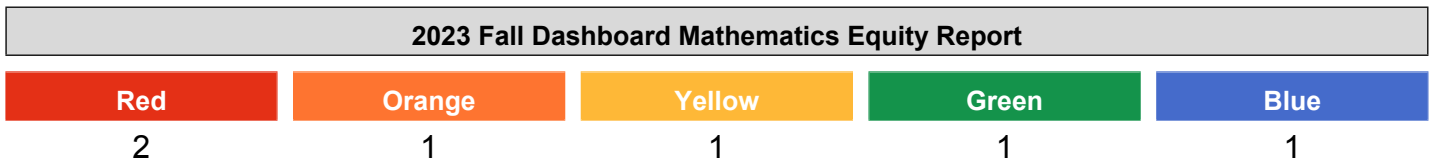
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 Blue 17.9 points above standard Increased Significantly +36.3 points 535 Students	English Learners Red 130.5 points below standard Decreased -3.6 points 32 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Red 136.4 points below standard Decreased Significantly -32.1 points 43 Students	Students with Disabilities Orange 184.6 points below standard Increased Significantly +111 points 52 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	Less than 11 Students 2 Students	 Blue 97.4 points above standard Increased +6 points 237 Students	7.5 points above standard Decreased Significantly - 97.1 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 47.9 points below standard Increased Significantly +157.9 points 53 Students	5.1 points below standard Decreased -5.3 points 43 Students	 No Performance Color 0 Students	 Yellow 63.1 points below standard Increased Significantly +73 points 180 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
254.8 points below standard Increased Significantly +73.4 points 12 Students	56 points below standard Decreased Significantly -81.8 points 20 Students	13 points below standard Increased Significantly +55.5 points 338 Students

Conclusions based on this data:

1. Our Students with Disabilities, Socioeconomically Disadvantaged and English Learners students all are scoring in the very low range for Math.
2. Our Asian students are scoring at the very high level as compared to other groups.
3. Overall our scores on the Math section of the test are in the high level.

School and Student Performance Data

Academic Performance English Learner Progress

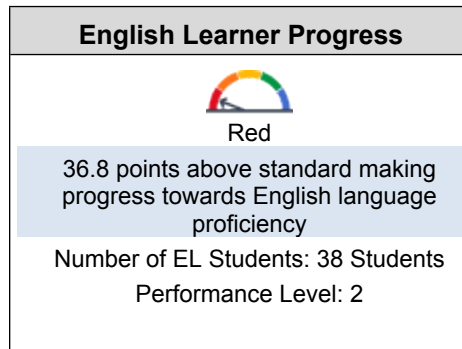
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	18	4	10

Conclusions based on this data:

1. Our progress for English Learners is in the low range, which can be attributed to the fact that 18% of our students maintained a level and 4% decreased one level. This is a continued area of focus for us.

School and Student Performance Data

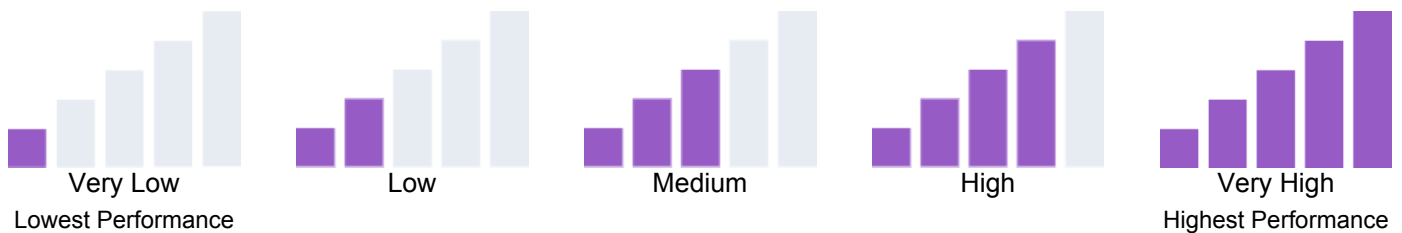
Academic Performance College/Career Report

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.

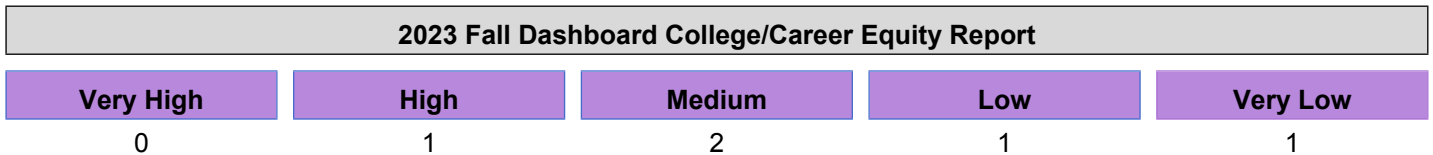
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

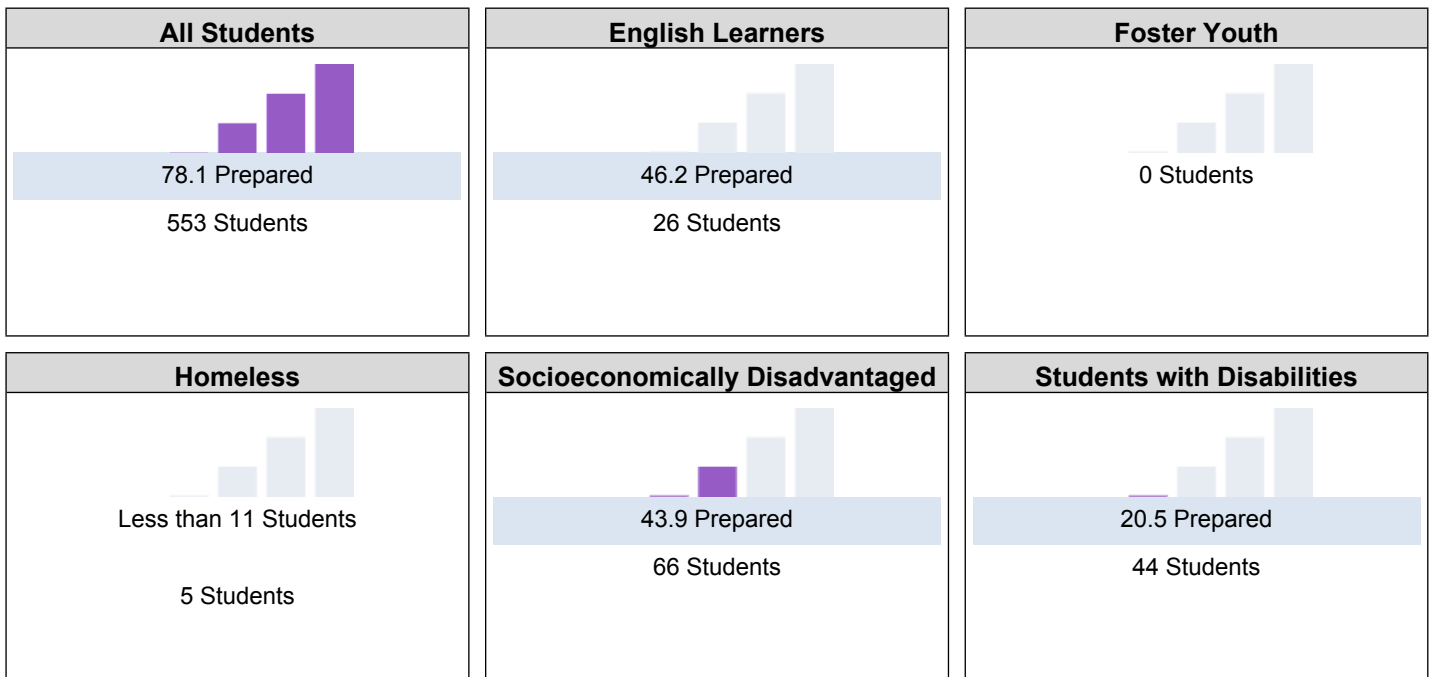


This section provides number of student groups in each level.

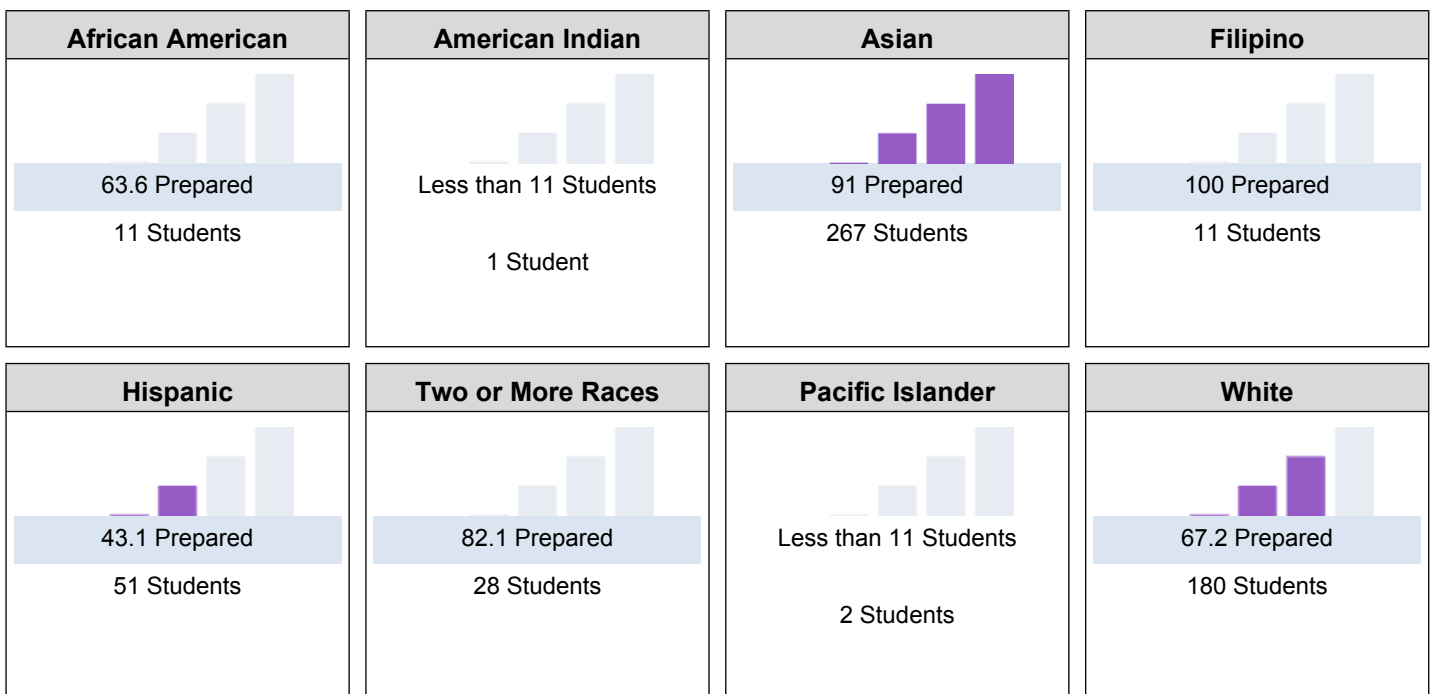


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Overall, 78.1 % of our students are at the very high level of this measurement for CCR
2. Students with Disabilities are at the lowest level at 20.5%.
3. Our Hispanic and Socioeconomically Disadvantaged students are in the medium range.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

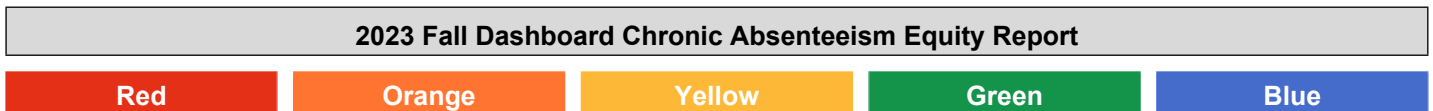
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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











This section provides number of student groups in each level.



This section provides 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 No Performance Color 0 Students	English Learners No Performance Color 0 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 0 Students	Students with Disabilities No Performance Color 0 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	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. No data to report on from the Dashboard

School and Student Performance Data

Academic Engagement Graduation Rate

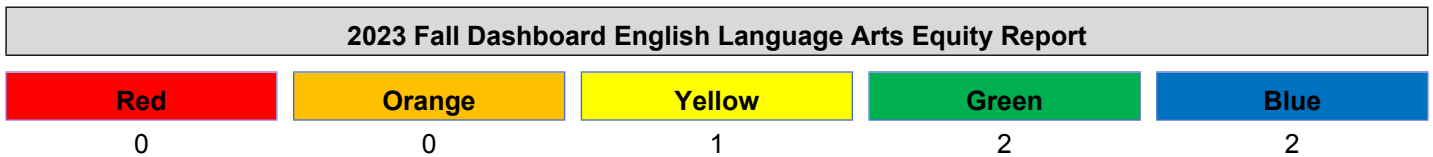
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 96.9% graduated Maintained -0.2 555 Students	English Learners 92.9% graduated Increased Significantly 7.1 28 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Green 91.2% graduated Maintained 0.4 68 Students	Students with Disabilities Green 88.6% graduated Increased 4.9 44 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>100% graduated</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Blue</p> <p>98.1% graduated</p> <p>Maintained -0.6</p> <p>267 Students</p>	<p>100% graduated</p> <p>Increased Significantly 7.1</p> <p>11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>90.6% graduated</p> <p>Decreased -2.7</p> <p>53 Students</p>	<p>92.9% graduated</p> <p>Decreased Significantly -7.1</p> <p>28 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Blue</p> <p>97.2% graduated</p> <p>Maintained 0.6</p> <p>180 Students</p>

Conclusions based on this data:

1. Foothill's graduation rate is 96.9%, which is much higher than the state of California graduation rate.
2. Our two lowest areas of graduation rate fall with the Hispanic (90.6%) and Students with Disabilities (88.6%) subgroups, so we will have to continue to support their completion of the high school graduation requirements, especially with the focus on passing Algebra, which is a key factor.

School and Student Performance Data

Conditions & Climate Suspension Rate

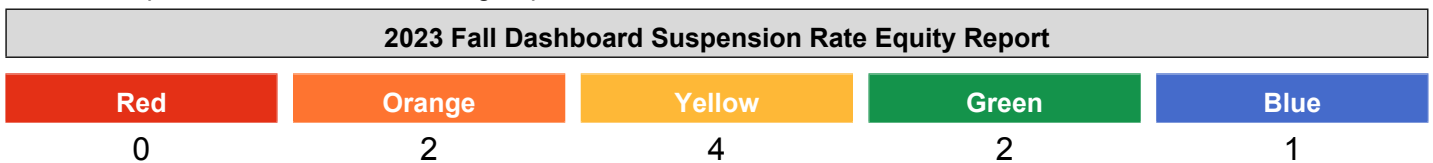
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 2.4% suspended at least one day Maintained -0.1 2261 Students	English Learners Yellow 8.4% suspended at least one day Declined -0.4 83 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Orange 6.6% suspended at least one day Maintained 0.1 211 Students	Students with Disabilities Yellow 8.7% suspended at least one day Declined -1.8 207 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 9.5% suspended at least one day Declined -5.7 42 Students	Less than 11 Students 3 Students	 Yellow 1.4% suspended at least one day Increased 0.3 1061 Students	 Blue 0% suspended at least one day Maintained 0 44 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.4% suspended at least one day Declined -0.6 251 Students	 Orange 4.3% suspended at least one day Increased 1.7 141 Students	Less than 11 Students 4 Students	 Green 2.7% suspended at least one day Declined -0.5 715 Students

Conclusions based on this data:

1. Based on the data from 20223, we have to continue to focus on our disproportionate suspension rates for our students in the Students with Disabilities and African American subgroups. This is part of our CCEIS focus.
2. Even though it is not shown here, our suspension rates overall have declined since we are utilizing more restorative practices as a school and district.
3. Our overall rate maintained a consistent level with 2.4% of students being suspended and many of our subgroups actually had a decline in their suspension rates.

Annual Review and Update

SPSA Year Reviewed: 2023-24

District Organizational Goal

Expand personalized learning strategies and growth-based assessments systemically to increase achievement and ensure access to opportunities that promote engagement

School Site Goal 1.1

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

Utilize AVID school-wide strategies in 100% of Access Period classes for all grade levels as an approach to support all students with necessary skills for their academic and overall success in the form of one to two monthly lessons or modules on specific skills.

WASC Focus:
Learning and Teaching
Assessment and Accountability

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: % of students successfully completing A-G courses	Following the utilization in a more explicit way with AVID strategies provided in every Access Period class during the 23-24 school year, we would expect that the A-G percentage would increase to 85% of all students.	We adapted this goal to just collect AVID lessons and resources instead of Access lessons, since those were not as effective as part of the plan.
Pupil Engagement: High school graduation rates	Following the utilization in a more explicit way with AVID strategies provided in every Access Period class during the 23-24 school year, we would expect that the graduation rate for our Socio-Economically Disadvantaged students will increase to 95%.	We adapted this goal to just collect AVID lessons and resources instead of Access lessons, since those were not as effective as part of the plan.

Strategies/Activities for Goal 1.1

Consistent department-wide implementation of research-based instructional strategies (AVID), including use of collaborative learning techniques, checking for understanding, and inquiry prompting higher order/critical thinking.	AVID strategies are shared by AVID team and utilized in some classes.	Money set aside for timecard submission of work done by staff to prepare these lessons and put together resources for all students None Specified Intervention (0009) 3,000	Goal not continued as planned so no expenditures 0
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Department collaboration and Staff Development day sessions will focus on best practices, creation of pacing guides/essential skills, scaffolding, scope and sequence, and compilation and use of informational text.	Some of this work was done at the first staff development day, but not continued throughout the year due to the focus on the WASC self study.
All students receive classroom guidance and lessons regarding College and Career Readiness from our Counseling Department through use of the Xello program.	Completed as planned.

School Site Goal 1.2

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

For the 2023-24 school year, increase ELA CAASPP performance level for SWD students from 163.4 points below standard in 2021-22 to less than 45 points below standard in 2023-24 and increase Mathematics CAASPP performance level for SWD students from 222.3 points below standard in 2021-22 to less than 115 points below standard in 2023-24. (This area is specifically identified as part of our ATSI status for Students with Disabilities)

WASC Focus:
 Learning and Teaching
 Assessment and Accountability

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Statewide assessments:	For the 2023-24 school year, increase Mathematics CAASPP performance level for SWD students from 222.3 points below standard in 2021-22 to less than 115 points below standard in 2023-24.	SWD scored 184.6 points below standard, but had an increase of 111 points, so there was improvement in this measurement, but just not yet at the achieving standard level.
Pupil Achievement: Statewide assessments:	For the 2023-24 school year, increase ELA CAASPP performance level for SWD students from 163.4 points below standard in 2021-22 to less than 45 points below standard in 2023-24.	SWD scored 112.4 points below standard, but had an increase of 81.2 points, so there was improvement in this measurement.

Strategies/Activities for Goal 1.2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Consult with Special Education Teachers regarding supporting specific students and identify needs and resources.	Consulted with Special Education Teachers regarding supporting specific students and identify needs and resources.	Following identified need for resources or supplies, school site will purchase those for the classroom teachers to use to support their students. None Specified Intervention (0009) 4,000	Some items purchased, but site discretionary funds were used instead, not Intervention funds for supplies.
Create opportunities for department or content team professional development around Students with Disabilities supports and differentiated instruction during collaboration or release time for teams.	Planned for upcoming collaboration in the Spring	Money will be set aside for either paying for subs for release time for content teams to work on this area or hourly timecards if the teams decide to do this work outside of school hours. None Specified 2023 Site Allocation (0299) 2,000	Staff utilized time in August before school started to work in content teams and co-taught teams to prepare curriculum and supports for students.
LCAP after school intervention/tutoring program on campus is staffed by current Foothill teachers and supported by peer academic tutors..	LCAP after school intervention/tutoring program on campus is staffed by current Foothill teachers and supported by peer academic tutors..		
Explore the possibility of offering the Interim CAASPP testing for SpEd classes to be administered in Study Skills classes to help build test stamina for standardized testing sessions.	Interim testing was not completed, but staff reviewed testing accommodations and features within the testing system to support students who were taking the CAASPP test.		
MAP testing administered for all 9th and 10th grade students in Reading, Language Arts, and Math throughout the 23-24 school year in order to have some uniform data to inform instruction and to provide more targeted supports for students.	This was not done due to concerns about taking too much time from instruction due to having to modify the bell schedules to fit in the testing window needed for students.		

School Site Goal 1.3

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

For the 2023-24 School Year, increase English Learner progression of at least 1 level on the ELPAC from 55.9% in 2021-22 to 62% in 2023-24 This area is specifically identified as part of our ATSI status for our English Language Learners)

WASC Focus:
Learning and Teaching
Assessment and Accountability

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: EL progress toward English proficiency	For the 2023-24 School Year, increase English Learner progression of at least 1 level on the ELPAC from 55.9% in 2021-22 to 62% in 2023-24	From the 2022-23 testing cycle, English Learner progression of at least 1 level on the ELPAC was only at 36.8%, so we didn't reach this identified goal.

Strategies/Activities for Goal 1.3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Consult with English Language Development (ELD) teachers regarding supporting specific students.	Consulted with English Language Development (ELD) teachers regarding supporting specific students.	Money set aside for release time or paying staff outside of the school day to meet and discuss student needs None Specified Intervention (0009) 3,000	Staff utilized time in August before school started to work in content teams and co-taught teams to prepare curriculum and supports for students. 3,000
Create opportunities for department or content team professional development on integrated ELD instruction around Emerging Bilingual supports and differentiated instruction.	Create opportunities for department or content team professional development on integrated ELD instruction around Emerging Bilingual supports and differentiated instruction. Set up release day in December and February for EL team and other teachers to meet to discuss student progress and needed supports.	Money set aside for sub release time for content teams None Specified 2023 Site Allocation (0299) 2,000	Team met in December and February 2,000
Administer the MAP Spanish Screening Subject-Only in reading and Math in order to quickly and appropriately place them. Administer	Did not occur		

<p>the Spanish MAP Growth in math and Spanish reading in order to support us in identifying resources and remediation curriculum for Newcomers who have an identified and/or demonstrated a gap in learning.</p>			
<p>Provide training and support for ELD teachers and General Education teachers with integrated ELD instruction to support Newcomers.</p>	<p>Some teachers took part in EL Achieve training, but not enough were trained so this will have to continue into next year to support our students.</p>	<p>Money set aside for sub release time or for timecards submitted for work outside of the school day for professional development None Specified 2023 Site Allocation (0299) 4,000</p>	
<p>Throughout the school year ELD teachers will attend professional development opportunities designed to support them in implementing the strategies designed to support ELL instruction at the different stages of language acquisition.</p>	<p>2 of our ELD teachers attended professional development trainings outside of the district and some of our staff attended the EL Achieve training.</p>	<p>Money set aside for sending ELD teachers to professional development conferences or workshops throughout the school year. None Specified 2023 Site Allocation (0299) 5,000</p>	<p>2 of our ELD teachers attended professional development trainings outside of the district and some of our staff attended the EL Achieve training. 3,000</p>
<p>Establish a co-taught structure for supporting our emerging bilinguals in Math, Science and Social Studies classes to be implemented in the 23-24 school year</p>	<p>Classes were set up on Biology, Algebra I, and World History with two content teachers supporting the classes and students.</p>		
<p>ELD teachers will use district-adopted curriculum to give students the language skills to be successful in their classes.</p>	<p>ELD teachers will use district-adopted curriculum to give students the language skills to be successful in their classes.</p>		
<p>Increase collaboration between FHS and AVHS ELD teachers on curriculum and student connectedness by setting up opportunities for staff to meet.</p>	<p>Only happened remotely or during one joint ELAC meeting</p>	<p>Money set aside for planning time between the two high school for either sub release time or timecards submitted for work outside of the school day. None Specified Intervention (0009) 2,000</p>	<p>Didn't occur 0</p>

LCAP after school intervention/tutoring program on campus is staffed by current Foothill teachers and supported by peer academic tutors.

LCAP after school intervention/tutoring program on campus is staffed by current Foothill teachers and supported by peer academic tutors.

MAP testing administered for all 9th and 10th grade students in Reading, Language Arts, and Math throughout the 23-24 school year.

This was not done due to concerns about taking too much time from instruction due to having to modify the bell schedules to fit in the testing window needed for students.

Analysis

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

We had some success in some of our goals and activities overall. There were some areas that were not completed as planned or were modified during the year. We added in more activities throughout the year to support our language learners and reached out to the district office staff for some more ideas and support.

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

As mentioned above, many of our activities were effective, such as the release time for our ELD teachers, after school tutoring, and implementing co-taught classes for our ELD students. Some of the activities we didn't utilize or we added in new strategies.

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

For our first two goal areas, we didn't expend the proposed funds due to changes in the plans during the year. For goal 3 we utilized most of our proposed funds as expected.

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.

We changed goal 1 during the year and maintained the other goals and activities. We added in some additional activities during the year as we came up with alternate ideas. Those are not reflected in this SPSA for evaluation of the annual goals, but some will appear in the planned improvements section for next year.

Annual Review and Update

SPSA Year Reviewed: 2023-24

District Organizational Goal

Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff

School Site Goal 2.1

Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff

In order to improve the Multi-Tiered System of Support/Response (MTSS/RTI), we will agree upon and continue to identify and implement effective Tier I strategies in 100% of departments at Foothill High School.

WASC Focus:

Learning and Teaching

Assessment and Accountability

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2.1

Continue to work with staff on roll out of district MTSS with focus on Tier 1 instruction and the focus on "What every student needs to know"? Focusing on standards-driven instruction with consistency across campus.

Worked with staff during staff development day in August as part of department time and followed up with conversations throughout the year based on the discussions taking place at the Curriculum and Instruction (CIC) meeting. Shared updated Tier I strategies with staff.

Money set aside for sub costs for release time or for timecard submissions for staff working outside of the school day None Specified 2023 Site Allocation (0299) 5,000

Money set aside for sub costs for release time or for timecard submissions for staff working outside of the school day. Happened in August and shifted funding to Intervention funds Intervention (0009) 5,000

Continue to refine the creation and identification of "essential standards or skills" for each content team.

Activity occurred during Staff Development Day in August with a re-alignment of essential standards in department time.

Money set aside for sub costs for release time or for timecard submissions for staff working outside of the school day None Specified Intervention (0009) 4,000

Money set aside for sub costs for release time or for timecard submissions for staff working outside of the school day (mostly happened in August before school started) Intervention (0009) 4,000

Develop standard based assessments and

This continued in some content teams with

common rubrics to help to determine "How we know what each student has learned."	aligned assessments based on the standards (ie Biology, Chemistry). Still some continued work needed in other content teams.		
MAP testing administered for all 9th and 10th grade students in Reading, Language Arts, and Math during the 23-24 school year	This activity was never implemented due to time constraints and the impact on instructional time in classes.		
Department collaboration and Staff Development day sessions will focus on best practices, creation of pacing guides/essential skills, scaffolding, differentiation and ways to promote vertical articulation.	Department collaboration and Staff Development day sessions will focused on best practices and aligning curriculum, but not as much explicit work done on scaffolding, differentiation and ways to promote vertical articulation.		
Provide staff development and release time to focus on analyzing data to determine what is needed to reteach and/or differentiate instruction, such as using a "Data Talk" model.	This activity didn't happen as planned this year.	Sub release time for content teams to meet None Specified 2023 Site Allocation (0299) 2,000	Didn't happen as planned 0
Continue structured intervention groups for 9th and 10th grade students in Academic Support classes for English and Math focus.	Continued structured intervention groups for 9th and 10th grade students in Academic Support classes for English and Math focus.		
Align the work and practices of Student Leadership, Peer Advocates, counseling department and administration to create a systematic approach to character growth and social emotional learning.	Aligned the work and practices of Student Leadership, Peer Advocates, counseling department and administration to create a systematic approach to character growth and social emotional learning.		
Regular presentations by Administration to all grade levels regarding safety issues on campus, bullying, sexual harassment, issues/opportunities of	Regular presentations by Administration to all grade levels regarding safety issues on campus, bullying, sexual harassment, issues/opportunities of		

equity, and needed supports	equity, and needed supports. Three separate presentations during the school year.		
Increase purposeful training for students and staff around character traits including proactive kindness and culturally sensitive instructional strategies (Character Strong) in addition to a focus on culturally relevant strategies for instruction and identification of microaggressions impacting student learning.	Conducted training for staff at staff development day in August, but didn't get back to it during the remainder of the school year.		
Work with art and music staff to identify needs to support art and music education utilizing Prop 28 funding from the State of California.	Planning sessions took place in Spring 2024 to outline plans for Prop 28 funding. Proposals sent to School Site Council in March and April for approval and implementation. This activity will be moved to another goal area in 24-25.	Art and Music funding for additional staffing and supplies to support the program None Specified Prop 28 (ART and Music) 263,291	Staff from VAPA department met in March 2024 to plan out expenditures. Plans being submitted to School Site Council in March and April for approval. Not all of the funds allocated at this point. None Specified Prop 28 (ART and Music) 263,291

School Site Goal 2.2

Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff

Develop a systematic approach to Tier II and Tier III implementation with the use of 3-5 strategies that will be used by 100% of staff in supporting students and is aligned with our work with MTSS/RTI.

WASC Focus:
 Learning and Teaching
 Assessment and Accountability
 School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2.2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Develop standards based assessments and common rubrics to help to determine "How we know what each student has learned."	Worked with staff during staff development day in August as part of department time and followed up with conversations throughout the year based on the discussions taking place at the Curriculum and Instruction (CIC) meeting. Shared updated Tier I strategies with staff.	Money allocated as part of Goal 2.1 and Strategy 1	
MAP testing administered for all 9th and 10th grade students in Reading, Language Arts, and Math during the 23-24 school year	This activity was never implemented due to time constraints and the impact on instructional time in classes.		
Identify and implement Tier 2 strategies as part of the MTSS roll out with a focus on "what do we do if students don't know what we want them to learn?"	Activity occurred during Staff Development Day in August with a re-alignment of essential standards in department time.	Money set aside for sub costs for release time or for timecard submissions for staff working outside of the school day None Specified Intervention (0009) 2,000	Money set aside for sub costs for release time or for timecard submissions for staff working outside of the school day (mostly happened in August before school started) 2,000
Continue the weekly COST (Coordination of Services Team) meetings and implement needed follow up as part of our MTSS Tier 3 supports (made up of counselors, school psychologist, school social worker, and Administration)	COST meetings held weekly with various staff to discuss students needs		
Counseling resources made available for students and presentations during Access period for continued wellness support.	Access offerings for students pushed out weekly, such as "Doggie Drop-in" and other work with outside agencies for student support.		
Wellness Center functions to provide an opportunity for students to take a wellness break and	Wellness Center functioned all year for students as an area of support	Money to purchase supplies for the Wellness Center for student use 4000-4999: Books And Supplies	Money to purchase supplies for the Wellness Center for student use 7,000

check in with a staff member, as needed.		2023 Site Allocation (0299) 7,000	
Support Counselor groups and outsider providers groups scheduled to provide regular support for students (Examples include Hume Center, La Familia, etc) during Access Period or other designated times during the school day.	Support Counselor groups and outsider providers groups scheduled to provide regular support for students (Examples include Hume Center, La Familia, etc) during Access Period or other designated times during the school day.		
Student Assistance Provider (SAP) works with Peer Advocates to promote wellness education and social-emotional support for students during presentations and other activities.	Student Assistance Provider (SAP) works with Peer Advocates to promote wellness education and social-emotional support for students during presentations and other activities.	Money for supporting the Peer Advocate program with supplies None Specified 2023 Site Allocation (0299) 4,000	Money for supporting the Peer Advocate program with supplies 4,000
Increase education around the use of tobacco/vaping for students and families by expanding the Tobacco Use and Prevention Education (TUPE) program with staff advisors (as allowed by the grant) and TUPE peer educators	TUPE presentations in Health classes, but not as many school wide actions as expected during 23-24 school year.		
Align discipline procedures to deter and educate students about not using banned products on campus.	Align discipline procedures to deter and educate students about not using banned products on campus.		
Provide hard copies student planners for students in Academic Support, Study Skills, and ELD Support classes to support their academic organization and providing skills for their work in all of their academic classes.	Provided hard copies student planners for students in Academic Support, Study Skills, and ELD Support classes to support their academic organization and providing skills for their work in all of their academic classes.	Money for hard copies of student planners 4000-4999: Books And Supplies Intervention (0009) 5,000	Money for hard copies of student planners 5,000

School Site Goal 2.3

Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff

For the 2023-24 school year, our chronic absenteeism rate average for the school will decrease from 16.3% from the 2022-23 school year to a school average of 9%.

WASC Focus:

Learning and Teaching

Assessment and Accountability

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Engagement: Chronic absenteeism rates	For the 2023-24 school year, our chronic absenteeism rate average for the school will decrease to a school average of 9%.	

Strategies/Activities for Goal 2.3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue the weekly COST (Coordination of Services Team) meetings and implement needed follow up as part of our MTSS Tier 3 supports (made up of counselors, school psychologist, school social worker, and Administration)	COST meetings held weekly with various staff to discuss students needs		
Maintain access and organize access to various technology tools as a support for students' academic and social-emotional needs.	Maintained access and organize access to various technology tools as a support for students' academic and social-emotional needs.		
High needs students (Socioeconomically Disadvantaged, Foster/Kinship, etc) meet with our Support Counselor dedicated to work with students once a month. Support counselor keeps track of student meetings in "Visits" in student information system to monitor meetings.	High needs students (Socioeconomically Disadvantaged, Foster/Kinship, etc) meet with our Support Counselor dedicated to work with students once a month. Support counselor keeps track of student meetings in "Student Conferences" in student information		

	system to monitor meetings.		
Continue to support high needs students (Socioeconomically Disadvantaged, Foster/Kinship, etc) in attending college field trips/fairs and other college/career opportunities available as part of postsecondary education.	Continued to support high needs students (Socioeconomically Disadvantaged, Foster/Kinship, etc) in attending college field trips/fairs and other college/career opportunities available as part of postsecondary education.	Money for supporting field trips. If there is no more money from LCAP supplemental funds, we can direct some site discretionary funds None Specified 2023 Site Allocation (0299) 2,000	Money for supporting field trips. If there is no more money from LCAP supplemental funds, we can direct some site discretionary funds (Not much was needed) 500
LCAP after school intervention/tutoring program on campus is staffed by current Foothill teachers and supported by peer academic tutors.	LCAP after school intervention/tutoring program on campus is staffed by current Foothill teachers and supported by peer academic tutors.		
Update attendance procedures and processes, especially with the new student information system (Synergy) and information pushed out to students, parents/guardians and staff on updated procedures and processes.	Updated attendance procedures and processes, especially with the new student information system (Synergy) and information pushed out to students, parents/guardians and staff on updated procedures and processes.		
Run daily reports of students involved in extracurricular activities to share with coaches to ensure that students are attending at least 60% of each school day before participating in activities.	Staff didn't run these reports as planned due to challenges with loading in correct student groups for accurate reports to review. We are able to work on this during the last 3 months of the school year as a trial effort.		

Analysis

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

Most of the activities laid out for this goal were achieved, especially in the area of wellness support for our students. We are still continuing to adjust our MTSS work as we do some work to align at the district level through the CIC work.

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

The activities for student wellness were effective, but in terms of supporting the reduction in chronic absenteeism, there is still a major issue that is at hand. We will have to realign our strategies for the 24-25 school year to make this a key focus for our students.

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

Most of our expenditures were utilized as planned. We adjusted some of the MTSS work to use Intervention funds as part of a planning process for staff to be on the same page with their Tier I approach. The remainder of the expenditures were followed as planned.

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.

Moving forward, we will have more specific activities and goals focused on MTSS work and will work with staff to identify additional strategies to improve our student attendance rates.

Annual Review and Update

SPSA Year Reviewed: 2023-24

District Organizational Goal

Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

School Site Goal 3.1

Understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them

By June 2024, overall chronic absenteeism rate will decrease from 9.8% to under 6% for Hispanic/Latinx and overall chronic absenteeism rate will decrease from 16.6% to under 6% for our Black/African American students.

WASC Focus:
 Curriculum
 School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Engagement: Chronic absenteeism rates	Our goal is to reduce the chronic absenteeism rate for Hispanic/Latinx students to 6% and for Black/African American students to 6% by June 2024.	Can't run this report in Synergy so have no idea how we did in this area.

Strategies/Activities for Goal 3.1

During staff collaboration and staff development days, introduce and discuss the process of being more culturally proficient, following the work completed alongside Anderson Consulting.	Staff Development Day in August, staff was led through some continued aspects of cultural proficiency work and continued discussions during their department work. Work with Anderson Consulting didn't continue during the 23-24 school year.
Facilitate monthly meetings with the Student-Admin Advisory group to discuss issues impacting students on campus.	Facilitated monthly meetings with the Student-Admin Advisory group to discuss issues impacting students on campus.
Strong Minds Strong Hearts Program-La Familia Clinician/Promotora	Strong Minds Strong Hearts Program-La Familia Clinician/Promotora

(when available) for identified students from counselors and administrators.	(when available) for identified students from counselors and administrators.		
Newcomer support from Peer Advocates, Teachers, Counselors, Parent Liaisons, and Admin Team.	Newcomer support was provided by Peer Advocates, Teachers, Counselors, Parent Liaisons, and Admin Team.	Money set aside to provide supplies or resources for our newcomer students as they come to Foothill None Specified 2023 Site Allocation (0299) 2,000	Money set aside to provide supplies or resources for our newcomer students as they come to Foothill None Specified 2023 Site Allocation (0299) 2,000
Increase Student Connectedness and focus on Diversity, Equity, and Inclusion (DEI) work as a school with discussions about relevant curriculum and resources used by students and staff. Systems in place to develop/nurture relationships between English learners and their non-ELD peers.	Student presentations regarding DEI work at beginning of the year and mid-year led by administration. Teachers work closely with students on DEI issues in the classroom as part of curriculum and learning.	Money to support the DEI work and to facilitate fostering relationships between students and staff None Specified 2023 Site Allocation (0299) 5,000	No money utilized as planned since staff work didn't cost any money this year 0
Strengthen COST team and effectiveness in discussing specific needs for students and providing resources for support.	COST team was effective in discussing student needs and supports.		
Establish a check-in process by a counselor or administrator with students previously suspended, which is also tied to our CCEIS action plan.	Check-in process set up and took place early in the school year, but not continued as planned on regular basis. Counselors met with each student in the 9th and 10th grade individually and support counselors continue to check in with students for socioemotional needs.		

School Site Goal 3.2

Understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them

By June 2024, the overall suspension rate will decrease from 25% to 20% for Hispanic/Latinx students and from 15% to 8% for African American/Black students. (This area is specifically identified as part of our ATSI status for Black/African American Students)

WASC Focus:
Curriculum
School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Climate: Student suspension rates	For the 23-24 school year we will decrease that to 20% for Hispanic/Latinx students and to 8% for African American/Black students.	Hispanic/Latinx suspension rates for 22-23 school year were at 4.4%, which is a huge reduction from 20%. Suspension rates for African American/Black students for the 22-23 school year were at 9.5%.

Strategies/Activities for Goal 3.2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Increase education around the use of tobacco/vaping for students and families by expanding the Tobacco Use and Prevention Education (TUPE) program with staff advisors (as allowed by the grant) and TUPE peer educators	TUPE presentations in Health classes		
Develop additional restorative processes as a follow up to cases of discipline to build off the resources we already have available.	Developed additional restorative processes as a follow up to cases of discipline to build off the resources we already have available.		
Work towards school-wide expectations or training in using restorative practices in all classrooms, including seeking outside training for staff	Administration worked through processes to learn more restorative practices, but not a school wide effort with staff training.	Money to be used if we are able to identify an outside agency to help with training for our staff on restorative practices None Specified 2023 Site Allocation (0299) 5,000	Didn't occur as planned 0
Establish a check-in process by a counselor or administrator with students previously suspended, which is also tied to our CCEIS action plan.	Check-in process set up and took place early in the school year, but not continued as planned on regular basis. Counselors met with each student in the 9th and 10th grade individually		

	and support counselors continue to check in with students for socioemotional needs.		
Continued exploration and implementation of Other Means of Correction/Alternatives to Suspension when determining discipline consequences	Continued exploration and implementation of Other Means of Correction/Alternatives to Suspension when determining discipline consequences		
Regular presentations by Administration to all grade levels regarding safety issues on campus, bullying, sexual harassment, issues/opportunities of equity, and needed supports	Conducted in August and January for all students via virtual presentation and then followed up with in-person presentation in social studies classes.		
Align discipline procedures to deter and educate students about not using banned products on campus.	Aligned discipline procedures to deter and educate students about not using banned products on campus.		
Increase purposeful training for students and staff around character traits including proactive kindness and culturally sensitive instructional strategies (Character Strong) in addition to a focus on culturally relevant strategies for instruction and identification of microaggressions impacting student learning.	Student training done during admin presentations in August and January		
Explore restoring a partnership with MEB consulting to set up a mentor program for our African American/Black students at Foothill	Didn't occur due to huge increase in cost for this program compared to program utilized in the past at Foothill	Working with MEB Consulting to bring in their services to Foothill 5800: Professional/Consulting Services And Operating Expenditures 2023 Site Allocation (0299) 12,000	Didn't occur as planned 0
Research organizations or consultants that work with schools to help educate students on the	No outside organizations brought in aside from community agencies talking in Health classes.	Setting aside money for possible outside organization to come	Didn't happen as planned

dangers of vaping and drug use

and work with us and our students (already allocated in Goal 3.3)

School Site Goal 3.3

Understand the systemic barriers to equity and inclusion in order to work strategically to deconstruct them
For the 2023-24 school year, reduce suspension rate for Students with Disabilities (SWD) from 10.4% in 2021-22 to below 7.0% in 2023-24. (This area is specifically identified as part of our ATSI status for Students with Disabilities)
WASC Focus:
Curriculum
School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Climate: Student suspension rates	By June 2024, the suspension rate for Students with Disabilities will be 7.0%.	Suspension rates for SWD was at 8.7% for the 2022-23 school year.

Strategies/Activities for Goal 3.3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Increase education around the use of tobacco/vaping for students and families by expanding the Tobacco Use and Prevention Education (TUPE) program with staff advisors (as allowed by the grant) and TUPE peer educators	TUPE presentations in Health classes	Money for supplies to support the TUPE leaders 4000-4999: Books And Supplies 2023 Site Allocation (0299) 2,000	Money never utilized for TUPE as planned 0
Develop additional restorative processes as a follow up to cases of discipline to build off the resources we already have available.	Developed additional restorative processes as a follow up to cases of discipline to build off the resources we already have available.		
Work towards school-wide expectations or training in using restorative practices in all classrooms.	Administration worked through processes to learn more restorative practices, but not a school wide effort with staff training.		

Continued exploration and implementation of Other Means of Correction/Alternatives to Suspension when determining discipline consequences	Continued exploration and implementation of Other Means of Correction/Alternatives to Suspension when determining discipline consequences		
Regular presentations by Administration to all grade levels regarding safety issues on campus, bullying, sexual harassment, issues/opportunities of equity, and needed supports	Conducted in August and January for all students via virtual presentation and then followed up with in-person presentation in social studies classes.		
Align discipline procedures to deter and educate students about not using banned products on campus.	Aligned discipline procedures to deter and educate students about not using banned products on campus.		
Increase purposeful training for students and staff around character traits including proactive kindness and culturally sensitive instructional strategies (Character Strong) in addition to a focus on culturally relevant strategies for instruction and identification of microaggressions impacting student learning.	Student training done during admin presentations in August and January		
Research organizations or consultants that work with schools to help educate students on the dangers of vaping and drug use	No outside organizations brought in aside from community agencies talking in Health classes.	Setting aside money for possible outside organization to come and work with us and our students 5800: Professional/Consulting Services And Operating Expenditures 2023 Site Allocation (0299) 6,000	Didn't happen as planned 0

Analysis

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

Most of our strategies were followed as planned, with the exception of one of the larger planned items working with MEB consulting. Most of our other strategies were easier to implement and had less cost.

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

We had reductions in suspensions from the previous year, especially within specific subgroups, so the strategies were effective in supporting those goals.

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

We didn't end up spending as much money as planned due to not working with MEB consulting due to the increased costs. We also didn't bring in an outside agency or speaker to discuss the dangers of vaping.

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.

We will need to continue to implementation of restorative practices on our campus with more awareness and training for staff and find other alternate means of correction to improve behaviors.

Annual Review and Update

SPSA Year Reviewed: 2023-24

District Organizational Goal

Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce

School Site Goal 4.1

All teachers and classified instructional staff will have an opportunity to receive appropriate and effective professional development and support as it relates to their subject area and meeting the overall goals of the school related to MTSS/RTI.

40% of Foothill teachers will take part in the “Teachers Observing Teachers” program to help support their own professional growth in order to support student learning.

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Secondary only:	From the "Teachers Observing Teachers" program, we will see an increase in student achievement as shown by a decrease in the numbers of D's and F's to less than 5%.	

Strategies/Activities for Goal 4.1

Subs provided to facilitate teachers observing teachers as part of the structured program	Only was able to facilitate two sessions of this in the Spring due to teachers not being available to observe or schedule conflicts.	Sub costs to cover the release time for teachers to observe other teachers None Specified 2023 Site Allocation (0299) 10,000	Sub costs for two sessions None Specified 2023 Site Allocation (0299) 3,000
Holding monthly meetings with new staff to provide ongoing support with meetings before school.	Held one meeting at the beginning of the year and shifted to more individual support this year since last year many of the teachers didn't attend the monthly meetings	Money to provide supplies for new staff at monthly meetings None Specified 2023 Site Allocation (0299) 1,000	Money to provide supplies for first meeting of the year None Specified 2023 Site Allocation (0299) 100
Establish a staff mentor program to systematically provide support for our new staff.	Only had two English teachers mentor new teachers, but didn't occur in other departments as planned	Money to pay mentors for their time working with new teachers None Specified 2023 Site Allocation (0299) 4,000	Money to pay mentors for their time working with new teachers None Specified 2023 Site Allocation (0299) 500

School Site Goal 4.2

All teachers and classified instructional staff will have an opportunity to receive appropriate and effective professional development and support as it relates to their subject area and meeting the overall goals of the school related to MTSS/RTI.

Content teams in English, Math, Science, Social Studies, and World Language will utilize at least one release day or attend one professional development opportunity to focus on their subject area and how it meets the overall goals of the school related to MTSS/RTI and student success for all students.

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth
Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement: Secondary only:	From the increase in collaboration and attending of professional development opportunities we will see an increase in student achievement as shown by a decrease in the numbers of D's and F's to less than 5%.	

Strategies/Activities for Goal 4.2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Organize Foothill's Collaboration schedule to maximize collaborative and professional development time for staff.	Organized Foothill's Collaboration schedule to maximize collaborative and professional development time for staff, but need to implement a more systematic approach to how to best utilize the short amount of time.		
AVID conferences for AVID teachers and members of the AVID site team.	Attendance at AVID conferences for AVID teachers and members of the AVID site team.	Registration costs for AVID conferences or workshops None Specified Intervention (0009) 4,000	Registration costs for AVID conferences or workshops 4,000
ELD teachers will attend professional development opportunities regarding language acquisition during the school year.	ELD teachers will attend professional development opportunities regarding language acquisition during the school year.	Conference registration for ELD teachers None Specified 2023 Site Allocation (0299) 6,000	Conference registration for ELD teachers 6,000
Administration to facilitate trainings and conducting	Reviewed California Dashboard data as part		

analysis of the California Dashboard during collaboration or content team release time to allow teachers professional development pertaining to data analysis on student performance.	of normal analysis of updates regarding school growth. Didn't have release time to review data.		
Provide staff development and release time for analyzing data to determine what is needed to reteach or differentiate instruction, such as using the "Data Talk" model	Didn't occur as planned during the 23-24 school year.	Sub costs to support release time for teams to meet to discuss data None Specified Intervention (0009) 3,000	Didn't occur during 23-24 0
Increase collaboration time for Special Education and General Education coordination to support students in Special Education in mainstream classes, especially in the co-taught/supported structure	Co-taught teams collaborated on courses taught together and supports in place.	Sub costs to allow time for SpEd and GenEd teachers time to meet to plan for co-taught/supported classes None Specified 2023 Site Allocation (0299) 4,000	Some co-taught teams utilized release time, but not every group met during the year for release time. 1,500

Analysis

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

We attempted to implement these strategies as planned, but the biggest gap in implementation was with the teachers observing teachers program. Other aspects in terms of support for staff was implemented to some degree, but is definitely a continued growth area for the following school year.

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

The approach was not as effective as hoped since we adjusted mid-year to have more individual support and didn't implement the full teachers observing teachers as planned. Our departments became more collaborative this year overall, which was a benefit to our staff and students. Much of the planning work took place during the days prior to the school year starting.

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

We didn't utilize as many sub release days as planned, so we didn't spend as much as planned.

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.

We will focus more on establishing more clear parameters and support for collaboration time next year to support professional growth and implementing best practices to support our students.

Annual Review and Update

SPSA Year Reviewed: 2023-24

District Organizational Goal

Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships

School Site Goal 5.1

For the 2023-24 school year, school community partners will increase participation in the PUSD School Quality survey from 12% to 25% for Parents/Guardians, from 30% to 45% for Staff, and from 4% to 25% for Students

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

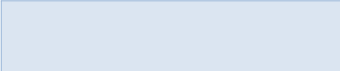
Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parental Involvement: Efforts to seek parent input & decision making	For the 2023-24 school year, school community partners will increase participation in the PUSD School Quality survey from 12% to 25% for Parents/Guardians, from 30% to 45% for Staff, and from 4% to 25% for Students.	

Strategies/Activities for Goal 5.1

Our Talon Talk newsletter is electronically sent out twice a month to keep families updated with school news, events, programs, etc. Additional communications will be sent out to every parent/guardian as needed for important information utilizing the ParentSquare communication tool, and site social media accounts.	Talon Talk published twice a month as planned. ParentSquare was utilized to push out to every family at Foothill.	Webmaster consultant fee (out of Principal's budget) 5800: Professional/Consulting Services And Operating Expenditures 2023 Site Allocation (0299) 3000	Webmaster consultant fee (out of Principal's budget) 5800: Professional/Consulting Services And Operating Expenditures 2023 Site Allocation (0299) 3,000
Promote the School Quality Survey through various means to increase engagement and participation rate by			

parents/guardians, students, and staff.



School Site Goal 5.2

Foothill will push out at least 2 communications each month during the 23-24 school year that provide timely updates on school events, information on how to utilize school technology systems, such as the new student information system (Synergy), updates on progress that the school is making on academic and social emotional growth for students, and how to be involved with supporting the school community.

WASC Focus:
 School Culture and Support for Student Personal, Social-Emotional, and Academic Growth
 Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parental Involvement: Promotion of parental participation	We hope that through the increased communication via various means, we will have an increase in parent/guardian participation by 20%.	Increased participation at ELAC meetings, but maintained the participation in all other meetings during the 23-24 school year.

Strategies/Activities for Goal 5.2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Organized quarterly informational sessions for parents/guardians utilizing online tools to help increase communication.	Only pushed out campus communications and didn't hold any informational sessions due to low turnout from first attempts at organizing.		
Increase social media and video messaging usage by administration to promote events and meetings at Foothill.	Increased social media and video messaging usage by administration to promote events and meetings at Foothill.		
Push out training modules to community partners related to the use of the new SIS throughout the school year, as people learn to navigate the new system.	Only pushed out information at the beginning of the year with how to use the new SIS, but we didn't push out regular updates, as planned.		
Identify tools to help if needed for translation for training modules for non-English speaking households to support the usage of the new SIS.	Translation services were only found through the webpage		

Site administration will investigate ways to increase parental and student involvement on committees, such as ELAC, School Site Council, CCEIS and WASC, to provide input to ensure a voice from all community partners regarding decisions affecting the school. Consider holding more meetings using a tool such as Zoom, that will allow families to attend meetings without having to travel to the school site to facilitate greater involvement and engagement.

Meeting attendance increased for ELAC following more targeted outreach, but other meetings had a consistent level or participation from previous year.

Analysis

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

Strategies were implemented as planned, with the exception of the ongoing support for using the new SIS

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

Some improvement in communication and participation, but not a widespread improvement. We receive positive feedback about our communication, but we want to make sure we are reaching all students and families.

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

No differences.

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.

There were no major changes to this goal during the year. We will continue this into next year to continue to explore ways to increase participation and improve communication through multiple modalities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During each School Site Council meeting, the SPSA or related data and goals were reviewed. The School Site Council is made up of certificated staff, classified staff, students, parent/guardians and site administration. The goals from the SPSA were shared with the ELAC group for feedback that was folded into updating our plan for the coming year. During bi-monthly parent meetings (as part of the PTSA structure), updates were provided and input gathered regarding areas of strength and needed growth for the experiences for students in classes and around campus. The SPSA was also reviewed as part of our WASC process in preparing for our WASC visit in April 2024. We reviewed the aspects of the SPSA with our staff during WASC focus time on collaboration to get some input on what we are doing well and what are some areas of improvement. The feedback also included what needs to be added for the upcoming year. In addition, the administrative team had monthly Student Advisory meetings with groups of 20-40 students regarding their experience on campus and the balance of school work and their social emotional needs. The student input was always the most valuable during this past year to guide our work for improvement. During staff development day at the beginning of the year, each department set goals for the year related to supporting student growth and at a few collaboration sessions during the year, information is shared regarding the SPSA progress and to seek input from our staff. Additional input sessions with staff and parents/guardians were folded in as needed for specific topics. Surveys pushed out during the year to various groups to gain input.

Theory of Action

Foothill High School Theory of Action focus:

If all students and staff:

- meaningfully connect to our FHS community,
- make productive use of their time,
- collaboratively and independently engage in rigorous critical thinking,
- use academic language across the curriculum,
- are challenged to act with conscience and integrity,

then students will graduate from FHS prepared for social, college, and career success in the 21st century.

Foothill High School's mission is to educate, empower, and inspire all students to become caring, contributing citizens able to succeed in an ever-changing world. We are committed to focusing on instructional rigor, cultivating individual academic success, and creating a community of respect and responsibility. (Foothill's mission statement will be reviewed and updated during the 24-25 school year as a follow up to our WASC visit and updates that took place to our student learner outcomes.

Goals, Strategies, & Proposed Expenditures

Goal 1

District Organizational/LCAP Goal

Expand personalized learning strategies and growth-based assessments systemically to increase achievement and ensure access to opportunities that promote engagement

School Site Goal 1.1

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

Increase the percentage of students with IEP's in general education classes in the 2024-25 school year.

WASC Focus:
Learning and Teaching
Assessment and Accountability

Expected Annual Measurable Outcomes for School Site Goal 1.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Districtwide assessments:	During the 23-24 school year, Foothill had 49% of students in special education in general education classes for 80% or more of the school day.	For the 24-25 school year, Foothill will have 70% of students in special education in general education classes for 80% or more of their school day.

Planned Strategies/Activities School Site Goal 1.1

Strategy/Activity 1

Identify resources and curriculum for supporting students in the mild to moderate special education classes to meet their varied needs.

Students to be Served by this Strategy/Activity

Special Education students

Timeline

Ongoing

Person(s) Responsible

Administration

District SpEd staff

SpEd teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Intervention (0009)
Budget Reference	None Specified
Description	Money set aside for purchasing needed resources for supporting students with disabilities, as identified and needed.

Strategy/Activity 2

Utilize Access period to pull in students for support if they are struggling in classes, instead of always depending on students to sign up themselves for help.

Students to be Served by this Strategy/Activity

All Students, especially students with disabilities

Timeline

Ongoing

Person(s) Responsible

Administration
SpEd teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Review the usage of Access period and the structure that is in place for student academic and socio-emotional support

Students to be Served by this Strategy/Activity

All Students, especially students with disabilities

Timeline

Ongoing

Person(s) Responsible

Administration
Classroom Teachers
Counseling staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Discuss the rationale and importance of increasing the percentage of students with IEPs in general education settings during the school day during IEP meetings and Case Manager training throughout the school year.

Students to be Served by this Strategy/Activity

Students with disabilities

Timeline

Ongoing

Person(s) Responsible

Administration

SpEd Case Managers

Psychologists

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide Staff training during collaboration on utilization of accommodations and adjustment to curriculum to meet the needs of students with IEPs.

Students to be Served by this Strategy/Activity

Students with disabilities

Timeline

August 2024 and during school year during collaborations on Wednesdays

Person(s) Responsible

Administration

SpEd Case Managers

Psychologists

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Training for general education teachers needed for explicit instruction to support language and literacy for all students.

Students to be Served by this Strategy/Activity

Students with disabilities

Timeline

August 2024 and during school year during collaborations on Wednesdays

Person(s) Responsible

Administration

SpEd Case Managers

Psychologists

Proposed Expenditures for this Strategy/Activity

School Site Goal 1.2

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

For the 2024-25 school year, increase ELA CAASPP performance level for SED students from 54.8 points below standard in 2022-23 to at or above standard in 2024-25. In addition, for the 2023-24 school year, increase Mathematics CAASPP performance level for SWD students from 184 points below standard in 2022-23 to less than 115 points below standard in 2024-25..

WASC Focus:
Learning and Teaching
Assessment and Accountability

Expected Annual Measurable Outcomes for School Site Goal 1.2

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Statewide assessments:	22-23 ELA CAASPP performance level for SED students was 54.8 points below standard.	For the 2024-25 school year, increase ELA CAASPP performance level for SED students from 54.8 points below standard in 2022-23 to above standard
Pupil Achievement: Statewide assessments:	22-23 Math CAASPP performance level for SWD students was 184 points below standard.	For the 2024-25 school year, increase Math CAASPP performance level for SWD students from 184 points below standard in 2022-23 to less than 115 points below standard

Planned Strategies/Activities School Site Goal 1.2

Strategy/Activity 1

Professional development and support with teachers focusing on the implementation of research-based instructional strategies, like AVID strategies schoolwide. Also including Tier I strategies such as explicit instruction, modeling, student engagement, providing a safe environment, differentiated instruction, etc.

Students to be Served by this Strategy/Activity

All students, especially students with disabilities and SED students

Timeline

August 2024 and during school year during collaborations on Wednesdays

Person(s) Responsible

Administration
All Teachers
Integration Specialists

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Consult with Special Education Teachers and English Language Development (ELD) teachers regarding supporting specific students.

Students to be Served by this Strategy/Activity

Students with Disabilities

Timeline

Ongoing

Person(s) Responsible

Administration

SpEd teachers

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Identify resources and curriculum for supporting students in the mild to moderate special education classes to meet their varied needs.

Students to be Served by this Strategy/Activity

Students with disabilities

Timeline

Ongoing

Person(s) Responsible

Administration

Special Education teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

LCAP after school intervention/tutoring program on campus is staffed by current Foothill teachers and supported by peer academic tutors.. Review data of student attendance and effectiveness of tutoring program to identify growth areas.

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2024 in place and data reviewed at the end of each grading period

Person(s) Responsible

Administration

Teacher supervising tutoring program

Intervention Specialists

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

High needs students (Socioeconomically Disadvantaged, Foster/Kinship, etc) or students who are struggling academically will be added into Academic Support classes, provided with individualized support by teachers and possible peer academic tutors.

Students to be Served by this Strategy/Activity

SED, Foster/Kinship, and other struggling students

Timeline

Fall 2024 with a review at the end of the 1st semester

Person(s) Responsible

Administration

Intervention Specialists

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Use of collaboration time and staff development days to support teachers on reviewing student achievement data from department/content team-created common assessments to help determine needed reteaching or intervention opportunities.

Students to be Served by this Strategy/Activity

All students

Timeline

Staff Development days in August and November with check-ins during collaboration on Wednesdays during the school year

Person(s) Responsible

Administration

All teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Explore the possibility of offering the Interim CAASPP testing for SpEd classes to be administered in Study Skills classes to help build test stamina for standardized testing sessions.

Students to be Served by this Strategy/Activity

Students with disabilities

Timeline

January 2025

Person(s) Responsible

Administration

SpEd teachers

Proposed Expenditures for this Strategy/Activity

School Site Goal 1.3

All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.

For the 2023-24 School Year, increase English Learner progression of at least 1 level on the ELPAC from 36.8% in 2023-24 to 50% in 2024-25. In addition, all LTELs will be reclassified within 2 years of arriving at Foothill High School.

WASC Focus:

Learning and Teaching

Assessment and Accountability

Expected Annual Measurable Outcomes for School Site Goal 1.3

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: EL progress toward English proficiency	22-23 English Learner progress as measured on the ELPAC of at least one level was 36.9%.	For the 2024-25 School Year, increase English Learner progression of at least 1 level on the ELPAC from 36.9%% in 2022-23 to 50%.

Planned Strategies/Activities School Site Goal 1.3

Strategy/Activity 1

Consult with English Language Development (ELD) teachers regarding supporting specific students. Monitor data on a shared spreadsheet with emerging bilingual data from ELPAC, classroom grades, and other relevant data. Data and progress will be regularly reviewed with staff supporting emerging bilinguals.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

Ongoing

Person(s) Responsible

Administration

ELD Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,200
Source	Intervention (0009)
Budget Reference	None Specified
Description	Money for paying staff for time beyond contractual day or release time for staff to review data and discuss next steps

Strategy/Activity 2

Create opportunities for department or content team professional development on integrated ELD instruction around Emerging Bilingual supports and differentiated instruction.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

Ongoing

Person(s) Responsible

Administration

Department Chairs

Integration Specialists

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Intervention (0009)
Budget Reference	None Specified
Description	Money set aside for sub release time for content teams

Strategy/Activity 3

Examine and follow up on the structure for supporting emerging bilinguals who also qualify for special education to ensure designated ELD instruction is occurring to support language acquisition

Students to be Served by this Strategy/Activity

Emerging Bilinguals and Students with disabilities

Timeline

Fall 2024

Person(s) Responsible

Administration
ELD Teachers
Case Managers
Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide training and support for ELD teachers and General Education teachers with integrated ELD instruction to support Newcomers.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

Ongoing

Person(s) Responsible

Administration
ELD Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Intervention (0009)
Budget Reference	None Specified
Description	Money set aside for sub release time or for timecards submitted for work outside of the school day for professional development

Strategy/Activity 5

Throughout the school year ELD teachers will attend professional development opportunities designed to support them in implementing the strategies designed to support ELL instruction at the different stages of language acquisition.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

Ongoing

Person(s) Responsible

Administration
ELD Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Intervention (0009)
Budget Reference	None Specified
Description	Money set aside for sending ELD teachers to professional development conferences or workshops throughout the school year.

Strategy/Activity 6

Continue a co-taught structure for supporting our emerging bilinguals in Math, Science and Social Studies classes.

Students to be Served by this Strategy/Activity

Emerging Bilinguals and All Students in Co-Taught classes

Timeline

Schedule for Fall 2024 to take place throughout the 24-25 school year

Person(s) Responsible

Administration

ELD Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

ELD teachers will use district-adopted curriculum to give students the language skills to be successful in their classes.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

Ongoing

Person(s) Responsible

Administration

ELD Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Follow up on identifying Peer Academic Tutors to be able to support language learners in any subject area. Utilize training for the tutors in order to maximize their support for language learners.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

Spring 2024 and Fall 2024

Person(s) Responsible

Administration

Counselors

ELD Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Set up the class structure for ELD classes to be during 1st and 2nd periods of the school day to support the student population with their connection to the school campus and support their academic achievement.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

Summer 2024 into Fall 2024

Person(s) Responsible

Administration

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Set up orientations for newcomers and families before school starts to help them become acclimated to the school campus, staff, and services provided.

Students to be Served by this Strategy/Activity

Emerging Bilinguals

Timeline

August 2024 (before school starts)

Person(s) Responsible

Administration

ELD teachers

Counselors

Parent Liaisons

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Money used for orientation for students and families

Strategy/Activity 11

Research and follow up on curriculum needs for long term English learners (LTELs) who need support at varying levels of English acquisition and home language acquisition.

Students to be Served by this Strategy/Activity

Emerging Bilinguals, especially LTELs

Timeline

Summer 2024 into Fall 2024

Person(s) Responsible

Administration
 ELD teachers
 Integration Specialists

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Money for resources and curriculum to support the varied levels of newcomers

Goal 2

District Organizational/LCAP Goal

Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff

School Site Goal 2.1

Monitor and enhance intervention and support structures to improve the physical, mental and social wellness of students, families, and staff

In order to improve the Multi-Tiered System of Support/Response (MTSS/RTI), we will continue to implement effective Tier I strategies and evaluate their effectiveness in supporting student learning. Continue to develop a systematic approach to Tier II and Tier III implementation and support staff in utilizing the referral system through COST in supporting students and provide follow up in order to meet students' specific needs.

WASC Focus:

Learning and Teaching

Assessment and Accountability

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Expected Annual Measurable Outcomes for School Site Goal 2.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities School Site Goal 2.1

Strategy/Activity 1

Continue to work with staff on roll out of district MTSS with focus on Tier 1 instruction and the focus on "What every student needs to know"? Focusing on standards-driven instruction with consistency across campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Instructional Leadership Team (ILT)

Teachers and Intervention Specialists

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Continue to refine the creation and identification of "essential standards or skills" for each content team.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Instructional Leadership Team (ILT)

Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5,000

Source

Intervention (0009)

Budget Reference

None Specified

Description

Money set aside for sub costs for release time or for timecard submissions for staff working outside of the school day

Strategy/Activity 3

Develop standard based assessments and common rubrics to help to determine "How we know what each student has learned."

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Instructional Leadership Team (ILT)

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Professional development and support with teachers focusing on the implementation of research-based instructional strategies, like AVID strategies schoolwide. Also including Tier I strategies such as explicit instruction, modeling, student engagement, providing a safe environment, differentiated instruction, etc.

Students to be Served by this Strategy/Activity

All students

Timeline

Staff development days in August and November and during collaboration on Wednesday mornings

Person(s) Responsible

Administration

ILT (Department Chairs)

All teachers

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

Continue the weekly COST (Coordination of Services Team) meetings and implement needed follow up as part of our MTSS Tier 3 supports (made up of counselors, school psychologists, parent liaisons, school social worker, and Administration)

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly COST meetings

Person(s) Responsible

Administration

Counselors

Parent Liaisons

Other providers as needed

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 6**

Wellness Center functions to provide an opportunity for students to take a wellness break and check in with a staff member, as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Wellness Team

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Continue structured intervention groups for 9th and 10th grade students in Academic Support classes for English and Math focus.

Students to be Served by this Strategy/Activity

Identified students who have struggled historically

Timeline

Ongoing

Person(s) Responsible

Administration

Intervention Specialists

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Align the work and practices of Student Leadership, Peer Advocates, counseling department and administration to create a systematic approach to character growth and social emotional learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Activities Director

Peer Advocate Lead

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Regular presentations by Administration to all grade levels regarding safety issues on campus, bullying, sexual harassment, hate speech, issues/opportunities of equity, and needed supports

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Counselors

Proposed Expenditures for this Strategy/Activity

School Site Goal 2.2

Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff

Identify additional resources and services to support student wellness (therapy, mentors, Access offerings, staff training, etc) as monitored by the COST team from patterns emerging through staff referrals for student support.

WASC Focus:

Learning and Teaching

Assessment and Accountability

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Expected Annual Measurable Outcomes for School Site Goal 2.2

Metric/Indicator Baseline Expected Outcome

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities School Site Goal 2.2

Strategy/Activity 1

Maintain access and organize access to various technology tools as a support for students' academic and social-emotional needs.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Counselors

Wellness Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

High needs students (Socioeconomically Disadvantaged, Foster/Kinship, etc) meet with Counselors to provide needed support and advocacy.

Students to be Served by this Strategy/Activity

Students with specific needs (SED, Foster/Kinship, etc)

Timeline

On a regular basis during the school year

Person(s) Responsible

Counselors

Wellness Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue to support high needs students (Socioeconomically Disadvantaged, Foster/Kinship, etc) in attending college field trips/fairs and other college/career opportunities available as part of postsecondary education.

Students to be Served by this Strategy/Activity

Students with specific needs (SED, Foster/Kinship, etc)

Timeline

Ongoing

Person(s) Responsible

LCAP Counselor

Counseling Team

Proposed Expenditures for this Strategy/Activity

Amount

2,000

Source

2023 Site Allocation (0299)

Budget Reference

None Specified

Description

Money for bus transportation and subs to be able to visit colleges

Strategy/Activity 4

Counseling resources made available for students and presentations during Access period for continued wellness support.

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly during Access

Person(s) Responsible

Administration

Counselors

Overall COST team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Wellness Center functions to provide an opportunity for students to take a wellness break and check in with a staff member, as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Counselors

Wellness Center Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Support Counselor groups and outsider providers groups scheduled to provide regular support for students (Examples include Hume Center, La Familia, etc).

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Counselors

Wellness Center Support Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Student Assistance Provider (SAP) works with Peer Advocates to promote wellness education and social-emotional support for students during presentations and other activities.

Students to be Served by this Strategy/Activity

All students

Timeline

Quarterly presentations

Person(s) Responsible

SAP

Counseling Staff

Administration

Proposed Expenditures for this Strategy/Activity

School Site Goal 2.3

Strengthen intervention and support structures to effectively improve the physical, mental and social wellness of students, families, and staff

For the 2024-25 school year, our chronic absenteeism rate average for the school will decrease to a school average of 8%.

WASC Focus:

Learning and Teaching

Assessment and Accountability

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Expected Annual Measurable Outcomes for School Site Goal 2.3

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Engagement: Chronic absenteeism rates	Chronic Absenteeism rate for the 2023-24 school was an average of 14%	For the 2024-25 school year, our chronic absenteeism rate average for the school will decrease to a school average of 8%.

Planned Strategies/Activities School Site Goal 2.3

Strategy/Activity 1

Continue the weekly COST (Coordination of Services Team) meetings and implement needed follow up as part of our MTSS Tier 3 supports (made up of counselors, school psychologist, school social worker, and Administration)

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly meetings

Person(s) Responsible

Administration

Counselors

Overall COST team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Update attendance procedures and processes, especially with the new student information system (Synergy) and information pushed out to students, parents/guardians and staff. Clear instructions for students and families to follow, including pushing out importance of consistent attendance and the impact and consequences for missing school..

Students to be Served by this Strategy/Activity

All students

Timeline

Summer 2024 with ongoing updates and information

Person(s) Responsible

Administration

Attendance Office Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Run reports twice a month of students involved in extracurricular activities to share with coaches to ensure that students are attending at least 60% of each school day before participating in activities.

Students to be Served by this Strategy/Activity

All students involved with extra-curricular and co-curricular activities

Timeline

Bi-Monthly

Person(s) Responsible

Administration

Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Develop a positive incentive and recognition program for students who have consistently good attendance

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Counselors

All teachers

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

2,000

Source

2023 Site Allocation (0299)

Budget Reference

None Specified

Description

Money for positive incentives for students

Goal 3

District Organizational/LCAP Goal

Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

School Site Goal 3.1

Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

Identify barriers that exist to equity and inclusion at Foothill High School and develop 2-3 action steps to support students and staff.

WASC Focus:

Curriculum

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Expected Annual Measurable Outcomes for School Site Goal 3.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities School Site Goal 3.1

Strategy/Activity 1

During staff collaboration and staff development days, provide opportunities for staff to learn how to implement practices that promote being more culturally proficient.

Students to be Served by this Strategy/Activity

All students

Timeline

August and November staff development days

Person(s) Responsible

Administration

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Facilitate monthly meetings with the Student-Admin Advisory group to discuss issues impacting students on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Monthly meetings

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Strong Minds Strong Hearts Program-La Familia Clinician/Promotora (when available) for identified students from counselors and administrators.

Students to be Served by this Strategy/Activity

Identified students

Timeline

Ongoing

Person(s) Responsible

Administration

Counselors

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Newcomer support from Peer Advocates, Teachers, Counselors, Parent Liaisons, and Admin Team.

Students to be Served by this Strategy/Activity

Newcomer students

Timeline

Ongoing

Person(s) Responsible

Administration

Counselors

Peer Advocates and SAP

Parent Liaisons

Proposed Expenditures for this Strategy/Activity

Amount

2,000

Source

2023 Site Allocation (0299)

Budget Reference	None Specified
Description	Money set aside to provide supplies or resources for our newcomer students as they come to Foothill

Strategy/Activity 5

Increase Student Connectedness and focus on Diversity, Equity, and Inclusion (DEI) work as a school with discussions about relevant curriculum and resources used by students and staff. Systems in place to develop/nurture relationships between English learners and their non-ELD peers.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration
 Counselors
 ELD Teachers
 Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	2023 Site Allocation (0299)
Budget Reference	None Specified
Description	Money to support the DEI work and to facilitate fostering relationships between students and staff

Strategy/Activity 6

Strengthen COST team and effectiveness in discussing specific needs for students and providing resources for support.

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly meetings

Person(s) Responsible

Administration
 COST Team members

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Continue and expand a check-in process by a counselor or administrator with students previously suspended, which is also tied to our CCEIS action plan.

Students to be Served by this Strategy/Activity

Hispanic/Latinx and Black/African American students

Timeline

Quarterly

Person(s) Responsible

Administration

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Focused discussions taking place with staff, students and the community about barriers and identifying action steps to promote equity and inclusion.

Students to be Served by this Strategy/Activity

All students

Timeline

Staff Development days, Wednesday collaborations, monthly ILT meetings

Person(s) Responsible

Administration

All Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Work with counselors, administration and AP/Honors teachers to promote students taking more challenging classes from all subgroups.

Students to be Served by this Strategy/Activity

All students

Timeline

Winter 2024 and early Spring 2025

Person(s) Responsible

Counselors

Administration

AP/Honors Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Implement the Link Crew program at Foothill High School starting in the 24-25 school year with training taking place for Link staff and Link Leaders to support incoming 9th grade students throughout the school year.

Students to be Served by this Strategy/Activity

All students, but initially freshman class

Timeline

Fall 2024 for orientation and monthly Access periods for Link lessons

Person(s) Responsible

Administration

Link Leaders Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

Expand activities and opportunities related to the existing MCC Club and their work with the MCC Week in March to recognize and celebrate diverse groups on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2024 and revisited in Spring 2025

Person(s) Responsible

MCC Club advisor

Administration

ILT

Proposed Expenditures for this Strategy/Activity

School Site Goal 3.2

Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

Promote, recognize and celebrate existing programs and opportunities that exist on our campus to support inclusive, equity-centered culture.

WASC Focus:

Expected Annual Measurable Outcomes for School Site Goal 3.2

Metric/Indicator Baseline Expected Outcome

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities School Site Goal 3.2

Strategy/Activity 1

During staff collaboration and staff development days, provide opportunities for staff to learn how to implement practices that promote being more culturally proficient.

Students to be Served by this Strategy/Activity

All students

Timeline

August and November staff development days

Person(s) Responsible

Administration

All teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Facilitate monthly meetings with the Student-Admin Advisory group to discuss issues impacting students on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Monthly meetings

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Develop and push out monthly recognition of existing programs, events, and activities that promote and celebrate the diverse culture of Foothill.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Teachers and Staff

Proposed Expenditures for this Strategy/Activity

School Site Goal 3.3

Work intentionally to uncover systemic barriers to equity and inclusion, and then work strategically to foster an inclusive, equity-centered culture

By June 2025, the overall suspension rate will decrease from 4.3% to 2% for students in the subgroup Two or More Races, from 6.6% to 3% for Socially-Economically Disadvantaged students, from 9.5% to 4% for Black/African American students, from 8.4% to 4% for English learners and from 8.7% to 4% for Students with Disabilities.

WASC Focus:

Curriculum

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Expected Annual Measurable Outcomes for School Site Goal 3.3

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
School Climate: Student suspension rates	During the 2022-23 school year the suspension rates for the following groups: Students with Disabilities was 8.7% Two or More Races was 6.6% Socially-economically disadvantaged students was 9.5% Black/African American students was 8.4% English learners was 8.7%	By the end of the 24-25 school year the suspension rates for the following groups: Students with Disabilities will be 4% Two or More Races will be 3% Socially-economically disadvantaged students will be 4% Black/African American students will be 4% English learners will be 4%

Planned Strategies/Activities School Site Goal 3.3

Strategy/Activity 1

Increase education around the use of tobacco/vaping for students and families by expanding the Tobacco Use and Prevention Education (TUPE) program with staff advisors (as allowed by the grant) and TUPE peer educators

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration
TUPE Advisor
TUPE Leaders

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	2023 Site Allocation (0299)
Budget Reference	4000-4999: Books And Supplies
Description	Money for supplies to support the TUPE leaders

Strategy/Activity 2

Continue and expand a check-in process by a counselor or administrator with students previously suspended, which is also tied to our CCEIS action plan.

Students to be Served by this Strategy/Activity

All students

Timeline

Quarterly

Person(s) Responsible

Administration
Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Develop additional restorative processes as a follow up to cases of discipline to build off the resources we already have available. Continued exploration and implementation of Other Means of Correction/Alternatives to Suspension when determining discipline consequences

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration
Teachers and Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Strengthen COST team and effectiveness in discussing specific needs for students and providing resources for support.

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly COST meetings

Person(s) Responsible

Administration

COST Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Regular presentations by Administration to all grade levels regarding safety issues on campus, bullying, sexual harassment, issues/opportunities of equity, and needed supports

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Counselors

School Resource Officer

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Align discipline procedures to deter and educate students about not using banned products on campus.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Increase purposeful training for students and staff around character traits including proactive kindness and culturally sensitive instructional strategies (Character Strong) in addition to a focus on culturally relevant strategies for instruction and identification of microaggressions impacting student learning.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Counselors

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Research organizations or consultants that work with schools to help educate students on the dangers of vaping and drug use

Students to be Served by this Strategy/Activity

All students

Timeline

Fall 2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	6,000
Source	2023 Site Allocation (0299)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Setting aside money for possible outside organization to come and work with us and our students

Goal 4

District Organizational/LCAP Goal

Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce

School Site Goal 4.1

Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce.

Enhance and expand support for new staff on campus to promote their success in working with students.

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth
Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Expected Annual Measurable Outcomes for School Site Goal 4.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Secondary only:	Currently our newer teachers are supported in more individual sessions with colleagues in their departments and with occasional check-ins with administration.	

Planned Strategies/Activities School Site Goal 4.1

Strategy/Activity 1

Holding bi-monthly meetings with new staff to provide ongoing support with meetings before school.

Students to be Served by this Strategy/Activity

All students

Timeline

Bi-Monthly

Person(s) Responsible

Administration

New staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Establish a staff mentor program to systematically provide support for our new staff.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Newer Teachers

ILT

Proposed Expenditures for this Strategy/Activity

Amount

1,000

Source

2023 Site Allocation (0299)

Budget Reference

None Specified

Description

Money for compensation for mentor work beyond the school day

Strategy/Activity 3

Subs provided, as needed, to allow for new teachers to observe other teachers to help support their growth.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

ILT

Newer Teachers

Proposed Expenditures for this Strategy/Activity

Amount

2,000

Source

2023 Site Allocation (0299)

Budget Reference

None Specified

Description

Money to pay for sub coverage

School Site Goal 4.2

Promote a professional culture that leverages collaboration and interest-based problem solving in order to recruit, develop and retain a culturally responsive and highly qualified workforce.

Utilize existing staff development days and collaboration structure to promote and support certificated collaboration in department or content teams to enhance cohesion with curriculum development and delivery. In addition, it will provide support for staff to focus on their subject area and how it meets the overall goals of the school related to MTSS/RTI and student success for all students.

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth
Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Expected Annual Measurable Outcomes for School Site Goal 4.2

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Pupil Achievement: Secondary only:	For the first semester of the 2023-24 school year, we had 6% D's and F's for our students overall.	From the increase in effective collaboration during the year we will see an increase in student achievement as shown by a decrease in the numbers of D's and F's to less than 5%.

Planned Strategies/Activities School Site Goal 4.2

Strategy/Activity 1

Organize Foothill's Collaboration schedule to maximize collaborative and professional development time for staff.

Students to be Served by this Strategy/Activity

All students

Timeline

Weekly Collaboration

Person(s) Responsible

Administration

ILT/Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Support staff attending AVID conferences for AVID teachers and members of the AVID site team.

Students to be Served by this Strategy/Activity

All students

Timeline

Summer training or Fall workshops

Person(s) Responsible

Administration

AVID Lead

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	Intervention (0009)
Budget Reference	None Specified
Description	Registration costs for AVID conferences or workshops

Strategy/Activity 3

Provide staff development and release time for analyzing data to determine what is needed to reteach or differentiate instruction

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

All teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	2023 Site Allocation (0299)
Budget Reference	None Specified
Description	Sub release time for data analysis

Strategy/Activity 4

Increase collaboration time for Special Education and General Education coordination to support students in Special Education in mainstream classes.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

SpEd teachers and GenEd teachers

Proposed Expenditures for this Strategy/Activity

School Site Goal 4.3

Expected Annual Measurable Outcomes for School Site Goal 4.3

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 4.3

Goal 5

District Organizational/LCAP Goal

Provide service to the community that includes multi-directional communication and efforts to promote authentic engagement and effective partnerships

School Site Goal 5.1

For the 2024-25 school year, Foothill will push out 1-2 surveys per semester to the school community (students, staff, and parents/guardians) to gain input and feedback on aspects of the school in order to identify areas of follow up to support students, staff, and the school community.

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Expected Annual Measurable Outcomes for School Site Goal 5.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Parental Involvement: Efforts to seek parent input & decision making	For the 2023-24 school year, Foothill only pushed out 1 survey to parents/guardians and only had about 15% participation rate.	For the 2024-25 school year, we will send out 2-4 surveys during the year with at least 40% participation in each.

Planned Strategies/Activities School Site Goal 5.1

Strategy/Activity 1

Our Talon Talk newsletter is electronically sent out twice a month to keep families updated with school news, events, programs, etc. Additional communications will be sent out to every parent/guardian as needed for important information utilizing the ParentSquare communication tool, and site social media accounts.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Webmaster

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	2023 Site Allocation (0299)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

Webmaster consultant fee (out of Principal's budget)

Strategy/Activity 2

Organized quarterly informational sessions for parents/guardians utilizing online tools to help increase communication.

Students to be Served by this Strategy/Activity

All students

Timeline

Quarterly

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Create and push out surveys to parents/guardians and monitor survey results to inform decisions on campus

Students to be Served by this Strategy/Activity

All students

Timeline

Once or twice per semester

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity**School Site Goal 5.2**

Foothill will push out at least 2 communications each month during the 24-25 school year that provide timely updates on school events, information on how to utilize school technology systems, such as the new student information system (Synergy), updates on progress that the school is making on academic and social emotional growth for students, and how to be involved with supporting the school community.

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Expected Annual Measurable Outcomes for School Site Goal 5.2

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Parental Involvement: Promotion of parental participation	We currently have low parent/guardian participation related	We hope that through the increased communication via various means,

to school events, meetings, and eliciting feedback.

we will have an increase in parent/guardian participation by 20%.

Planned Strategies/Activities School Site Goal 5.2

Strategy/Activity 1

Organized quarterly informational sessions for parents/guardians utilizing online tools to help increase communication.

Students to be Served by this Strategy/Activity

All students

Timeline

Quarterly

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Increase social media and video messaging usage by administration to promote events and meetings at Foothill.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Push out training modules to community partners related to the use of the new SIS throughout the school year, as people learn to navigate the new system.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Tech Services Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Identify tools to help if needed for translation for training modules for non-English speaking households to support the usage of the new SIS.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Tech Services Team

Proposed Expenditures for this Strategy/Activity

School Site Goal 5.3

Increase participation and attendance by parents/guardians by 10% at community meetings (boosters, PTSA, School Site Council, ELAC, etc).

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Expected Annual Measurable Outcomes for School Site Goal 5.3

Metric/Indicator Baseline Expected Outcome

Metric/Indicator	Baseline	Expected Outcome
Parental Involvement: Efforts to seek parent input & decision making		

Planned Strategies/Activities School Site Goal 5.3

Strategy/Activity 1

Increase Parent Communication and involvement in English Language Advisory Council (ELAC) meetings by conducting targeted outreach to families to invite them to come to the meetings and provide input.

Students to be Served by this Strategy/Activity

All students

Timeline

Monthly

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Site administration will investigate ways to increase parental and student involvement on mandated committees, such as ELAC, School Site Council, and WASC, to provide input to ensure a voice from all community partners regarding decisions affecting the school. Consider holding more meetings using a tool such as Zoom, that will allow families to attend meetings without having to travel to the school site to facilitate greater involvement and engagement.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Increase social media and video messaging usage by administration to promote events and meetings at Foothill.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Goal 6

District Organizational/LCAP Goal

The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act requires at least 80 percent of the AMS funds to be expended to employ certificated or classified employees that provide arts education program instruction. The remaining funds must be used for training, supplies and materials, or arts educational partnership programs. These funds must be used to supplement (expand), not supplant (replace).

School Site Goal 6.1

The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act requires at least 80 percent of the AMS funds to be expended to employ certificated or classified employees that provide arts education program instruction. The remaining funds must be used for training, supplies and materials, or arts educational partnership programs. These funds must be used to supplement (expand), not supplant (replace).

Work with art and music staff to identify needs to support art and music education utilizing Prop 28 funding from the State of California.

WASC Focus:

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Expected Annual Measurable Outcomes for School Site Goal 6.1

Metric/Indicator Baseline Expected Outcome

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities School Site Goal 6.1

Strategy/Activity 1

Set up two meetings with the visual and performing art teachers during the 2024-25 school year to plan out how to utilize expenditures from Prop 28.

Students to be Served by this Strategy/Activity

All students

Timeline

Once per semester

Person(s) Responsible

Administration

VAPA teachers

School Site Council

Proposed Expenditures for this Strategy/Activity

Amount

263,291

Source

Prop 28 (ART and Music)

Budget Reference

None Specified

Description

80% for staffing and 20% for equipment

School Site Goal 6.2

Expected Annual Measurable Outcomes for School Site Goal 6.2

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 6.2

School Site Goal 6.3

Expected Annual Measurable Outcomes for School Site Goal 6.3

Metric/Indicator Baseline Expected Outcome

Planned Strategies/Activities School Site Goal 6.3

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	326,491.00

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary Funds	165,052	165,052.00
2023 Site Allocation (0299)	141,079	105,079.00
Library (0421)	10,055	10,055.00
Music (0128)	26,231	26,231.00
Science (0142)	32,789	32,789.00
Prop 28 (ART and Music)	255,002	-8,289.00
Graduation (0325)	9,000	9,000.00
Intervention (0009)	30,000	2,800.00

Expenditures by Funding Source

Funding Source	Amount
2023 Site Allocation (0299)	36,000.00
Intervention (0009)	27,200.00
Prop 28 (ART and Music)	263,291.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00
None Specified	309,491.00

School Site Council Membership

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

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

Name of Members	Role
Sebastian Bull	Principal
Jessica Bisagno	Other School Staff
Jeremy Detamore	Classroom Teacher
Katherine Beckner	Classroom Teacher
Karen Maurice	Classroom Teacher
Tonya Bass	Other School Staff
Andrea Lewis	Parent or Community Member
Jennifer Zander	Parent or Community Member
Holly Crane	Parent or Community Member
Vishnu Srinivas	Secondary Student
Nolan Chavez	Secondary Student
Ihita Deshmukh	Secondary Student
Pranesh Ragu	Secondary Student
Arnav Rathod	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



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 4/17/24.

Attested:



Principal, Sebastian Bull on April 17, 2024



SSC Chairperson, Pranesh Ragu on April 17, 2024

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Educational Partner Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Theory of Action

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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