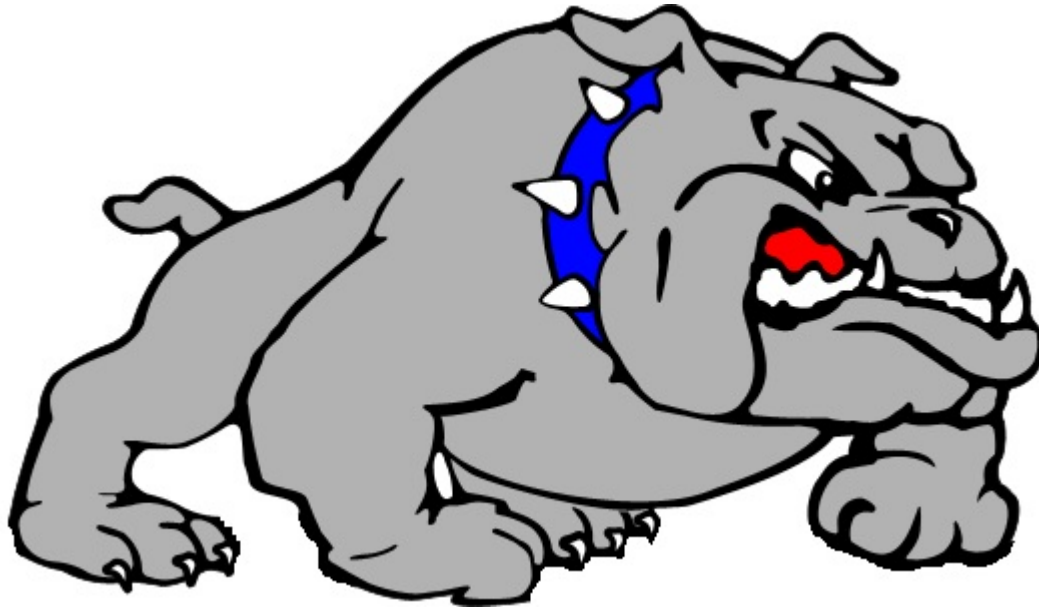# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fall River Junior-Senior High School	45699894533600	November 27, 2023	February 14, 2024

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)

X Schoolwide Program
X Comprehensive Support and Improvement
X Targeted Support and Improvement
X Additional Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how to accomplish the goals outlined in the plan. State guidelines require that the SPSA must:

Identify site-specific achievement goals based on a variety of student performance data.
Describe specific instructional strategies to accelerate student learning.
Describe the ways in which student progress will be monitored on a regular basis.
Identify interventions for students not achieving.

Determine the necessary professional development for staff.
Delineate strategies for parent communication and engagement.
Reflect estimated costs and funding sources.
Involve consultation with other site advisory groups.
State regulations require that the School Site Council (SSC) be the group responsible for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA. (Ed Code 64001)

This ongoing involvement of the SSC in the review of the SPSA is a critical element of the annual planning cycle and is reflected in meeting agendas and minutes. Documentation of SSC development, revision, monitoring, and evaluation of the SPSA is documented and maintained for seven years plus the current year.

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.

The SPSA has been directly aligned with the LCAP to meet ESSA requirements. This has been done by completing a school level needs assessment which has led to the use of evidence based interventions and assuring all state indicators are addressed, including student performance.

Table of Contents

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).

We have not given any surveys this year as of this writing. We plan on administering the Healthy Kids Survey in the spring. An LCAP survey is also administered in the spring to all students, parents, and staff. The Principal, Dean of Students, and Guidance Counselor meet with all students receiving a letter grade of D or F after each Progress Report and Quarter Reporting period.

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

The Principal conducts formal and informal classroom observations. The goal of the Principal is to get into each classroom at least once per week. Probationary teachers are observed formally two times per year.

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)

The CAASPP System encompasses the following assessments and student participation requirements:

The Smarter Balanced Summative Assessments (SBAC) are comprehensive end- of-year assessments in English language
arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards (CCSS) for English language
arts/literacy (ELA) and mathematics and measure progress toward college and career readiness. Both the ELA and mathematics
assessments are comprised of two parts: computer adaptive test and performance task All students in grades seven, eight, and eleven
take these assessments, with the exception of those students who have an individualized education program that
designates the use of an alternate assessment.

California Alternate Assessments (CAAs) for ELA and mathematics in grades seven, eight, and eleven. Students with cognitivedisabilities who are unable to take the Smarter Balanced Summative Assessments, even with accessibility supports ,and whose individualized education program (IEP) indicates assessment with an alternate test.The content of the alternate assessment is based on alternate achievement standards derived from the California State Standards for students with cognitive disabilities. The CAAs are a computer-based adaptive test and administered to students in a one-on-one environment.

California Science Test (CAST) Test is required from all students in grades eight and one time in high school unless their IEP indicates assessment with an alternate test. The CAST includes discrete items and performance tasks (PTs). The discrete item types consist of selected response, constructed response, table, fill-in, graphing, etc. The PTs are extended activities that measure a student's ability to integrate knowledge and skills across multiple standards. The CAST is aligned with the California Next Generation Science Standards.

California English Language Development Test (CELDT)-- All students who are identified in the home language survey in the registration packet take the CELDT assessment upon enrollment and annually to determine the level of fluency in English and the appropriate English Language Development services for that student. The CELDT allows our staff to identify students who need to improve their skills in listening, speaking, reading, and writing in English. The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

Physical Fitness Test (PFT): Students in grades seven and nine take the fitness test, which has six parts (aerobic capacity, abdominal strength and endurance, upper body strength and endurance, body composition, trunk extensor strength and flexibility, and flexibility) that show a level of fitness that offer a degree of defense against diseases that come from inactivity.

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

We disaggregate our data annually and discuss and implement strategies to address students who are not performing at standard.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We currently have seven teachers on staff who are on an emergency credential (i.e. STSP, PIP, GELAP. or Waiver), and one teacher with a Preliminary credential.

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

All teachers are encouraged to attend professional development that they feel will increase their ability to assist students who are not meeting standard. Our district also hosts district wide professional development. Many teachers have taken advantage of the offer to observe their peers at different schools. Many of our new teachers have been assigned mentors to help those teachers address curriculum, teaching strategies, materials, etc. Of our current staff, 13/17 teachers have been at FRHS for less than 5 years. Moreover, due to our identification by the California Department of Education as a school in need of Comprehensive Support and Intervention, we have contracted with Shasta County Office of Education for two coaches to work directly with all of our emergency credentialed teachers; with the second coach working specifically with the the two mathematics teachers in both content delivery and classroom engagement strategies.

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

All staff development is aligned with content standards, student performance or professional needs.

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

Probationary teachers who are new to teaching are supported through the Teacher Induction Program with a mentor. We contract with the Shasta County Office of Education to facilitate a "New Teacher Bootcamp" at the beginning of the school year to set those new teachers up for success.

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

Minimum Fridays are set aside for collaboration between department and grade levels. These meetings are held monthly at a minimum. Teachers receive a staff meeting schedule at the beginning of the school year. One Friday a month is dedicated to staff meetings, whereby staff review data related to one of our Schoolwide Action Plan goals. Furthermore, analysis of actions and outcomes is reflected on.

Teaching and Learning

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

All curriculum, instruction, and materials are aligned to content and performance standards. This year our teachers are studying and implementing the research based High Impact Teaching Strategies (HITS). These are the 10 teaching strategies that have been found to have the largest effect size on student learning. These strategies include: 1. Setting Goals 2. Structuring Lessons 3. Explicit Teaching 4. Worked Examples 5. Collaborative Learning 6. Multiple Exposures 7. Questioning 8. Feedback 9. Metacognitive Strategies 10. Differentiated Teaching. Teachers evaluate their curriculum and practices frequently and are supported with any professional development or classroom need.

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

Being a 7-12 high school, our 7th and 8th grade students receive even more instructional minutes than required because they are on the high school schedule.

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

Intervention courses are offered for both our 7th and 8th grade students in their regular day. These supports include: Math Lab, English Lab, Native Ed Support, Special Ed Support, EL Support.

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

All students have availability of standards based instructional materials appropriate for their learning. There were no findings in the most recent Williams visit (September 2023).

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

FRHS offers SBE-adopted standards-aligned instructional materials, including intervention materials, and all high school students have access to standards-aligned core courses

Opportunity and Equal Educational Access

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

Fall River Junior Senior High School offers study lab periods as well as after-school programs for underperforming students to meet standards. We also offer two English Lab classes to support reading and writing remediation.

Evidence-based educational practices to raise student achievement

Through the analysis and disaggregation of multiple data sets (e.g. CAASPP, PFT, ELPAC, grades, attendance reports, etc.) Fall River Junior Senior High School staff collectively identify areas of growth and areas in need of improvement. Then the departments agree on the next steps and assessment artifacts.

Parental Engagement

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

District, community, family and school resources available to assist underachieving students:
- After School Programs 4X Per Week
- Mental Health Counselor (supported by SELPA) and Telehealth Counselor Provided by District
- Resource Teachers: Special Education, ELD
- Peer tutors
- Math Lab for 7th, 8th, and Upper Grades
- English Lab for 7th, 8th, and Upper Grades
- Study Skills for 7th and 8th
- Instructional aides (special education, RSP, P.E.)
- Parent volunteers
- .5 FTE School Counselor
- Full Time Upward Bound Advisor
- Part-time College Options Advisor
- Translator
- School Attendance Review Team, (SART)
- Extra-curricular clubs/organizations

Our school communicates with parents through:
* Student Study Teams
* Grade Warning letters
* FRHS Facebook
* FRHS Instagram
- FRHS Bulletin
- Parent informational meetings and visitations
- Back-To-School Night
- Superintendent's LCAP Meeting
- Parent Teacher Conferences
- School Site Council
- ELAC meetings
- Translator on site
- Parent Portal (Aeries)
- School Website
- Automated phone system – School Messenger
- Other resources: e-mail distribution lists, parent boosters groups, newspaper
- Open House
- Google Classroom
- Teacher Websites

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)

Fall River Junior Senior High School believes that parents are an essential component of the school community and success of our students. Parents regularly participate on committees and help organize or participate in events like School Site Council, English Language Advisory Committee, FRHS Boosters, Senior Project Night, Back to School Night, Open House, assemblies, other community events, and parent teacher meetings. Our staff communicates with parents on student progress and areas of need/ focus. Teachers offer strategies and resources to support their learning. FRHS has a school bulletin that is updated daily and website that parents use frequently for information. We also have an active Facebook and Instagram page.

Funding

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

Due to our low performance on Smarter Balanced state assessments, our school was identified for Comprehensive Support and Intervention (CSI); this means we were identified as five percent of the lowest-performing Title I schools in California. With the $163,493, we have identified crucial professional development for all seven new staff members, with a focus on content development and student engagement. Each new hire has been assigned an instructional coach through the Shasta County Office of Education; with the mathematics teachers assigned an additional math content expert. Moreover, our two English teachers agreed to have their prep period bought out in order to work with identified low-performing students in this subject matter.

Fiscal support (EPC)

NA

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

The school consulted with the faculty and staff of Fall River Junior Senior High School and School Site Council through meetings during the 2023-2024 school year.

Resource Inequities

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

None were found.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.3%	2.69%	2.91%	6	7	8
African American	%	0.38%	0%		1	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	33.0%	32.69%	33.45%	85	85	92
Pacific Islander	0.8%	0.38%	0%	2	1	0
White	58.9%	58.85%	58.91%	152	153	162
Multiple/No Response	3.5%	3.08%	2.55%	9	8	7
			Total Enrollment	258	260	275

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	46	45	44
Grade 8	51	49	46
Grade 9	49	54	51
Grade 10	49	45	53
Grade 11	30	44	43
Grade 12	33	23	38
Total Enrollment	258	260	275

Student Enrollment by Grade Level

Conclusions based on this data:

1. Student population has maintained relatively stable over the last three years.

2. Native American population has steadily declined over the last three years.

3. White and Hispanic/Latino populations have remained virtually the same over the last three years.

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	24	21	16	9.3%	8.1%	5.8%
Fluent English Proficient (FEP)	1	1	1	0.4%	0.4%	0.4%
Reclassified Fluent English Proficient (RFEP)	31	37	43	12.0%	14.2%	15.6%

Conclusions based on this data:

1. There has been very little fluctuation in EL enrollment over the last three years.

2. We have a new ELD Coordinator for the district who is housed at FRHS 2 hours per day.

3. Our EL students performed lower on SBAC scores than our white subgroup.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	44	43	40	39	41	37	39	41	37	88.6	95.3	92.5
Grade 8	50	49	42	39	42	41	39	42	41	78.0	85.7	97.6
Grade 11	23	42	40	14	17	37	14	17	37	60.9	40.5	92.5
All Grades	117	134	122	92	100	115	92	100	115	78.6	74.6	94.3

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2542.	2511.	2537.	12.82	9.76	13.51	41.03	21.95	32.43	23.08	29.27	29.73	23.08	39.02	24.32
Grade 8	2535.	2526.	2523.	10.26	9.52	2.44	33.33	28.57	24.39	20.51	19.05	46.34	35.90	42.86	26.83
Grade 11	2660.	2608.	2597.	35.71	29.41	24.32	57.14	23.53	29.73	0.00	41.18	27.03	7.14	5.88	18.92
All Grades	N/A	N/A	N/A	15.22	13.00	13.04	40.22	25.00	28.70	18.48	27.00	34.78	26.09	35.00	23.48

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	20.51	14.63	16.22	61.54	73.17	56.76	17.95	12.20	27.03
Grade 8	20.51	7.14	4.88	41.03	54.76	73.17	38.46	38.10	21.95
Grade 11	*	*	21.62	*	*	48.65	*	*	29.73
All Grades	22.83	12.00	13.91	53.26	63.00	60.00	23.91	25.00	26.09

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	25.64	14.63	18.92	53.85	48.78	51.35	20.51	36.59	29.73
Grade 8	20.51	19.05	9.76	41.03	45.24	51.22	38.46	35.71	39.02
Grade 11	*	*	35.14	*	*	51.35	*	*	13.51
All Grades	29.35	18.00	20.87	44.57	49.00	51.30	26.09	33.00	27.83

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	10.26	17.07	13.51	76.92	63.41	78.38	12.82	19.51	8.11
Grade 8	12.82	11.90	4.88	58.97	76.19	80.49	28.21	11.90	14.63
Grade 11	*	*	0.00	*	*	89.19	*	*	10.81
All Grades	14.13	16.00	6.09	67.39	67.00	82.61	18.48	17.00	11.30

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	12.82	7.32	24.32	71.79	63.41	59.46	15.38	29.27	16.22
Grade 8	12.82	14.29	4.88	76.92	64.29	80.49	10.26	21.43	14.63
Grade 11	*	*	29.73	*	*	64.86	*	*	5.41
All Grades	16.30	17.00	19.13	72.83	60.00	68.70	10.87	23.00	12.17

Conclusions based on this data:

1. The number of eleventh-grade students that were tested was a 120 percent increase over the previous year (from 17 to 37).

2. Yet overall, students scoring Above Standard or Met increased in two of the three grades; the exception being our eighth graders. The percentage of eighth graders that Met or Exceeded the proficiency mark decreased by 11.26 percent from the previous year.

3. 45.94% of 7th-grade students Exceeded or Met the standard in Reading. This was a 14.23% increase from the previous year. 54.05% of 11th grade students performed Above or At standard. Reading was the Strand that showed the most improvement across the board.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	44	43	40	39	40	38	39	40	36	88.6	93.0	95.0
Grade 8	50	49	42	39	43	41	39	43	40	78.0	87.8	97.6
Grade 11	23	42	40	14	16	37	14	16	35	60.9	38.1	92.5
All Grades	117	134	122	92	99	116	92	99	111	78.6	73.9	95.1

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2578.	2493.	2519.	28.21	7.50	2.78	23.08	22.50	22.22	30.77	22.50	47.22	17.95	47.50	27.78
Grade 8	2521.	2502.	2482.	12.82	11.63	5.00	17.95	18.60	7.50	30.77	23.26	25.00	38.46	46.51	62.50
Grade 11	2674.	2625.	2552.	28.57	18.75	11.43	35.71	37.50	14.29	28.57	18.75	20.00	7.14	25.00	54.29
All Grades	N/A	N/A	N/A	21.74	11.11	6.31	22.83	23.23	14.41	30.43	22.22	30.63	25.00	43.43	48.65

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	31.58	12.50	2.78	47.37	47.50	66.67	21.05	40.00	30.56
Grade 8	12.82	4.65	2.50	66.67	46.51	32.50	20.51	48.84	65.00
Grade 11	*	*	11.43	*	*	40.00	*	*	48.57
All Grades	26.37	10.10	5.41	54.95	48.48	45.95	18.68	41.41	48.65

	Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	25.64	5.00	11.11	64.10	52.50	66.67	10.26	42.50	22.22
Grade 8	5.13	11.63	10.00	53.85	53.49	60.00	41.03	34.88	30.00
Grade 11	*	*	11.43	*	*	60.00	*	*	28.57
All Grades	16.30	11.11	10.81	59.78	54.55	62.16	23.91	34.34	27.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 7	17.95	10.00	8.33	74.36	67.50	77.78	7.69	22.50	13.89
Grade 8	12.82	13.95	2.50	66.67	60.47	52.50	20.51	25.58	45.00
Grade 11	*	*	8.57	*	*	65.71	*	*	25.71
All Grades	16.30	14.14	6.31	71.74	63.64	64.86	11.96	22.22	28.83

Conclusions based on this data:

1. 11th graders had the highest percentage (11.43) of students that scored Above Standard in the area of Concepts and Procedures.

2. 7th graders had the highest percentage of students Near Standard in Concepts and Procedures.

3. Seventh graders had the highest percentage of students that were Near Standard in all the areas assessed; with 77.78% Near Standard in the area of Communicating Reasoning.

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
7	*	*	*	*	*	*	*	*	*	4	6	*
8	*	*	*	*	*	*	*	*	*	*	*	4
9	*	*	*	*	*	*	*	*	*	5	*	*
10		*	*		*	*		*	*		4	*
All Grades										12	16	11

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
All Grades	16.67	25.00	36.36	33.33	31.25	27.27	25.00	43.75	27.27	25.00	0.00	9.09	12	16	11

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
All Grades	33.33	37.50	54.55	41.67	43.75	36.36	16.67	18.75	0.00	8.33	0.00	9.09	12	16	11

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*		*	*
All Grades	8.33	6.25	9.09	8.33	12.50	18.18	33.33	62.50	45.45	50.00	18.75	27.27	12	16	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
All Grades	16.67	0.00	18.18	58.33	87.50	72.73	25.00	12.50	9.09	12	16	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
All Grades	75.00	68.75	90.91	25.00	31.25	0.00	0.00	0.00	9.09	12	16	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
All Grades	8.33	12.50	27.27	16.67	56.25	27.27	75.00	31.25	45.45	12	16	11

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10		*	*		*	*		*	*		*	*
All Grades	0.00	6.25	0.00	66.67	81.25	90.91	33.33	12.50	9.09	12	16	11

Conclusions based on this data:

1. No scores were reported due to number of students tested.

School and Student Performance Data

Student Population

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
275	**42.5**	**5.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Fall River Junior-Senior 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	5.8
Foster Youth		
Homeless	1	0.4
Socioeconomically Disadvantaged	117	42.5
Students with Disabilities	48	17.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	8	2.9
Hispanic	92	33.5
Two or More Races	7	2.5
White	162	58.9

Conclusions based on this data:

1. Our percentage of students with disabilities is above the State average.

2. Nearly a third of our student population are Hispanic.

3. Our percentage of students who are classified as socioeconomically disadvantaged has decreased almost 10% over the last eight years.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Yellow	Orange	Red
Mathematics		
Yellow		
College/Career		
Medium		

Conclusions based on this data:

1. Our ELA scores for students tested are in the very low range. Our Mathematics scores for students tested are in the Low range.

2. Chronic absenteeism is very high.

3. Suspension rate is very high.

School and Student Performance Data

Academic Performance
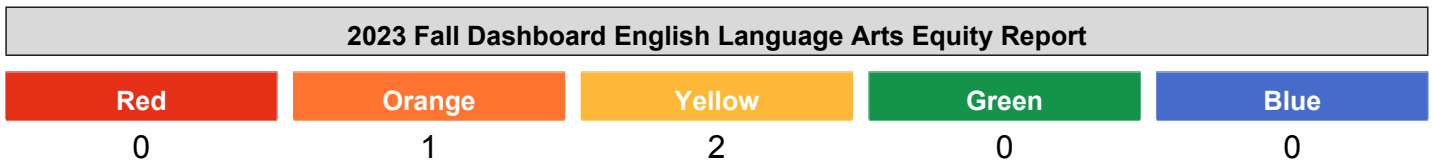## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Yellow

15.6 points below standard

Increased Significantly +73.2 points

113 Students

English Learners

62.4 points below standard

Increased +11.6 points

16 Students

Foster Youth

No Performance Color

0 Students

Homeless

Less than 11 Students

1 Student

Socioeconomically Disadvantaged

Orange

50.2 points below standard

Increased Significantly +70.7 points

51 Students

Students with Disabilities

102.2 points below standard

Increased Significantly +23.5 points

17 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	5 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	Yellow
27.5 points below standard	1 Student	0 Students	12.1 points below standard
Increased Significantly +80.8 points			Increased Significantly +76.2 points
41 Students			65 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	57.3 points below standard	8.7 points below standard
6 Students	Increased +14 points	Increased Significantly +85.4 points
	11 Students	87 Students

Conclusions based on this data:

1. Of the students tested (7,8, and half of the 11 grade) all grade levels scored at the Below Standard level.

2. Our Socioeconomically Disadvantaged students scored the farthest Below Standard.

3. Our EL students performed Below Standard in ELA.

School and Student Performance Data
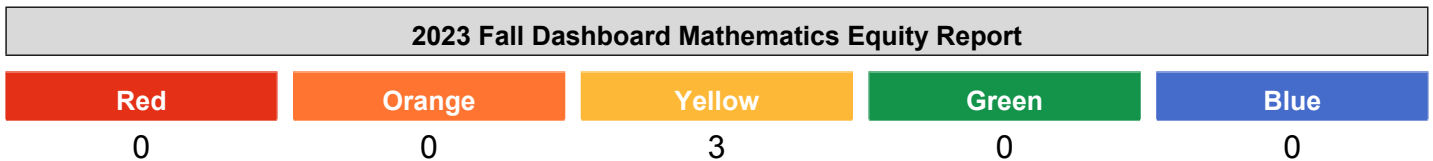
Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	129.1 points below standard	No Performance Color
80.9 points below standard	Increased +5.3 points	0 Students
Increased Significantly +42.3 points	15 Students	
112 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	183.8 points below standard
1 Student	113 points below standard	Decreased Significantly -15.5 points
	Increased Significantly +44.9 points	17 Students
	50 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	5 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Yellow
102 points below standard	1 Student	0 Students	60.7 points below standard
Increased Significantly +43.7 points			Increased Significantly +56 points
40 Students			65 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
Less than 11 Students	135.8 points below standard	71.9 points below standard
5 Students	Increased +6 points	Increased Significantly +50.2 points
	11 Students	87 Students

Conclusions based on this data:

1. Of the students tested (7th, 8th, and half of the 11th grade) performance was Below Standard in Mathematics

2. Our socioeconomically disadvantaged and EL students scored very low in Mathematics.

3. Our students with disabilities scored the lowest in Mathematics.
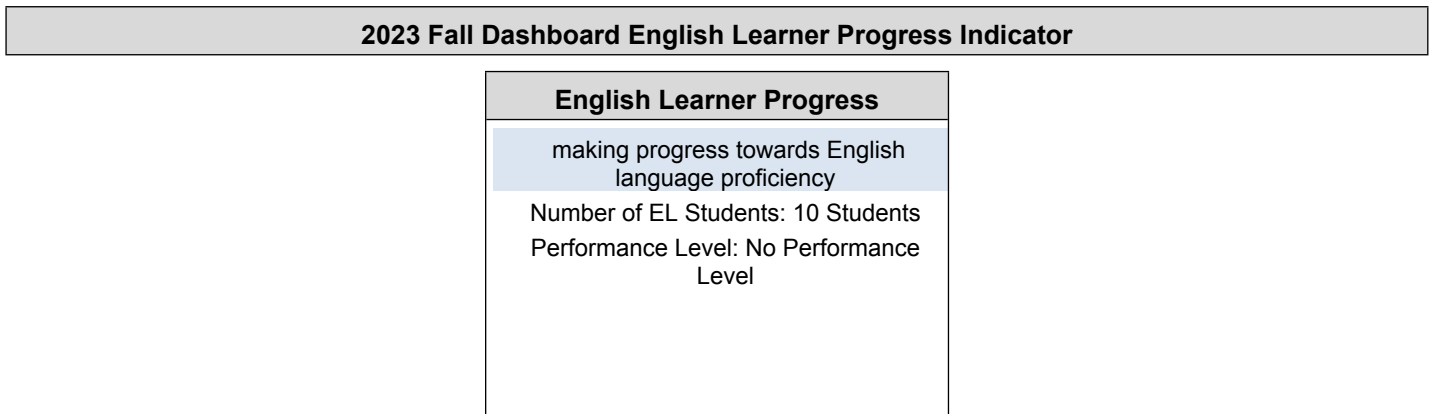
School and Student Performance Data

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 10 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Of our 15 EL students tested, nine progressed at least one ELPI Level.

2. There are only 15 students so the performance level was not measured.

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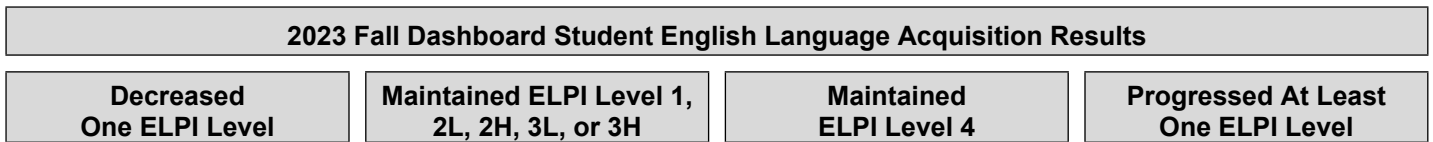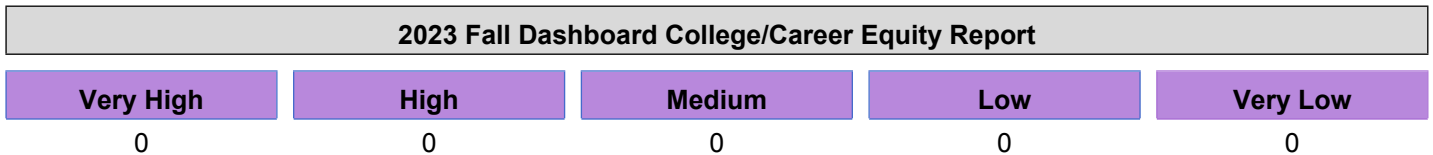
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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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.
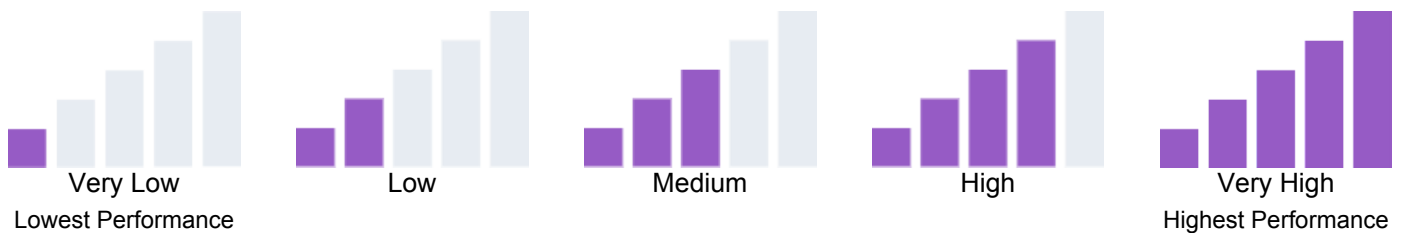
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

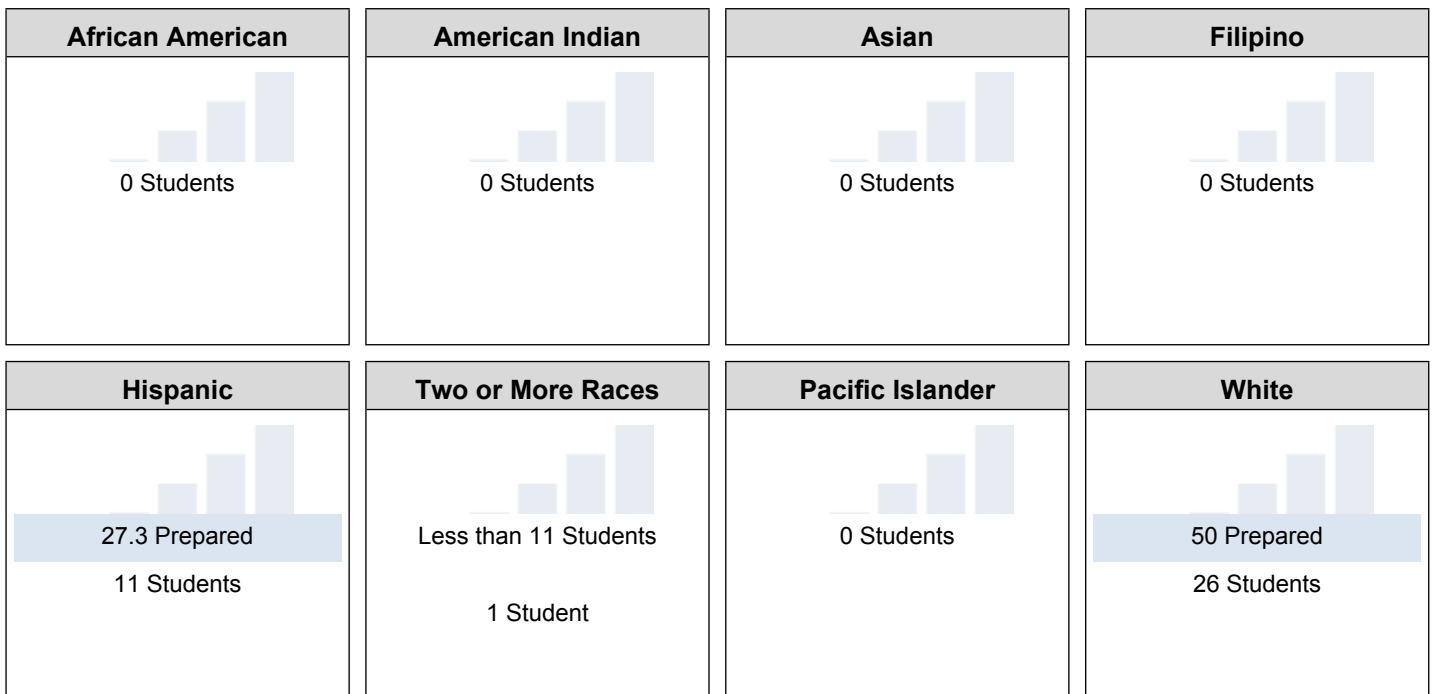| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	0

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

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

All Students

41 Prepared

39 Students

English Learners

Less than 11 Students

1 Student

Foster Youth

0 Students

Homeless

0 Students

Socioeconomically Disadvantaged

26.3 Prepared

19 Students

Students with Disabilities

Less than 11 Students
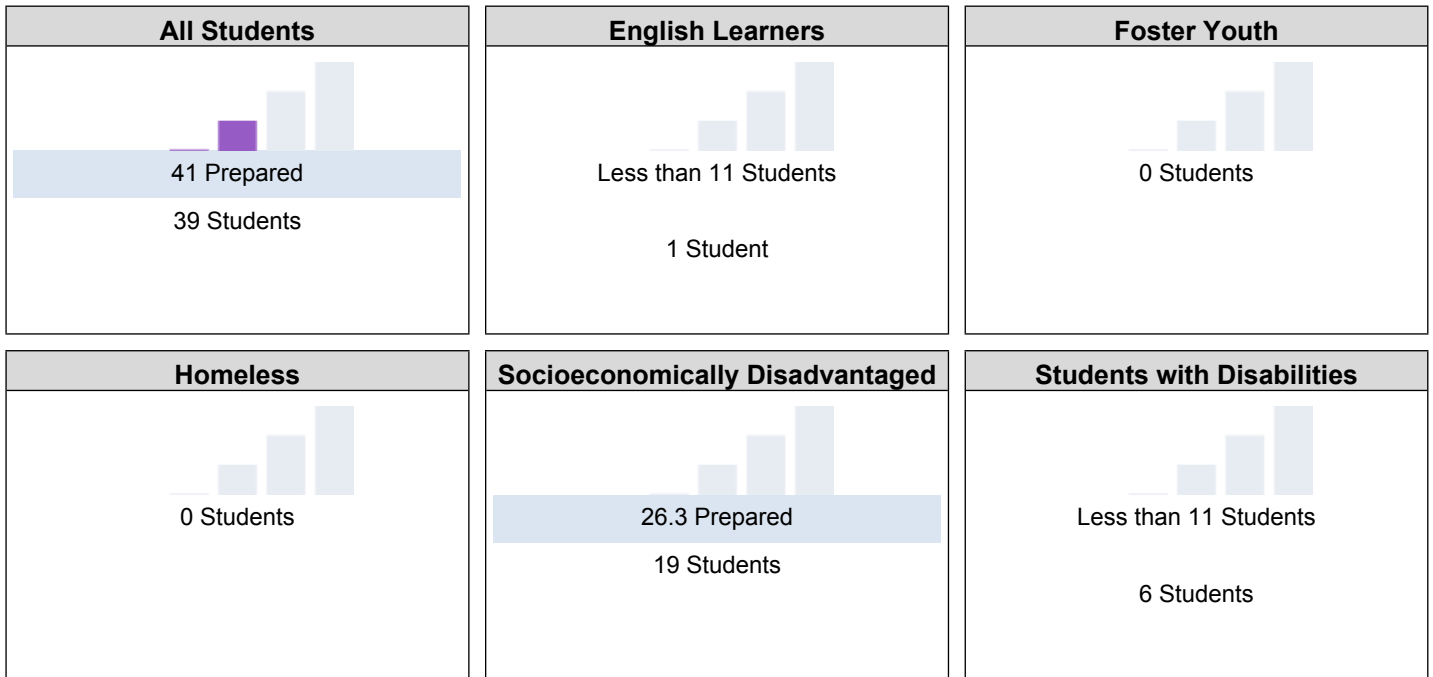
6 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

0 Students

American Indian

0 Students

Asian

0 Students

Filipino

0 Students

Hispanic

27.3 Prepared

11 Students

Two or More Races

Less than 11 Students

1 Student

Pacific Islander

0 Students

White

50 Prepared

26 Students

Conclusions based on this data:

1. College and Career data was not reported in 2022.

School and Student Performance Data

Academic Engagement
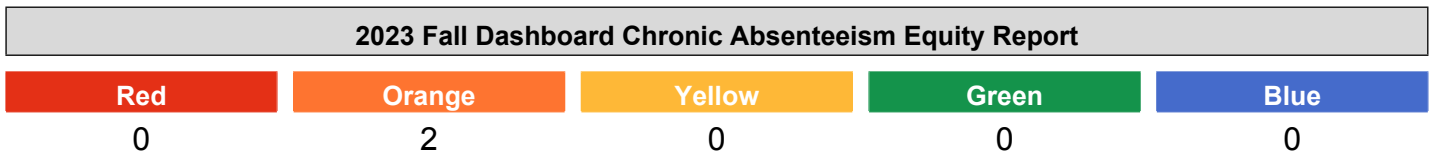## Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Less than 11 Students	No Performance Color
30.1% Chronically Absent		0 Students
Declined -10.9	9 Students	
93 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	46.2% Chronically Absent
	42.9% Chronically Absent	Increased 18.4
1 Student	Declined -4.3	13 Students
	49 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	Less than 11 Students	No Performance Color	No Performance Color
0 Students	6 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
29.4% Chronically Absent	Less than 11 Students	No Performance Color	Orange
Declined -1.6	3 Students	0 Students	22% Chronically Absent
34 Students			Declined -20.1
			50 Students

Conclusions based on this data:

1. All student groups increased in Chronic Absence in 2022.

2. Socioeconomically disadvantaged students are more likely to be chronically absent than other student groups.

School and Student Performance Data

Academic Engagement
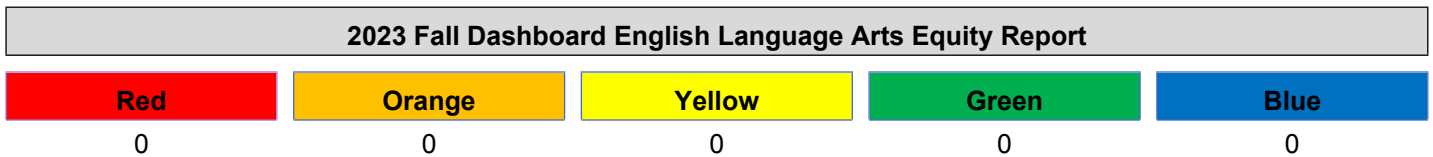## Graduation Rate

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
97.4% graduated Increased 2 39 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color 0 Students	94.7% graduated 19 Students	Less than 11 Students 6 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
100% graduated	Less than 11 Students	No Performance Color	96.2% graduated
11 Students	1 Student	0 Students	Increased 1.4
			26 Students

Conclusions based on this data:

1. Fall River High School has and has had very high graduation rates historically.

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.

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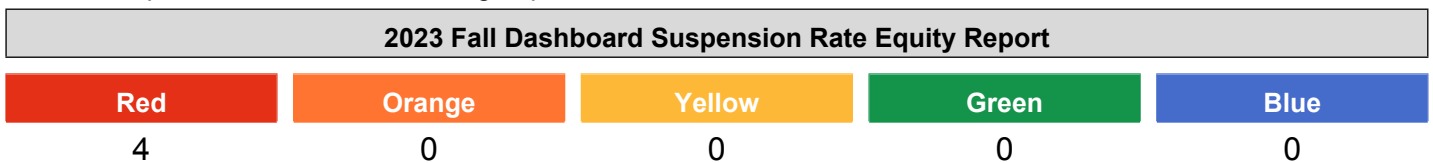
Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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	English Learners	Foster Youth
Red	26.3% suspended at least one day	No Performance Color
23.1% suspended at least one day	Maintained 0.2	0 Students
Increased Significantly 8.7	19 Students	
286 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
1 Student	29.4% suspended at least one day	38.8% suspended at least one day
	Increased 6.6	Increased 25.4
	136 Students	49 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	41.7% suspended at least one day	No Performance Color	No Performance Color
0 Students	12 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Red	30.8% suspended at least one day	No Performance Color	Red
20.8% suspended at least one day	Increased 23.6	0 Students	22.4% suspended at least one day
Increased 6.5	13 Students		Increased Significantly 9.5
96 Students			165 Students

Conclusions based on this data:

1. EL students were suspended most frequently in the 2021-2022 school year.

2. Socioeconomically Disadvantaged students were suspended more frequently than other subgroups besides the EL population.

3. The other subgroups were relatively even in suspension levels.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instructional Strategies/Professional Development

LEA/LCAP Goal

100% of all students will graduate career and/or college-ready.

Goal 1

To ensure professional development activities that address areas needing improvement as measured by various metrics.

Identified Need

Seven out of our 16 certificated teachers are on some form of emergency credential or do not have the proper credential. Therefore, we need to support our new teachers on effective engagement strategies and content in order to close the educational gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trainings will be documented and evaluated by staff for number, type and quality of training and the administrator will document teaching strategies used during classroom observations.	Teachers and staff have attended several professional development activities already this year. Some new teachers have been assigned a mentor to help navigate classroom management, curriculum design, and instructional strategies.	The expected outcome is that our staff is able to provide a quality education for our students that encompasses all facets of their lives so that they can achieve any academic/personal goals they set for their future.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this strategy.

Strategy/Activity

Through staff, cabinet, Reach Higher, School Site Council, and LCAP meetings, we will determine any professional development needed. We will also look at suspension/detention data, attendance data, County data, SBAC results, formal evaluations, and ACT/SAT results to target specific areas of concern in which to focus our efforts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	None Specified None Specified There are many funding sources including general fund, LCAP, Learning Loss, grants, scholarships, and free services offered from the District and the County.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All teachers were trained and able to implement strategies. We had teachers who presented on topics to the entire staff.

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

No major differences found.

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.

Because more than half our staff have been at our school for less than five years, we have focused on new teacher support and services for professional development.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Interventions for English Language Learners and Students failing academically

LEA/LCAP Goal

100% of all students will graduate career and/or college ready/EL students will show increased proficiency on the CELDT/ELPAC.

Goal 2

To increase the percentage of students that participate in any of the support opportunities offered for students failing a course.

Identified Need

Increased early support for struggling students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of first and third quarter students whom have at least one F mark.	We currently have 8.4% (20 out of 238) students with at least one failing grade at the first quarter period.	To decrease the number of students who fail a class by the second semester to less than five percentage points.
EL students will show increased proficiency on the CELDT/ELPAC.	According to the 2022 CA Dashboard, we currently have 8.1% (15 students) that are designated as English learners. 40% of our ELLs maintained ELPI levels. 60% progressed at least one ELPI level.	To increase the current ELL student's ELPI level by 5% on an annual basis.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who receive a mark of at least one F by the first quarter grading period.

Strategy/Activity

*Meeting between principal, Dean of Students, and school counselor week grades are released.
*Upward Bound Advisor who will be working with students who are at risk of failing
*Talent Search College Options Advisor who will be working with at risk students.

*Two new English Support classes for both Junior and High School students.
*Ticket to Practice requires athletes that are failing to go to tutoring in order to earn ticket to attend sport practice
*Reinstating Peer Mentoring
*After School Programs
*Telemed Emotional Counseling
*Incentives
*Motivational Speakers
*Interest Inventories
*Teachers focusing on building relationships with their students
*Clubs
*Extra Curriculars

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Donations 1000-1999: Certificated Personnel Salaries General Fund
20,000	Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Performance Data/Monitoring Student Progress on a Regular Basis

LEA/LCAP Goal

Priority 4: State Indicator/Academic Indicator Grades 3-8 and 11 ELA/Math SBAC Results

Goal 3

To improve individual CAASPP Scores with high comparable performance for all students including identifiable groups of learners and reduce the performance gaps.

Identified Need

SBAC scores indicate substantial learning loss over the last two years.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The California School Dashboard Academic Performance Indicator for English Language Arts. Average Scale Score for Smarter Balanced Results for English Language Arts/Literacy for grades 7, 8, and 11.	The California School Dashboard reflects that 45.94 percent of our students met or exceeded the standard in ELA. Seventh graders and eleventh graders had improvements, but our eighth graders drop almost twelve percentage points.	California School Dashboard will reflect improved performance in English Language Arts. Students will increase Average Scale Score of an overall 10% increase at all grade levels tested.
The California School Dashboard Academic Performance Indicator for Mathematics. Average Scale Score for Smarter Balanced Results for Mathematics for grades 7, 8, and 11.	The California School Dashboard reflects that in mathematics, all grade levels tested dropped from the previous year. Our overall proficiency level is 20.72%. Two-thirds of our students were at the Near Standard in all areas tested.	California School Dashboard will reflect improved performance in Mathematics. Students will show a10% overall increase at all grade levels tested.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Fall River Junior Senior High School will incorporate the following strategies and activities to meet Goal 3– Use High Impact Teaching Strategies (HITS) in the classroom, use formative and summative assessments to gauge student learning, use CAASPP Interim Assessments in Math, share individual data with students and set goals with them, meet within departments to plan for increased student achievement, review standards and identify essential standards, present data in user friendly format, possibly adopt an assessment tool that could be used school wide more frequently to assess student growth, publish student scores, use incentives for improvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	None Specified None Specified Reward incentives for performance.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Scores decreased in both ELA and Mathematics overall.

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

NA

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.

Changes include more specific and intentional instruction and more frequent assessment to monitor student progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$36,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title III Immigrant Education Program	$20,000.00

Subtotal of additional federal funds included for this school: $20,000.00

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

State or Local Programs	Allocation ($)
Donations	$10,000.00
None Specified	$6,000.00

Subtotal of state or local funds included for this school: $16,000.00

Total of federal, state, and/or local funds for this school: $36,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	10,000.00
None Specified	6,000.00
Title III Immigrant Education Program	20,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,000.00
None Specified	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Donations	10,000.00
None Specified	None Specified	6,000.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	30,000.00
Goal 3	1,000.00

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

1 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Sarah Guerrero-Jr. High	Secondary Student
Joaquin Harper-High School	Secondary Student
Elizabeth Guerrero	Other School Staff Parent or Community Member
Jeannette Nunn	Parent or Community Member
Stefanie Jacobson	Parent or Community Member
Jeannette Cochran	Other School Staff Parent or Community Member
Eric Zimmerman	Classroom Teacher Parent or Community Member
Theresa Neugebauer	Other School Staff
Victor Hopper	Principal

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.
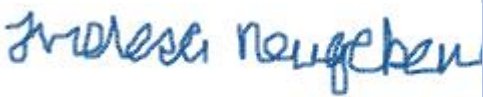
Recommendations and Assurances

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
Laurel Cordova	English Learner Advisory Committee
Laura Lakai	Special Education Advisory Committee
Theresa Neugeben	Other: Theresa Neugebauer- Classified Representative

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 November 27, 2023.

Attested:

Victor M Hopper	Principal, Victor Hopper on November 27, 2023
Eric Zimmerman	SSC Chairperson, Eric Zimmerman on November 27, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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