

School Year: **2018-19**



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Fall River Junior-Senior High School
Address	44215 Walnut St PO Box 340 McArthur, CA 96056
County-District-School (CDS) Code	45699894533600
Principal	Kelly Freeland Sloat
District Name	Fall River Joint Unified School District
SPSA Revision Date	January 23, 2018

Schoolsite Council (SSC) Approval Date

January 16, 2019

Local Board Approval Date

March 8, 2018.

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

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School Vision and Mission

The Vision of Fall River Junior Senior High School is to continue being a school committed to providing a challenging and inclusive education through which our students will be prepared, self-assured, and inspired to pursue their dreams.

Our Mission is for stakeholders to collaborate in a challenging educational program that will inspire critical thinking, creativity, citizenship, and communication to prepare all students for any post-secondary college or career choice.

Upon graduation, students at Fall River High School will have developed into:

- Effective Communicators who have the ability to clearly and persuasively synthesize and convey ideas in written and oral form,
- Critical Thinkers and Problem Solvers who will have the ability to make decisions and take appropriate action,
- Collaborating Team Members who have the ability to work effectively amongst diverse groups with opposing points of view while maintaining high standards of character and citizenship, and
- Creators and Innovators who have the ability to visualize possibility and implement action to improve society.

In addition, we believe that through their process of learning at Fall River High School all of our students should:

*Experience mastery over the world, to see that they have the ability to make things happen. (If I do A, I get B).

*Observe themselves recover from disappointment or failure and in response, persevere.

*Recognize the power of giving.

Our vision and mission statements, along with our SLO's, reflect our District and County mission of assuring that all of our students are college and/or career ready through rigor, CTE completion, and a plan for and exposure to many post-secondary options.

School Profile

Fall River Junior-Senior High School (FRHS) is a six year comprehensive junior-senior high school (grades 7 through 12) in the Fall River Joint Unified School District. It is located four miles northeast of Fall River Mills in the town of McArthur, California. The District encompasses a large geographic area of 1200 square miles. Ninety-five percent of the FRHS students drive or are bussed to school. The local economy depends upon agriculture, forest management, lumbering, public, county, state, and federal government agencies, hospital, P.G. & E., small businesses, and tourism.

The school was established in 1911, but most of the present facilities were constructed in 1939. In the late 60's, the main building was remodeled. Our custodial, maintenance, and grounds staff work hard to keep our campus beautiful and up-kept. Our community values education as evidenced by the strong support provided by parents, community members and local businesses. The Burney Fall River Education Foundation works hard to support individual teacher programs by providing mini-grants to teachers as well as supplying technology throughout the District. The Bulldog Sports Foundation furnishes our athletic teams with new uniforms and equipment. The Pit River Tribal Council donated funds to our District that allows for Indian Education support time for our Native American students. Our community funds numerous local scholarships for our graduating seniors. Local groups (Rotary, AAUW, American Legion, Lomakatsi) provide summer opportunities for our students. In addition, the parents and community have provided a host of volunteers to serve on senior project oral boards, sit on advisory boards, work at sporting events, work at FFA events such as the apple pie and plant sales, provide parent volunteer drivers, cook and serve for the Indian taco sale, volunteer as boosters, volunteer as coaches, sponsor home tournaments, house visiting sporting team members, attend home and away games, donate items such as our security cameras, AED, and Chromebooks for the entire school population, volunteer for Sober Grad Night, chaperone dances, serve as mentors for senior projects, and provide game workers (scorekeepers, timers, gate keepers, announcers, etc.) for home games.

In 2018, Fall River High School had 44% of its students qualify as socioeconomically disadvantaged, which is consistent with the local economy. In the last several years we have experienced a decline in school population which was consistent with employment opportunity in the area. Currently there are 246 students 7-12 and 155 high school students. We have 15 EL students and 29 students receiving Special Education services.

Stakeholder 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 2018-2019 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	10.0%	7.1%	4.94%	24	16	12
African American	0.4%	0.0%	0%	1	0	0
Asian	0.0%	0.4%	0%	0	1	0
Filipino	0.0%	0.0%	0%	0	0	0
Hispanic/Latino	27.0%	27.8%	27.57%	65	63	67
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	59.3%	59.5%	60.49%	143	135	147
Multiple/No Response	2.9%	0.0%	0%	7	0	0
Total Enrollment				241	227	243

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7	43	32	49
Grade 8	49	38	36
Grade 9	42	47	40
Grade 10	44	43	47
Grade 11	32	38	41
Grade 12	31	29	30
Total Enrollment	241	227	243

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	8	8	11	3.3%	3.5%	4.5%
Fluent English Proficient (FEP)	37	32	33	15.4%	14.1%	13.6%
Reclassified Fluent English Proficient				0.0%	0.0%	0

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	41	31	48	41	30	45	41	30	45	100	96.8	93.8
Grade 8	48	38	33	48	37	31	47	37	31	100	97.4	93.9
Grade 11	30	34	39	29	32	38	29	32	38	96.7	94.1	97.4
All Grades	119	103	120	118	99	114	117	99	114	99.2	96.1	95

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2537.	2565.	2560.	10	6.67	15.56	29	53.33	33.33	34	23.33	33.33	27	16.67	17.78
Grade 8	2545.	2566.	2589.	11	10.81	16.13	30	40.54	45.16	28	29.73	32.26	32	18.92	6.45
Grade 11	2672.	2699.	2654.	41	59.38	50.00	55	34.38	31.58	3	6.25	7.89	0	0.00	10.53
All Grades	N/A	N/A	N/A	18	25.25	27.19	36	42.42	35.96	24	20.20	24.56	22	12.12	12.28

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	10	13.33	26.67	63	66.67	53.33	27	20.00	20.00	
Grade 8	17	13.51	22.58	43	59.46	54.84	40	27.03	22.58	
Grade 11	41	71.88	31.58	59	28.13	57.89	0	0.00	10.53	
All Grades	21	32.32	27.19	54	51.52	55.26	26	16.16	17.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	24	26.67	24.44	46	56.67	53.33	29	16.67	22.22
Grade 8	23	21.62	35.48	49	54.05	51.61	28	24.32	12.90
Grade 11	66	71.88	63.16	34	28.13	28.95	0	0.00	7.89
All Grades	34	39.39	40.35	44	46.46	44.74	21	14.14	14.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	22	16.67	11.11	68	73.33	75.56	10	10.00	13.33
Grade 8	15	21.62	12.90	57	72.97	74.19	28	5.41	12.90
Grade 11	34	43.75	18.42	62	50.00	78.95	3	6.25	2.63
All Grades	22	27.27	14.04	62	65.66	76.32	15	7.07	9.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	15	36.67	28.89	71	40.00	53.33	15	23.33	17.78
Grade 8	19	18.92	22.58	53	59.46	70.97	28	21.62	6.45
Grade 11	59	71.88	65.79	38	28.13	23.68	3	0.00	10.53
All Grades	27	41.41	39.47	56	43.43	48.25	17	15.15	12.28

Conclusions based on this data:

1. Overall, students performing below standard in reading and writing has decreased significantly since 2015-2016.
2. Overall, students performing above standard in writing has increased significantly over the last three years.
3. The number of students in the 7th grade performing above standard in reading increased more than 16% over the last three years.

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 Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	41	31	48	41	30	45	41	30	45	100	96.8	93.8
Grade 8	48	38	33	48	37	31	48	37	31	100	97.4	93.9
Grade 11	30	34	39	29	32	38	29	32	38	96.7	94.1	97.4
All Grades	119	103	120	118	99	114	118	99	114	99.2	96.1	95

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	2542.	2576.	2583.	17	16.67	33.33	22	40.00	24.44	34	30.00	22.22	27	13.33	20.00
Grade 8	2581.	2617.	2630.	27	35.14	38.71	25	21.62	38.71	25	32.43	19.35	23	10.81	3.23
Grade 11	2648.	2688.	2649.	28	37.50	34.21	41	21.88	28.95	17	37.50	21.05	14	3.13	15.79
All Grades	N/A	N/A	N/A	24	30.30	35.09	28	27.27	29.82	26	33.33	21.05	22	9.09	14.04

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 7	27	30.00	37.78	34	53.33	33.33	39	16.67	28.89	
Grade 8	38	48.65	51.61	38	35.14	38.71	25	16.22	9.68	
Grade 11	55	56.25	44.74	17	37.50	31.58	28	6.25	23.68	
All Grades	38	45.45	43.86	31	41.41	34.21	31	13.13	21.93	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	20	16.67	42.22	56	63.33	44.44	24	20.00	13.33
Grade 8	25	32.43	38.71	50	45.95	41.94	25	21.62	19.35
Grade 11	31	43.75	44.74	59	53.13	42.11	10	3.13	13.16
All Grades	25	31.31	42.11	54	53.54	42.98	21	15.15	14.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 7	22	20.00	33.33	61	73.33	60.00	17	6.67	6.67
Grade 8	23	29.73	48.39	56	59.46	48.39	21	10.81	3.23
Grade 11	31	46.88	31.58	59	46.88	55.26	10	6.25	13.16
All Grades	25	32.32	36.84	58	59.60	55.26	17	8.08	7.89

Conclusions based on this data:

1. In overall achievement for all students tested, the average number of students exceeding standard increased more than 11% over the last three years.
2. In 2017-2018, only 3.23% of the 8th grade students were below standard and in 2016-2017 only 3.13% of the 11 grade students were below standard.
3. In 2017-2018, the number of students performing below standard in the 11th grade grew almost 10%.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 7	*	*	*	*
Grade 8	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*					*
Grade 8	*	*	*	*					*
Grade 10			*	*	*	*			*
Grade 11	*	*	*	*					*
All Grades	*	*	*	*	*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*							*
Grade 8	*	*							*
Grade 10			*	*					*
Grade 11	*	*							*
All Grades	*	*	*	*					*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*					*
Grade 10			*	*			*	*	*
Grade 11					*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
Grade 10			*	*			*
Grade 11	*	*	*	*			*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*					*
Grade 8	*	*					*
Grade 10	*	*	*	*			*
Grade 11	*	*					*
All Grades	*	*	*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7			*	*			*
Grade 8	*	*			*	*	*
Grade 10	*	*			*	*	*
Grade 11					*	*	*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
Grade 10			*	*			*
Grade 11			*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
243	45.3%	4.5%	0.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	4.5%
Foster Youth	1	0.4%
Homeless	5	2.1%
Socioeconomically Disadvantaged	110	45.3%
Students with Disabilities	35	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	12	4.9%
Hispanic	67	27.6%
Two or More Races	17	7.0%
White	147	60.5%








Conclusions based on this data:

1. Our percentage of students with disabilities is above the State average.
2. More than a quarter of our students are Hispanic.
3. Our percentage of students who are classified as socioeconomically disadvantaged has decreased almost 10% over the last 7 years.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  No Performance Color	Suspension Rate  Red
Mathematics  Green	Chronic Absenteeism  Orange	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1. The suspension rate data is not accurate as no data was recorded for the 2016-2017 school year.
2. We have work to do in the area of chronic absenteeism as our average is above the Shasta County average.
3. Our ELA and Mathematics scores are very good-above State and County percentages- even though we always strive for improvement.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>34.1 points above standard</p> <p>Declined -10.8 points</p> <p>110 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>49.9 points below standard</p> <p>13 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>6.8 points below standard</p> <p>Declined -25.6 points</p> <p>52 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>83.1 points below standard</p> <p>11 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 1.4 points below standard Declined -46.2 points 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 Green 54.9 points above standard Maintained -0.6 points 72 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8 students	Less than 11 Students - Data Not Displayed for Privacy 5 students	43.4 points above standard Maintained 0.1 points 90 students

Conclusions based on this data:

1. Our socioeconomically disadvantaged students declined in overall performance in ELA by over 25 points (not percentage).
2. Even though our overall student performance in ELA is more than 34 points above standard, that was a decline of more than 10 points last year.
3. Our students with disabilities consistently perform lower in ELA on standardized tests than other student populations.

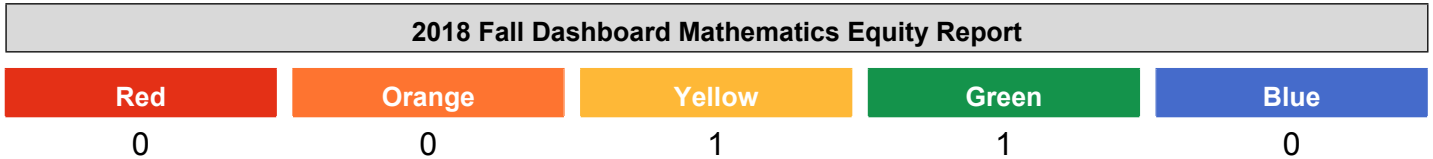
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>25.6 points above standard</p> <p>Declined -14.6 points</p> <p>110 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>56.4 points below standard</p> <p>13 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>22.1 points below standard</p> <p>Declined -39.5 points</p> <p>52 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>120.4 points below standard</p> <p>11 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 20.1 points below standard Declined -54.6 points 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 Green 50 points above standard Declined -3.3 points 72 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8 students	Less than 11 Students - Data Not Displayed for Privacy 5 students	39 points above standard Declined -4.5 points 90 students

Conclusions based on this data:

1. Our White students performed 50 points above standard in mathematics even though that was a decline of 3.3 points from last year's scores.
2. Our socioeconomically disadvantaged students' scores declined significantly in overall mathematics by almost 40 points.
3. All students are still over 25 points above standard even though that was a decline of 14.6 points overall in mathematics in 2018.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

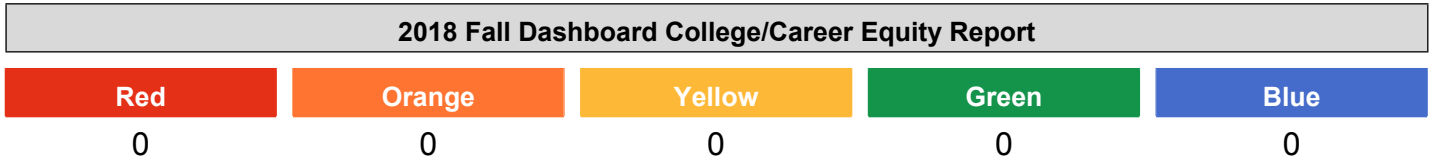
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>65.5% prepared</p> <p>Declined -16.6%</p> <p>29 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>60% prepared</p> <p>Declined -15%</p> <p>15 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 73.7% prepared Declined -7.6% 19 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
41.2% Prepared	82.1 Prepared	65.5 Prepared
44.1% Approaching Prepared	0 Approaching Prepared	31 Approaching Prepared
14.7% Not Prepared	17.9 Not Prepared	3.4 Not Prepared

Conclusions based on this data:

1. The number of students not prepared has decreased significantly over the last three years by nearly 15%.
2. The percentage of socioeconomically disadvantaged students deemed prepared is nearly the same as the percentage of all students who are prepared.
3. The percentage of White students deemed prepared is almost 10% more than other student populations.

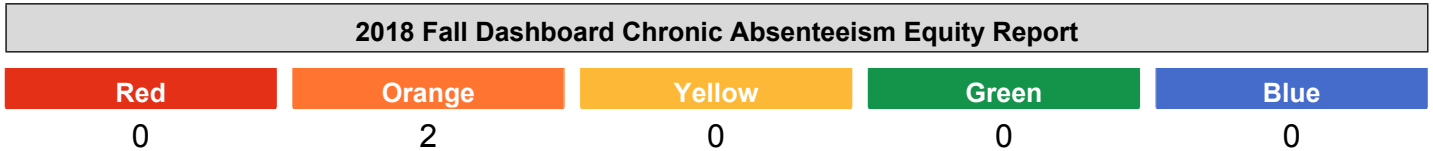
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 13.8% chronically absent Increased 3.1% 87 students	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 19.1% chronically absent Increased 6.6% 47 students	<p>Students with Disabilities</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 13% chronically absent Increased 2.5% 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 15.5% chronically absent Increased 2.5% 58 students

Conclusions based on this data:

1. All student groups increased in percentages of those being chronically absent.
2. Socioeconomically disadvantaged students are more likely to be chronically absent than other student groups.

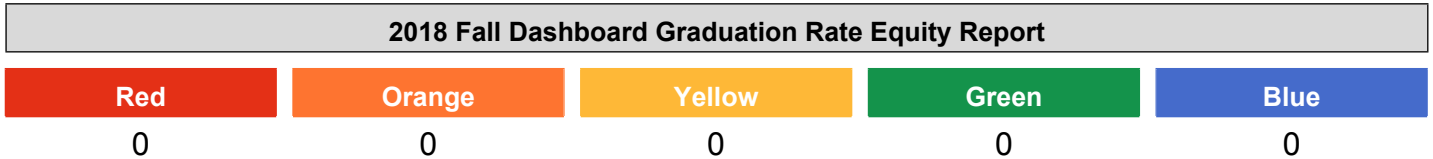
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>100% graduated</p> <p>Increased +3.6%</p> <p>29 students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>15 students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 100% graduated Increased +6.3% 19 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
96.4% graduated	100% graduated

Conclusions based on this data:

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

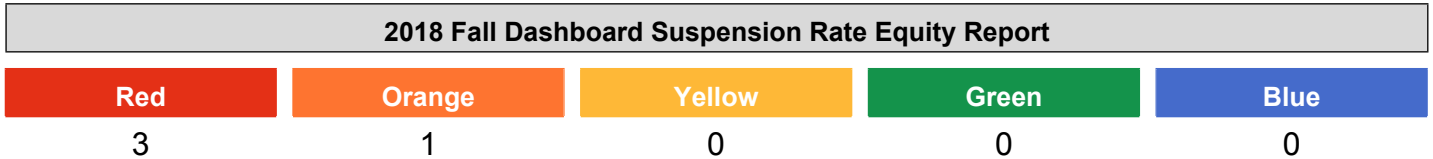
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 7.1% suspended at least once Increased 7.1% 269 students	<p>English Learners</p>  No Performance Color 0% suspended at least once 13 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7 students	<p>Socioeconomically Disadvantaged</p>  Red 11.3% suspended at least once Increased 11.3% 133 students	<p>Students with Disabilities</p>  Red 15.4% suspended at least once Increased 15.4% 39 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 38.5% suspended at least once Increased 38.5% 13 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.7% suspended at least once Increased 2.7% 75 students	 No Performance Color 11.8% suspended at least once Increased 11.8% 17 students	 No Performance Color 0 Students	 Red 6.1% suspended at least once Increased 6.1% 163 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.3% suspended at least once	0% suspended at least once	7.1% suspended at least once

Conclusions based on this data:

1. There was no data inputted in 2017, therefore all student groups increased.
2. From 2016 data, we can see that overall suspension rates increased from 6.3 to 7.1 percent of students who were suspended at least once.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Professional Development/Ongoing Improvement

Goal Statement

To mutually approve and provide professional development opportunities for teachers, administrators and paraprofessionals in the areas of Technology, Equity, California State Standards, Next Generation Science Standards, Emotional Intelligence, Strategies for improving instruction for students, AP/Honors training, Student emotional needs awareness, Data disaggregation, Attendance and Accountability, Safety, and Restorative Justice

LCAP Goal

Basis for this Goal

Fall River Junior Senior High School has a culture of continuous improvement which requires professional development as student needs arise.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Trainings will be documented and evaluated by staff for number, type and quality of training.	Teachers and staff have attended several trainings already this year including the National Science Conference, Alice Training in Active Shooter Protocol, Writer's Workshop, Trauma Informed Instruction, Pro-Act, Attendance and Accountability, Leadership Training, Google Tools training, and Autism Awareness and Strategies.	The expected outcome is that our staff is able to provide an education for our students that encompasses all facets of their lives so that they can achieve anything they want in the future.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students will be served by this strategy.

Timeline

This is an ongoing goal as it is imperative our staff stay well trained and informed with all tools available to create student success.

Person(s) Responsible

Administration, Teachers, Counselor, and District Leadership

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	None Specified
Budget Reference	None Specified
Description	There are many funding sources including general fund, LCAP, grants, scholarships, and free services offered from the County.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Chronic Absence

Goal Statement

To decrease the number of students who are chronically absent.

LCAP Goal

Priority 5: Local Metric/Student Engagement/School attendance rates

Basis for this Goal

The percentage of students chronically absent at FRHS (17%) is higher than the County (7%) and State (10%) averages.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Fall River High School is above State and County percentages for chronic absence.	In 2018 17% of Fall River Jr Sr High School were chronically absent.	To decrease chronic absences by 5%

Planned Strategies/Activities

Strategy/Activity 1

FRHS will implement a policy of requiring a doctor/dentist note for absences to excuse the absence. The FRHS attendance clerk will call home personally when students are absent instead of relying on Robo calls. Students will be rewarded at the end of the year for perfect attendance and 100% attendance. Attendance contracts will be created for students who meet the criteria for being chronically absent. Parent meetings will be scheduled with students who are deemed chronically absent and grades and/or ability to participate in extra curricular activities may be affected.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Administration, Counselor, Teachers, Parents, Students, Attendance Clerk

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	None Specified
Budget Reference	None Specified
Description	Students are rewarded with ice cream and with certificates and medals.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Smarter Balanced Assessment Scores

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Even though our students have consistently performed above State and County averages, we have a culture of ongoing improvement and will strive to improve all scores.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The California School Dashboard Academic Performance Indicator for English Language Arts. 2017-2018 Average Scale Score for Smarter Balanced Results for English Language Arts/Literacy for grades 7, 8, and 11.	The California School Dashboard reflects that in ELA our students (7, 8, and 11 grade) performed 34.1 points above standard which is a decline of 10.8 points. Our Socioeconomically Disadvantaged students were 6,8 points below standard and declined 25.6 points.	California School Dashboard will reflect improved performance in English Language Arts. Students will increase Average Scale Score on 2018-2019 Smarter Balanced Results in English Language Arts/Literacy in grades 7, 8, and 11. Our overall student population will show a 5 point increase and our Socioeconomically Disadvantaged students will show a 10 point overall increase.
The California School Dashboard Academic Performance Indicator for Mathematics. 2017-2018 Average Scale Score for Smarter Balanced Results for Mathematics for grades 7, 8, and 11.	The California School Dashboard reflects that in Mathematics, our students (7, 8, and 11) performed 25.6 points above standard which was a decline of 14.6 points. Our Socioeconomically Disadvantaged students were 22.1 points below standard which was a decline of 22.1 points.	California School Dashboard will reflect improved performance in Mathematics. Students will increase Average Scale Score on 2018-2019 Smarter Balanced Results in Mathematics in grades 7, 8, and 11. Our overall student population will show a 5 point increase and our Socioeconomically Disadvantaged students will show a 10 point overall increase.

Planned Strategies/Activities

Strategy/Activity 1

Fall River Junior Senior High School will incorporate the following strategies and activities to meet Goal 1 – Send Progress Reports and Report Cards home every three weeks, recognize students on the Honor Roll at the end of each semester, post spring testing results in the lower foyer to celebrate improvement and success, reward Honor Roll students with end of year Academic Awards assemblies, analyze test data with students and teachers, promote test scores in athletic programs, wall in lower foyer, and newspapers, purchase curriculum and supplemental practice test materials when necessary to improved performance on the Smarter Balanced Assessments,

Students to be Served by this Strategy/Activity

All students and more specifically our subgroup of Socioeconomically Disadvantaged students.

Timeline

Ongoing 2019

Person(s) Responsible

Administration, Counselor, Teachers, Staff, Students

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	None Specified
Budget Reference	None Specified
Description	Reward incentives for performance.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

To increase the percentage of A-G qualified students and CTE completers upon graduation.

LCAP Goal

All students will graduate from high school and be prepared to enter college without remediation

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

To mutually approve and provide professional development opportunities for teachers, administrators and paraprofessionals in the areas of Technology, Equity in the classroom, California State Standards, Next Generation Science Standards, Adoption of new Social Studies Curriculum, Strategies for improving instruction for students, Student emotional needs awareness, and Restorative Justice

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>We used evidence from:</p> <ul style="list-style-type: none"> Staff Meeting Minutes Cabinet Meeting Minutes LCAP Meeting Minutes Suspension/Detention Data Reach Higher Shasta Data State Testing Results ACT/SAT Testing Results 	<p>The findings indicated that due to the ever changing nature of technology, we need to stay on the front end by attending the most current professional development opportunities. We need to continue to work with SCOE to assure we are in line with the decisions made at the county level regarding NGSS and Social Studies. While our SBAC test scores are higher than County and State averages, our SAT/ACT scores are below average.</p>	<p>Our students and staff were all trained in Active Shooter Awareness at the beginning of the 2018-2019 school year. An English teacher attended a week long writing seminar to improve the writing of her students. Several teachers attended Trauma Informed training. A science teacher attended the National Science Convention. Administrators attended several Reach Higher Shasta meetings.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Educate staff with beginning of the year training in relationship building with students. Shared instruction at staff meetings. Attend SCOE Social Science Consortium. Attend NSTA Conference to gain information on NGSS curriculum. Attend CTEA SAE Trainings/Workshops.</p>	<p>All planned actions occurred.</p>	<p>5000-5999: Services And Other Operating Expenditures District Funded</p>	<p>5000-5999: Services And Other Operating Expenditures District Funded</p>

Analysis

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

Teachers requested professional development and were either approved or denied. SCOE trainings were attended by teachers, other staff, paraprofessionals, and administration. Teachers attended Google Trainings. Agriculture teachers attended CTSA SAE training.

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

All staff were able to attend training as desired or needed.

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

There were additional trainings that happened throughout the year that were not originally planned.

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

We will include safety training and remove new social studies curriculum.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

To increase offerings in Advanced Placement offerings and increase student enrollment in these classes. To provide opportunities for Honors classes.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Master Schedule/UC Doorways	To increase AP/Honors offerings at FRHS	Two Honors and 3 teacher led AP classes were added to the master schedule.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We planned to have 3 teacher led AP courses and 2 Honors classes added to the master schedule.	Our actions were all successful and led to our goal of being able to offer more teacher led AP classes as well as offer Honors classes.	None Specified	None Specified

Analysis

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

Teachers received training in AP. We adjusted the Master Schedule to include the AP/Honors courses. We added Honors courses to UC Doorways.

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

We were pleased to offer our students the additional classes, although it limited our Master Schedule and also created fairly lopsided classes.

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

None.

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

We feel we reached the maximum amount of classes we could offer due to our small Master Schedule, therefore, we will discontinue the goal and mark it as achieved.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
We used SBAC scores from the spring of 2016 and 2017.	There was not a specific, identified improvement marker, However, we expected to make gains.	Overall, even though our scores are consistently above the State and County percentages, we showed a decline in all students as well as our Socioeconomically Disadvantaged subgroup.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All students review previous scores. Incentive assembly.	Both actions were implemented.	100 None Specified None Specified	120 None Specified None Specified

Analysis

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

Junior high teachers reviewed scores with students and students set improvement goals for themselves. Junior teachers informed students of the importance of their performance on the SBAC/EAP tests and set goals for individual performance.

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

While our students still performed well, their scores declined.

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

None.

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

We are making test scores more public. We also set a specific goal for improvement. We created an after school program list of students who are participating in extra curricular activities who have at least one D or F-they must attend after school programs until that grade is raised to at least a C and they must show their coach a signed ticket to practice with effort demonstrated as documented by the after school teacher. We will continue with current strategies.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

To increase the percentage of A-G qualified students and CTE completers upon graduation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard/Comparisons to County and State averages.	We expected to increase the number of A-G qualified students and also CTE completers.	According to the California State Dashboard we had growth in both areas, however there wasn't accurate data in which to compare.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Counselor performs transcript audits Assessing Master Schedule to accommodate A-G students and achievement. Creating more CTE pathways 	All actions were performed. Additions to the Master Schedule allowed more students to take AP and Honors classes and also required all sophomores to take Chemistry.	0 0	0 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 The counselor did transcript audits to find where student were deficit in meeting the A-G requirements. We constructed the Master Schedule to allow students to complete A-G requirements as well as become CTE Completers. We also explored different classes that would give more options for a capstone class.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 The implementation was effective, however, we didn't do frequent enough checks (quarterly) to assure students were still on track.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 0

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

We will include a quarterly check on A-G students so that we can implement strategies before the semester grades are final.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
None Specified	5,500.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	5,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	5,500.00

School Site Council Membership

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

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

Name of Members	Role
Kenneth Howes	Secondary Student
Kristen Maier	Secondary Student
Nicholas Wilson	Secondary Student
Jeff Cook	Parent or Community Member
Carol Dombroski	Parent or Community Member
Laura Lakey	Classroom Teacher
Debbie Mayer	Parent or Community Member
Rick Neugebauer	Classroom Teacher
Tamara Lopez	Classroom Teacher
Eric Zimmerman	Classroom Teacher
Geri Handa	Other School Staff
Kelly Freeland-Sloat	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

English Learner Advisory Committee

Special Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 16, 2019.

Attested:

Principal, Kelly Freeland Sloat on January 16, 2019

SSC Chairperson, Eric Zimmerman on January 16, 2019

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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