



“Focus on Responsibility and Academics”

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
Feather River Academy	51-10512-00142207	December 7, 2020	December 11, 2020

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)

Schoolwide Program
Comprehensive Support and Improvement

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.

Feather River Academy will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

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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).

Feather River Academy developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan draft was reviewed by the school's School Site Council on November 19, 2020. In school year 2019-2020, Feather River Academy initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and learning gaps identified by staff through assessments. Throughout the 2019-2020 school year, assessment, attendance and discipline data were reviewed and discussed in the creation of the 20-21 SPSA. In Fall 2020, the draft of the 2020-2021 plan was presented to stakeholders through School Site Council and Staff Meetings and for further input and adjustments. The revised draft was reviewed and approved with input from SSC and Staff in November 2020. Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates. PBIS was introduced and surveys from staff and students helped to drive the work around behavior and truancy.

The needs assessment identified gaps in Math with areas of focus such as foundational concepts, English with writing skills, and Science with laboratory activities, reports, and presentations. The need to increase parent involvement was also heavily discussed, with a variety of suggestions and strategies to be implemented in 20-21. It was determined that continued support in Math, ELA and Science was needed to increase rigor, student engagement, and task alignment to the common core standards. FRA will continue to fund two full time instructional aides to support students in Math, English, and sciences. It was determined that a firmer plan for content support, including scheduling dates for data analysis of common assessments and reteaching activities across the courses would better support students and teachers.

Additionally, the California Healthy Kids Survey is implemented annually. School will administer in 2021 for new data. Panorama surveys will be administered during the 20-21 school year to all students to gather more data for review.

Overall, parents staff and students are satisfied with the FRA program overall. Parents have communicated that they are appreciative of all the efforts FRA makes to improve students access, learning and that we include a focus on MTSS as well as career readiness for after high school. Students acknowledge a difficulty in working at their highest ability so have communicated that they would like more support in improving as students.

Classroom Observations

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

Through the implementation of Positive Behavioral Interventions and Supports (PBIS) the department conducted over one hundred informal classroom observations outside the teacher and staff evaluation process. The rate of behavior with specific praise towards students was tracked and

reported out to the department as a whole. Throughout the school year, the rate of behavior specific praise towards students has increased in all clusters. Classroom observations happen informally on a daily/weekly basis as the principal checks in to see if teachers are in need of support. Formal observations are conducted as part of the teacher evaluation process. Overall, teachers are engaging their students in learning and are also working individually with students to make sure that they are succeeding in developing better academic and social skills. The principal has an open door policy and is readily available for staff and students to stop in and discuss ideas and any concerns.

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)

Alternative education students face unique challenges in their educational experiences. Due to their transient nature, it is not uncommon for them to arrive with education deficits and a significant lack of motivation issues. A major priority for us is to truly ascertain where a student is functioning academically, and build out from there. We have added rigor to our curriculum to prepare 11th-grade students to take the CAASPP in the Spring, and all students to either return to their comprehensive sites, or to be college or career ready when they graduate. Aligning ourselves as a PLC has improved our students' access and familiarity to the new Edgenuity curriculum. We have built supports for our ESL students to advance on the ELPAC, as well. For the 2020/2021 school year, the focus for FRA is on instructional strategies and technology incorporation for all students and staff as we are now 1:1.

Interventions that are put in place are customized and strategic. Many of our students require credit recovery. Teachers are assessing students weekly and during each six week grading period to ensure that they are making adequate progress towards reaching their goals (graduating, college, career or returning to the comprehensive). Data is analyzed regularly during staff meetings. Formative assessments every week also guide teachers in making adjustments to their instruction as well as knowing which students require intervention.

Professional development is ongoing to support all teachers. The current focus is on Common Core State Standard implementation and course alignment in Edgenuity, lesson plan/unit development, engagement strategies, and Google applications. Participation in PLCs and meetings with specialists assists in improving all teachers.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
District and state adopted materials are used for teaching in all classrooms. The school provides all students with SCSOS Governing Board-adopted standards-based instructional materials in ELA, Math, Social Studies, Science, and other appropriate subject areas to all student groups.

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

All students are assessed using multiple measures including site-based, classroom and curriculum embedded assessments. The assessments include Edgenuity assessments, Renaissance Learning assessments, and teacher created assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices through the support of the Sutter County Office of Education CIA department.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include district provided TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis but is not limited to grade level or department on site due to the limited number of teachers. Additional collaboration by grade level/department occurs with district staff during professional development meetings.

Teaching and Learning

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

All instructional materials are aligned, or is being aligned to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics Social Studies and Sciences.

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

Supporting struggling students is a priority in our program as most of our students come to FRA with learning difficulties in multiple areas. Teachers collaborate with specialists, instructional aides and administrative staff to determine intervention schedules. Building the master schedule is centered upon credit recovery and a prioritization of interventions. On our site, we schedule students individually based on their grade level, academic needs, and progress towards graduation. We embed intervention into every instructional effort in each course for each and every student. Additional support is provided through both "push in" "pull out" methods by our teaching staff and instructional aides on a weekly basis.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, 1:1 tutoring, and core support classes in Edgenuity. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), ILP program in Edgenuity, Renaissance benchmark testing resources and supports through data, target meetings, goal setting meetings, MTSS supports thorough counseling and outreach coordinators. FRA staff is also undergoing training in both PLC for academics and PBIS for behavior management.

Parental Engagement

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

Parents are encouraged to get involved in their child's learning by attending scheduled parent-student meetings, participation in a decision-making group, or attending school events. Parents stay informed on upcoming events and school activities through the dissemination of parent handbooks, annual notifications, and regularly connect with parents via written announcements and school messenger announcements. CDS has a shared School Site Council with Pathways Charter Academy that advises the administration on a variety of issues and approves expenditures for state and federal programs at the school. At each meeting, school progress is discussed, suggestions and ideas are taken are used to guide activities, concerns, and questions are addressed. Parents are one of the many groups involved in the development of the SPSA; members review the plan and review student data. The review process is most active in the Spring and Fall, evaluated, and the plan is revised to address student achievement based on data

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)

The School Site Council (SSC) and the combined Parent Advisory Committee meets several times a year determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, and advisory committees monitor the school's SPSA. Staff and other school personnel also meet weekly and throughout the year discuss the activities and services that will be implemented to support all students' academic achievement and needs. Staff meetings occur weekly and any concerns or needs to adjust the plan are addressed at these weekly meetings as well.

Funding

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

Currently, we are providing 2 instructional aides that support classroom instruction, utilizing the most current research classroom-based instructional strategies as well as structures that develop a climate where all students learn. Title II funds supplement county office funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on sustaining Professional Learning Communities, on providing an equitable education that focuses on what students need to perform at high levels; PBIS, to decrease disciplinary incidents and increase the time students spend in class learning; and our new online curriculum Edgenuity that was introduced and adopted in the Fall of 2020 as our board approved curriculum.

Fiscal support (EPC)

The fiscal support for these services comes in the way of salary, instructional support materials, professional development for various and multiple staff throughout the year, support staff for our programs PBIS.

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

Consultation with parents, students, teachers and staff is an ongoing part of the planning process as is conferring with county personnel.

Input gathered to create the Learning Continuity and Attendance Plan was also used in the planning process for this SPSA/Annual Review and Update. Gathering input included: Attendance concerns, MTSS needs, family connectivity, student engagement and success, Career and College planning, graduation requirements and goal setting.

The Parent Advisory Committee was consulted at Meetings on September 3, September 17, November 19, December 7 in the fall of 2020.

Parents were consulted through surveys on March 26, April 2, 16 and 30, May 7, 14 and 21, August 12 and 27, September 3 and 17, October 1, 15, and 29, November 5, 12 and 19. Input from parents was also gathered through phone calls and home visits occurring on a minimum of a weekly basis between March and now. Parents were also contacted weekly or several times a week to gather input for school support for their students.

Students were consulted through surveys on October 1, 8, 15, 22, 27, and 29, November 2, 3, 5, 9, 10, 12, 16 and 17. Input from students was also gathered through conversations on a weekly basis between March and now.

School faculty and staff were consulted through surveys on September 1 and 15, October 6, and 20, and November 3 and 17. Input from faculty and staff is also gathered through an agenda item at weekly staff meetings.

Multiple SCSOS departments (Business, SELPA, Special Education, ROP/CTE, Curriculum and Instruction, Student Support and Outreach) met to plan on July 7, July 28, August 11, September 3, October 15, November 5, and November 12.

All Districts served by SCSOS were consulted at a regular weekly Zoom Conferences from March to now.

The community was also encouraged to attend board meetings and provide input on September 9 and September 23.

Resource Inequities

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

A review of the comprehensive needs assessment determined the need to focus on greater support for students who struggle to meet the requirements for high school graduation and the need to increase college and career readiness. A greater emphasis on social emotional learning, conflict

mediation, and mentoring is also needed, as students continued to be suspended for fighting and possession/under the influence of marijuana. Due to the COVID pandemic that our students are currently experiencing and the transition to distance learning, there is a need to provide adequate technology and connectivity to bolster student success.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.33%	%	0%	2		0
African American	4.65%	4.17%	4.35%	4	2	2
Asian	3.49%	8.33%	6.52%	3	4	3
Filipino	%	%	0%			0
Hispanic/Latino	51.16%	43.75%	50%	44	21	23
Pacific Islander	%	%	0%			0
White	29.07%	37.5%	30.43%	25	18	14
Multiple/No Response	4.65%	4.17%	2.17%	4	2	3
Total Enrollment				86	48	46

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	2		
Grade 8	9	4	1
Grade 9	10	5	5
Grade 10	21	11	10
Grade 11	17	16	12
Grade 12	27	12	18
Total Enrollment	86	48	46

Conclusions based on this data:

1. School enrollment dropped dramatically between the 17-18 and 18-19 year due to local districts pulling back non expelled youth.
2. Less younger students are being referred at this time. 71% of our student body is grade 11 and 12.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	8	1	2	9.3%	2.1%	4.3%
Fluent English Proficient (FEP)	15	10	7	17.4%	20.8%	15.2%
Reclassified Fluent English Proficient (RFEP)	6	1	0	46.2%	12.5%	0.0%

Conclusions based on this data:

1. FRA will need to address the drop in RFEP students and analyze if we are providing appropriate EL instruction.
2. Ensure the ELPAC is administered barring any COVID delays for the Spring 2021.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	4	*	*	4	*	*	4			100
Grade 8	*	*	7	*	*	7	*	*	7			100
Grade 11	21	*	17	14	*	12	14	*	12	66.7		70.6
All	42	37	28	27	16	23	27	16	23	64.3	43.2	82.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2418.	*	2448.	7.14	*	0.00	0.00	*	8.33	7.14	*	25.00	85.71	*	66.67
All Grades	N/A	N/A	N/A	3.70	6.25	4.35	0.00	0.00	4.35	7.41	6.25	26.09	88.89	87.50	65.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	0.00	14.29	*	33.33	78.57	*	66.67
All Grades	3.70	6.25	4.35	22.22	6.25	34.78	74.07	87.50	60.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	8.33	14.29	*	33.33	78.57	*	58.33
All Grades	3.70	0.00	8.70	11.11	6.25	17.39	85.19	93.75	73.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	0.00	35.71	*	58.33	57.14	*	41.67
All Grades	3.70	6.25	4.35	37.04	12.50	52.17	59.26	81.25	43.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	8.33	7.14	*	25.00	85.71	*	66.67
All Grades	3.70	6.25	8.70	11.11	0.00	26.09	85.19	93.75	65.22

Conclusions based on this data:

1. Overall, students in the "At or near Standard increased over time.
2. Students "Below Standard" decreased over time.
3. Students above standard decreased over time.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	4	*	*	4	*	*	4			100
Grade 8	*	*	7	*	*	7	*	*	7			100
Grade 11	21	*	17	15	*	11	15	*	11	71.4		64.7
All	42	37	28	26	15	22	26	15	22	61.9	40.5	78.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2394.	*	2420.	0.00	*	0.00	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	6.67	4.55	0.00	0.00	0.00	100.0	93.33	95.45

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
All Grades	0.00	0.00	0.00	0.00	6.67	4.55	100.0	93.33	95.45

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
All Grades	0.00	0.00	4.55	0.00	13.33	9.09	100.0	86.67	86.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	0.00	20.00	*	18.18	80.00	*	81.82
All Grades	0.00	0.00	0.00	15.38	13.33	22.73	84.62	86.67	77.27

Conclusions based on this data:

1. There has been no increase in students who are above "Standard not met" over time.
2. Math interventions will need to be addressed with teachers and aides.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
48	93.8	2.1	2.1
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	2.1
Foster Youth	1	2.1
Homeless	1	2.1
Socioeconomically Disadvantaged	45	93.8
Students with Disabilities	12	25.0







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	4.2
Asian	4	8.3
Hispanic	21	43.8
Two or More Races	1	2.1
White	18	37.5

Conclusions based on this data:

1. Almost all students are socioeconomically disadvantaged.
2. A large percentage of students are on an IEP.
3. Hispanics make up a majority of the population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div>	
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. Suspensions are a concern, behavior management development will be brought in to help staff deal with difficult students.
2. We will need to identify the causes of such high suspension rates and attempt to stop them.

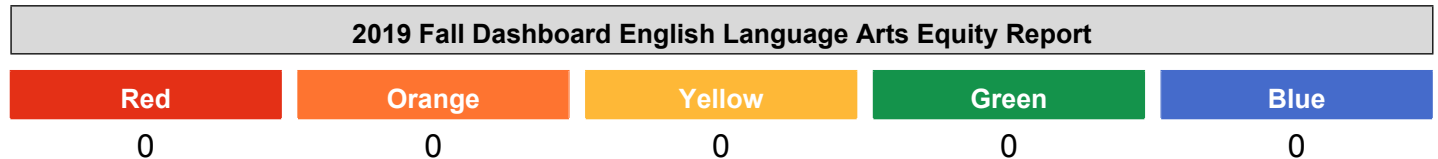
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 123.2 points below standard 11		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color 123.2 points below standard 11		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1. Test scores that were captured showed the most students are well below standard in English.

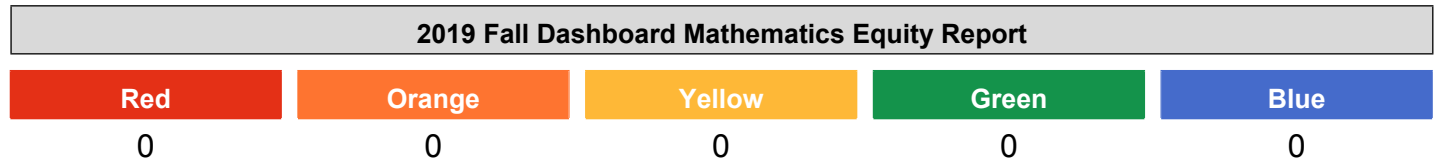
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 </div>	English Learners <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>	Foster Youth
Homeless	Socioeconomically Disadvantaged <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 </div>	Students with Disabilities <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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.

2019 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 1	Less than 11 Students - Data Not Displayed for Privacy 7

Conclusions based on this data:

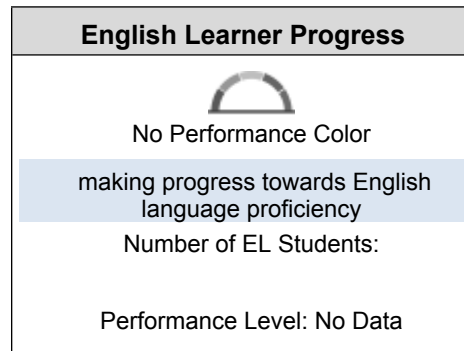
1. Not enough students completed the math portion to give accurate data.
2. Estimates are that most students are far below grade level in math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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. Not enough data to get accurate information.
2. Data will need to come from ELPAC data and in class assessments.

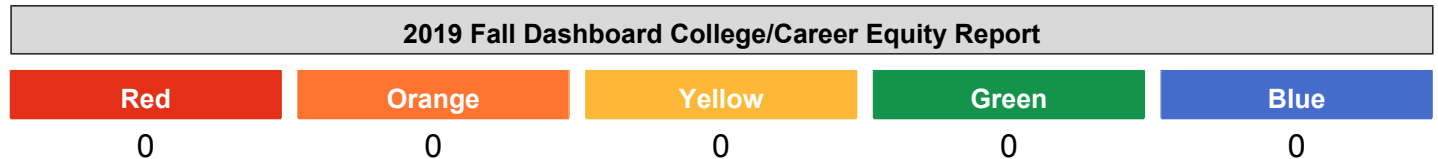
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">6.3</div> Increased +6.3 16	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career 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 0 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 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	 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

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
0 Prepared	0 Prepared	6.3 Prepared
4.2 Approaching Prepared	4.2 Approaching Prepared	0 Approaching Prepared
95.8 Not Prepared	95.8 Not Prepared	93.8 Not Prepared

Conclusions based on this data:

1. More students are classified as prepared and less as not prepared as time has gone on.

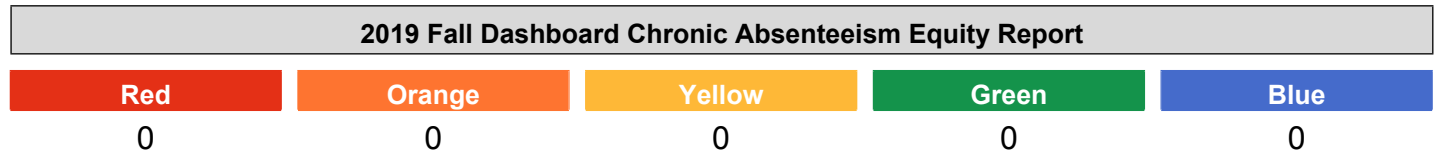
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  No Performance Color <div>0</div> Maintained 0 11	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  No Performance Color <div>0</div> Maintained 0 11	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Conclusions based on this data:

1. Not enough data to get an accurate estimate on attendance.
2. Using SIS data, we can see that attendance is an area of need.

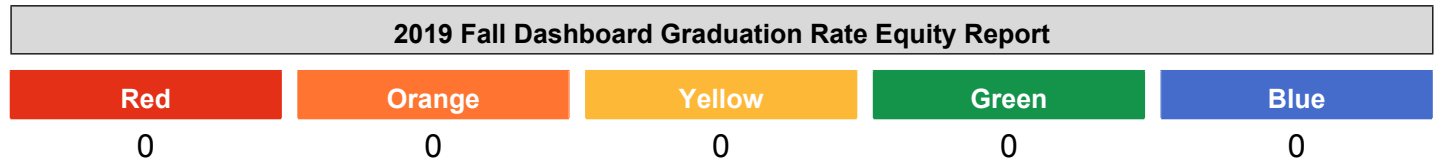
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color 68.8 Maintained -2.1 16	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 66.7 Declined -4.8 15	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 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 7	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
70.8	68.8

Conclusions based on this data:

1. Graduation rates dropped over time.
2. Make goal setting a priority so students can see exactly what they need to do to graduate.

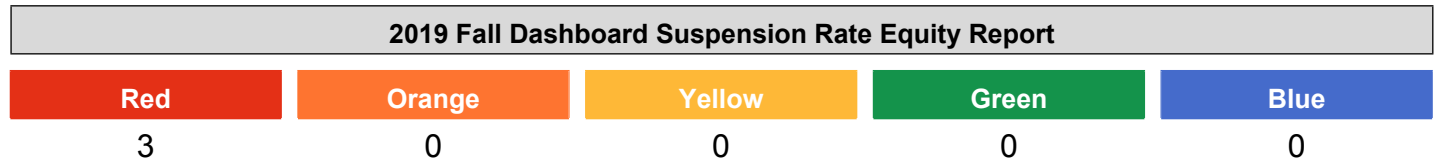
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 31.7 Increased +16.9 101	English Learners  No Performance Color Less than 11 Students - Data Not 7	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color Less than 11 Students - Data Not 2	Socioeconomically Disadvantaged  Red 34.8 Increased +18.4 92	Students with Disabilities  No Performance Color 50 Increased +27.8 20

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Red 29.6 Increased +10.1 54	 No Performance Color Less than 11 Students - Data 6		 Red 32.3 Increased +23.5 31

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	14.8	31.7

Conclusions based on this data:

1. Suspensions more then doubled over time.
2. Behavior management and issues surrounding the reasons why students are being suspended needs to be looked at from a data perspective.

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

Conditions of Learning related to Graduation, and Career and College Readiness

LEA/LCAP Goal

2019-20 LCAP Goal #1 Provide interventions in areas of academic, social, emotional, behavior and attendance and #5 Improve career readiness for middle and high school students.

Goal 1

Provide conditions of learning that will develop college and career ready students

Identified Need

What data did you use to form this goal?

California Department of Education Dashboard indicate that 6.3% of FRA students were career and college ready. This is an increase of 6.3% from the previous year.

Surveys with students indicate that they have a lack of understanding on what career and college ready means, and how to access opportunities after high school. Families are often lacking understanding as well and are unable to support students in these opportunities.

Based on assessments in Renaissance Learning, Edgenuity and teacher created assessments, almost all students are struggling to achieve grade level in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2019 Dashboard- 68.8% Graduated	Increase by 5%
Students enrolled in ROP courses complete the courses successfully.	No students passed the final certifications in any ROP course	Increase qualifying scores by 60%.
EL students will reach RFEP status through ELPAC assessments.	ELPAC delayed due to Covid 19	Increase percentage of EL students who reach RFEP status by 30%
Students scoring Moderately Developed to Well Developed on the ELPAC	NA	30%
Career and College Ready Dashboard Indicator	2019 Dashboard - 6.3% increase	Increase by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA Dashboard Indicator	2019 Dashboard- 123.2 points below	Improve to 110 points below
CAASP Math Dashboard Indicator	2019 Dashboard data sample too small (less than 11)	Establish a baseline score with students performing on the nearly met or met proficiency

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

Purchase curriculum, materials and supplies to support CCSS and intervention to improve student access and proficiency. Instruction will be aligned with the CCSS, NGSS and ELD standards using FRA staff. Including the purchase and increased use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

Person(s) Responsible

- Site Principal
- Classroom Teachers
- Director of Student support services
- Classified staff

Task

- Purchase new sets of chromebooks for students and laptops for teachers \$17,560
- Purchase of hotspots to provide connectivity to students sat home \$12, 079
- Purchase new online curriculum Edgenuity \$13,500
- Purchase new printed curriculum for SPED students \$8,340
- Purchase PPE screens and anti-glare screens \$4,286
- Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration, and professional development.

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)

17,560

Source(s)

CRF - Learning Loss Mitigation
4000-4999: Books And Supplies

13,500	CRF - Learning Loss Mitigation 5800: Professional/Consulting Services And Operating Expenditures
8,340	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies
12,079	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies
4,286	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement (PLC, ELD).

Person(s) Responsible

- School Counselor
- Site Principal
- Director of Student Support Services

Task/Date

- Provide PD for Edgenuity \$3,000
- Solution Tree PLC Training for teachers \$13,000
- Mind the Gaps training \$1,500
- Aeries staff training \$1,500
- PLC Summer Institute \$21,950
- SCSOS CIA Department trainings including ELD Theresa Hancock, Science NGSS training, Google Classroom
- Summer PD for distance learning \$619
- County office support \$1,308

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)

3,000

Source(s)

CRF - Learning Loss Mitigation

	5800: Professional/Consulting Services And Operating Expenditures
13,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
1,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
1,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
21,950	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
619	CRF - Learning Loss Mitigation 1000-1999: Certificated Personnel Salaries
150	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
1,308	Title II Part A: Improving Teacher Quality 7000-7439: Other Outgo

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities.

Person(s) Responsible

- School Counselor
- Site Principal
- Director of Student Support Services
- Superintendent

Task/Date

- Increase school counselor position to assist in student support intervention and MTSS. \$4,185 plus benefits of \$3,112
- Increase or maintain adult to student ratio for smaller class sizes. \$87,715 plus \$8,649
- Hire instructional aide for student support. \$22,062 plus benefits of \$6,225
- Provide opportunity for tutoring \$1,000
- County office indirect support \$11,100 plus \$1,078

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)
87715	Title I 1000-1999: Certificated Personnel Salaries
8,649	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries
7,297	CRF - Learning Loss Mitigation 1000-1999: Certificated Personnel Salaries
28,287	CRF - Learning Loss Mitigation 2000-2999: Classified Personnel Salaries
1,000	CRF - Learning Loss Mitigation 1000-1999: Certificated Personnel Salaries
11,100	Title I 7000-7439: Other Outgo
1,078	Title IV Part A: Student Support and Academic Enrichment 7000-7439: Other Outgo

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All RFEP

Strategy/Activity

For redesignated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success

Person(s) Responsible

- Site Principal
- School Counselor
- Classroom teachers

Task/Date

- The counselor will monitor outcomes of students who are identified as RFEP to ensure they were maintaining academic success.
- Staff will participate in PD to provide designated and integrated ELD.

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)

Annual Review

SPSA Year Reviewed: 2018-19

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.

N/A- no SPSA in 18-19

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

N/A- no SPSA in 18-19

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.

N/A- no SPSA in 18-19

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 engagement

LEA/LCAP Goal

2019-20 LCAP Goal #2 Identify barriers and strategies to overcome those barriers to improve school environmental scales as reported in California Healthy Kids Survey (CHKS) and support all students by creating a school climate that is safe.

Goal 2

FRA will provide an engaging environment that will increase student engagement, attendance and reduces suspension rates.

Identified Need

Suspension rates are too high and attendance rates are too low. Student engagement is not at an appropriate level. These findings are based on the CDE dashboard as well as local data.

What data did you use to form this goal?

- Individual Learning Plans (ILP)
- Suspension and attendance and CHKS.

How will the school evaluate the progress of this goal?

- Monitor local suspension data through Aeries.
- 6 week intervention check to ensure ILP is being followed.
- Stakeholders Meeting Reports
- Students transitioning back to their home school District's without loss of credits.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	Caring Adults- 32%, School Connectedness- 37%, Academic Motivation- 23%	Increase all areas by 10%
Suspension Rates	2019 Dashboard 31.7% suspended, increase of 16.9%	Decrease suspensions by 15%
Panorama Survey	Not established- new metric	Establish a baseline score with students indicating >50% on Caring Adults, School Connectedness
Dashboard Chronic Absenteeism	Not enough data less than 11 students	Establish a baseline.
Dashboard Suspension Rates	31.7% Suspended (Increase of 16.9% from prior year)	Reduce suspensions by 15%.

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

Meetings held with expelled youth to review their progress toward meeting their rehabilitation plan and the terms of their readmission as determined by their district of residence. Students will also set goals, create an ILP and enroll in appropriate courses based on need.

Each student who enrolls at FRA must attend an orientation with their parent(s)/guardian. Each condition is review and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.

Person(s) Responsible

- Site Principal
- Classroom teachers
- School Counselor
- Student
- Parents

Task

- Meetings to be held quarterly.
- Increase counselor position to support students. \$3,015

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)

3,015

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will engage in PD to improve school culture and engagement through the training and implementation of PBIS.

Person(s) Responsible

- School Counselor
- Site Principal
- Student
- Parent

Task

- PBIS training \$30,000
- PBIS signage and incentives \$5,000.
- Travel and conference for SEL training \$10,820
- Professional Development \$14,940

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)
30,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
5,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
10,820	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures
14,940	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase instructional aide position to help provide restorative practices, increase attendance rates, and increase student engagement in school.

Person(s) Responsible

- School Counselor
- Site Principal
- Student

- Parent

Task

- Increase or recruit and hire additional instructional aide time. \$16,986
- County Support \$3,356
- Increase teacher support after hours \$2,856

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)
16,986	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
3,356	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
2,856	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on students with disabilities, socioeconomically disadvantaged students and white.

Strategy/Activity

Increased county support in participation in the differentiated assistance process. Identify targeted supports to increase attendance and reduce suspensions.

Person(s) Responsible

- Assistant Superintendent
- CIA Director
- Site Principal
- DA support team

Task

- County Office Support:

Director of Curriculum and Instruction \$9,418

Coordinator of Student Support and Outreach \$6,722

Assistant Superintendent of Educational Services \$11,231

Additional benefits \$10,000

- County Indirect Support \$18, 349

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)
9,418	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
6,722	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
11,231	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
18,349	Comprehensive Support and Improvement (CSI) 7000-7439: Other Outgo
10,000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on parent engagement for students in unique populations.

Strategy/Activity

Provide transportation or bus passes for all students.

Provide school supplies for homeless youth.

Provide mileage to support homeless and foster youth with transportation to and from school.

Create school webpage to increase communication and student engagement.

Task

- Purchase bus passes as needed \$3,705
- Purchase school supplies for homeless youth \$400
- Mileage costs for homeless and foster \$150
- Build webpage \$275

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)
3,705	Title I 5000-5999: Services And Other Operating Expenditures
400	Title I 4000-4999: Books And Supplies
150	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
275	Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2018-19

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.

NA

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.

NA

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	\$125,048
Total Federal Funds Provided to the School from the LEA for CSI	\$170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$391,141.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$170,123.00
CRF - Learning Loss Mitigation	\$95,968.00
Title I	\$102,920.00
Title II Part A: Improving Teacher Quality	\$12,128.00
Title IV Part A: Student Support and Academic Enrichment	\$10,002.00

Subtotal of additional federal funds included for this school: \$391,141.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$391,141.00

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

Comprehensive Support and Improvement (CSI)	170,123.00
CRF - Learning Loss Mitigation	95,968.00
Title I	102,920.00
Title II Part A: Improving Teacher Quality	12,128.00
Title IV Part A: Student Support and Academic Enrichment	10,002.00

Expenditures by Budget Reference

Budget Reference

Amount

1000-1999: Certificated Personnel Salaries	138,522.00
2000-2999: Classified Personnel Salaries	45,273.00
3000-3999: Employee Benefits	13,356.00
4000-4999: Books And Supplies	47,665.00
5000-5999: Services And Other Operating Expenditures	3,855.00
5800: Professional/Consulting Services And Operating Expenditures	110,635.00
7000-7439: Other Outgo	31,835.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	33,242.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	16,986.00

3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	13,356.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	5,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	150.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	83,040.00
7000-7439: Other Outgo	Comprehensive Support and Improvement (CSI)	18,349.00
1000-1999: Certificated Personnel Salaries	CRF - Learning Loss Mitigation	8,916.00
2000-2999: Classified Personnel Salaries	CRF - Learning Loss Mitigation	28,287.00
4000-4999: Books And Supplies	CRF - Learning Loss Mitigation	42,265.00
5800: Professional/Consulting Services And Operating Expenditures	CRF - Learning Loss Mitigation	16,500.00
1000-1999: Certificated Personnel Salaries	Title I	87,715.00
4000-4999: Books And Supplies	Title I	400.00
5000-5999: Services And Other Operating Expenditures	Title I	3,705.00
7000-7439: Other Outgo	Title I	11,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	10,820.00
7000-7439: Other Outgo	Title II Part A: Improving Teacher Quality	1,308.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	8,649.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	275.00
7000-7439: Other Outgo	Title IV Part A: Student Support and Academic Enrichment	1,078.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,918.00
Goal 2	147,223.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
John Kovach	Principal
Sydni Beaver	Other School Staff
Ron Fagan	Other School Staff
Kary Hauck	Parent or Community Member
James Morasch	Classroom Teacher
Laura Keeney	Parent or Community Member
Christina Jorgensen	Parent or Community Member
Lorena Heredia	Classroom Teacher

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

Other: Parent 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 12/7/2020.

Attested:



Principal, John Kovach on 12/7/2020