

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Frazier Mountain High School	15751681530401	January 7, 2026	January 14, 2026

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

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

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

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

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

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

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

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# Plan Description

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

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

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

Frazier Mountain High School (FMHS) is a small, comprehensive high school serving approximately 243 students in the rural mountain communities near Interstate 5 in the Grapevine region. This School Plan for Student Achievement (SPSA) describes FMHS schoolwide programs and targeted interventions focused on improving chronic absenteeism, mathematics achievement, and college and career readiness. The plan is aligned with El Tejon Unified School District priorities, the Local Control and Accountability Plan (LCAP), and state accountability measures.

A central driver of this work is FMHS's implementation of the California Community Schools Partnership Program (CCSPP), which reflects the district's commitment to a whole-child, equity-centered approach. Through the Community Schools model, FMHS and El Tejon School function as coordinated service hubs that integrate academics, health and wellness supports, family engagement, and community partnerships. Stakeholders—including students, families, staff, and community partners—are engaged through surveys, focus groups, advisory structures, and School Site Council processes to identify needs, analyze root causes, and coordinate responsive supports. Current Community Schools priorities focus on student and family health services, expanded learning opportunities, and shared leadership through collaboration.

As part of this integrated support system, FMHS has expanded access to telehealth services, helping reduce barriers to care commonly experienced in rural communities. Telehealth access increases timely connections to providers, including behavioral health services when appropriate, minimizes time away from instruction, and supports student wellness and attendance. Additional Community Schools supports include access to dental and vision screenings and partnerships with family resource organizations that connect families to essential services. Together, these supports help ensure students arrive at school healthy, supported, and ready to engage in learning.

FMHS offers four Career Technical Education (CTE) pathways: 2D and 3D Visual Art, Agriculture, Plant and Soil Science, and Entrepreneurship. Dual enrollment opportunities continue to expand through a partnership with Bakersfield College, with current offerings including U.S. History, Psychology, Sociology, and Visual Art. Students also have access to Advanced Placement (AP) and honors coursework, CIF athletics, visual and performing arts programs, and leadership opportunities such as Future Farmers of America (FFA) and student-run enterprises.

To address identified areas of need, FMHS has implemented the following aligned improvement structures:

## Mathematics Support and Innovation:

Instructional staff participate in targeted professional learning, including attendance at the California Mathematics Council (CMC) conference and the implementation of a Math Talks learning series focused on task design, collaborative problem-solving, and instructional consistency. Digital tools such as IXL and DIFIT are used to differentiate instruction and target individual learning gaps.

## Professional Learning Communities (PLCs):

Staff continue to implement Solution Tree PLC at Work practices to strengthen collaborative culture, analyze evidence of student learning, develop common formative assessments, and make timely instructional adjustments based on data.

## College and Career Preparation:

FMHS utilizes [CaliforniaColleges.edu](http://CaliforniaColleges.edu) and the California College Guidance Initiative (CCGI) to support student planning and postsecondary transitions. Students engage in ongoing development of individualized 10-year academic and career plans, supported through aligned advising structures and dual enrollment opportunities.

## Student Engagement, Equity, and Wellness:

Through Community Schools implementation and supportive practices, FMHS prioritizes student connectedness, attendance interventions, inclusive school climate efforts, and access to integrated health and wellness supports. These efforts are designed to improve engagement, reduce barriers to learning, and support long-term academic and postsecondary success for all students.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

#### Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) at Frazier Mountain High School (FMHS) leads the development, annual review, and continuous refinement of the School Plan for Student Achievement (SPSA) through a collaborative, inclusive, and data-driven process. The SSC is composed of teachers, parents, students, administrators, and classified staff who work collectively to analyze student performance data, identify priority needs, and align resources and strategies to support improved student outcomes.

#### Annual Review and Data Analysis

At the start of each school year, the SSC conducts a comprehensive review of the prior year's SPSA goals, strategies, and action steps to assess effectiveness and determine areas for improvement. This review includes analysis of academic achievement, attendance, graduation outcomes, college and career readiness indicators, and school climate data. Successful practices are identified and sustained, while strategies requiring refinement are adjusted to better meet student needs.

Following the release of the 2025 California School Dashboard, the SSC analyzed key performance indicators, including:

Suspension Rate: Green

Graduation Rate: Green

College/Career Indicator: Green

English Language Arts: Green

Science: Blue

Mathematics: Red

These data were presented and discussed during staff meetings to ensure broad staff engagement in the continuous improvement process. Input from teachers and classified staff directly informed revisions to SPSA goals, strategies, and action steps, strengthening alignment between classroom instruction, targeted interventions, and schoolwide initiatives.

#### Collaborative Planning Across School Sites

To promote coherence and continuity across grade levels, the FMHS SSC collaborates through a shared School Site Council structure with El Tejon School. This collaboration ensures vertical alignment of curriculum, instructional pacing, and intervention supports across grades 7–12. Cross-site planning supports smooth academic and social-emotional transitions and strengthens consistency in instructional and support programs.

This collaboration is particularly critical for aligning Career Technical Education (CTE) pathways, college and career readiness programming, and targeted supports for English Learners and students at risk of academic or attendance challenges.

#### Stakeholder Involvement

In addition to SSC meetings, FMHS actively gathers stakeholder input through multiple channels, including ParentSquare surveys, advisory period discussions, and community engagement events. Parents, students, and

community partners—including Bakersfield College, the California College Guidance Initiative (CCGI), and local industry partners—provide feedback on student needs, program effectiveness, and resource priorities.

This ongoing stakeholder engagement ensures the SPSA reflects the voices of the school community and supports continuous improvement through shared responsibility, strong partnerships, and transparent decision-making.

## Resource Inequities

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

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

As a result of the comprehensive needs assessment process, Frazier Mountain High School (FMHS) has not identified significant resource inequities that prevent students from accessing a broad and rigorous educational program. While the school faces challenges related to its small size and rural location, strategic use of funding sources—including Title I, Title IV, Local Control Accountability Plan (LCAP) funds, Perkins V, Career Technical Education Incentive Grant (CTEIG), and other supplemental grants—has allowed FMHS to provide equitable access to high-quality academic, Career Technical Education (CTE), and student support services.

Efforts to ensure equitable access and mitigate potential resource limitations include the following:

### Expanded Dual Enrollment Opportunities:

FMHS partners with Bakersfield College to provide dual enrollment opportunities beginning in Grade 9 and expanding through upper-grade coursework. Courses available to FMHS students include Sociology, Psychology, Student Development, and U.S. History. HIST B17A covers United States history from its origins through 1877, while HIST B17B covers U.S. history from Reconstruction to the present, with an emphasis on political, economic, and cultural developments. Together, these courses fulfill American history requirements and are transferable to postsecondary institutions. English B1A, the foundational transfer-level Expository Composition course, focuses on critical reading, analytical writing, research, and argumentation. English B1B builds on these skills through the study of fiction, drama, and poetry. English B1AL provides additional instructional support for students who benefit from a co-requisite lab model. These opportunities reduce barriers to college access and allow students to earn transferable college credit while in high school.

### Early and Ongoing Career Exploration:

Career exploration begins at the junior high level and expands through structured high school pathways. At FMHS, all students participate in a freshman Success course focused on college and career exploration, goal setting, and postsecondary planning. This course is dual enrolled with Bakersfield College, ensuring alignment with college expectations and providing early exposure to postsecondary systems.

### CTE Facilities and Equipment Improvements:

Targeted investments have been made to modernize CTE learning environments, including Agriculture, Visual Arts, and Technology programs. Improvements include the construction of a state-of-the-art greenhouse to support the Plant and Soil Science pathway and the refurbishment of the outdoor welding area. These upgrades ensure students have access to industry-aligned facilities, tools, and hands-on learning experiences comparable to those available in larger districts.

### Targeted Student Support Staffing:

FMHS employs a full-time Student Success Coordinator who provides targeted support for special populations, with a focus on improving attendance, addressing chronic absenteeism, and supporting academic progress. This role strengthens coordination among instructional staff, counseling services, and family supports to ensure students receive timely and appropriate interventions.

### Vertical Alignment and Transition Supports:

FMHS works collaboratively with El Tejon School through a shared School Site Council structure to ensure vertical alignment of curriculum, instructional practices, and intervention supports. This alignment supports smooth transitions from middle school to high school and ensures continuity in core academic instruction and CTE pathways, including Art, Agriculture, and Entrepreneurship.

### College and Career Counseling and External Supports:

Students benefit from integrated college and career counseling supports, including a Student Success Facilitator through the California College Guidance Initiative (CCGI) platform and services provided through the California Student

Opportunity and Access Program (California Student Opportunity and Access Program). These supports enhance student access to college planning resources, financial aid guidance, and postsecondary advising.

FMHS continuously monitors student performance data, attendance trends, and stakeholder feedback to ensure that resources remain aligned with student needs and schoolwide goals. Through intentional planning, cross-site collaboration, and effective use of supplemental funding, FMHS works to mitigate the impact of rural isolation and ensure equitable access to academic, career, and wellness supports for all students.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

#### California School Dashboard Indicators

Referring to the California School Dashboard, Frazier Mountain High School (FMHS) reviewed all state indicators to identify areas of need based on overall performance levels in the Red or Orange categories.

Based on the most recent California School Dashboard data (2024 release), FMHS received the following overall performance ratings:

Suspension Rate: Green

College/Career Indicator (CCI): Green

English Language Arts: Green

Science: Blue

Mathematics: Red

Among these indicators, Mathematics is the primary area identified for focused improvement due to its Red performance level. This need has been prioritized in the SPSA and aligns with El Tejon Unified School District LCAP goals related to academic achievement and student success.

The Red rating in Mathematics indicates a need for continued instructional improvement, targeted academic interventions, and professional learning focused on effective mathematics instruction. In response, FMHS has implemented strategies such as Math Talks, Common Formative Assessments, use of Interim Assessment Blocks, and differentiated digital supports to address student learning gaps.

While other indicators demonstrate positive performance, FMHS continues to monitor trends in student engagement, behavior, and college and career readiness to ensure sustained progress and to proactively address emerging needs. Continuous review of Dashboard data supports informed decision-making and alignment of resources with student needs and schoolwide goals.

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

#### Performance Gaps by Student Group

Referring to the California School Dashboard (Dashboard), performance gaps are identified when any student group performs two or more performance levels below the “All Students” group on a state indicator.

Based on the 2024–25 California School Dashboard, Frazier Mountain High School identified the following significant performance gaps among student groups:

#### Students with Disabilities (SWD):

Students with Disabilities performed two or more performance levels below the “All Students” group in the following indicators:

Mathematics

Graduation Rate

College and Career Readiness (CCI)

These gaps indicate a continued need for targeted academic interventions, increased access to standards-aligned instruction, IEP-aligned supports, and intentional transition planning to support postsecondary outcomes for students with disabilities.

#### Socioeconomically Disadvantaged Students:

Socioeconomically Disadvantaged students demonstrated lower performance than the All Students group in:

Suspension Rate

Graduation Rate

College and Career Readiness (CCI)

While not all indicators currently reflect a two-level difference, trend data suggests these students remain at risk of widening gaps if supports are not sustained and strengthened.

#### Steps Taken to Address Identified Performance Gaps:

In response to these findings, Frazier Mountain High School has prioritized targeted supports through alignment of the SPSA with district LCAP goals, including:

A full-time Student Success Coordinator who provides focused support for attendance, academic monitoring, behavior intervention, and social-emotional learning for identified student groups

Implementation of PLC at Work practices, enabling staff to analyze disaggregated data, implement common formative assessments, and provide timely instructional interventions

Use of DIFIT, IXL, and Success 101, which support differentiated instruction, targeted skill development, and individualized college and career planning

These strategies are monitored regularly through the SPSA review cycle to ensure continuous improvement and equitable outcomes for all student groups.

## Other Needs

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

#### Other Needs

In addition to California School Dashboard data, Frazier Mountain High School (FMHS) utilizes locally collected data to identify additional areas for improvement and to monitor pupil outcomes. These data sources include internal academic and attendance records, student support team data, stakeholder feedback, and survey results.

Key local needs identified include the following:

#### Limited Access to Industry Certifications:

While FMHS offers established Career Technical Education (CTE) pathways in Agriculture, Art, and Entrepreneurship, many programs do not currently culminate in industry-recognized certifications. As a result, students complete pathway sequences without earning formal credentials that could strengthen workforce readiness and postsecondary competitiveness.

#### Scheduling Constraints Affecting Pathway Access:

Due to the school's small size and limited staffing, students may experience scheduling conflicts that restrict access to multiple CTE pathways or elective courses within the same academic year. These constraints can limit opportunities for students seeking to balance rigorous academic coursework with career-focused learning experiences.

#### Postsecondary Tracking and Placement:

Historically, FMHS has faced challenges in consistently tracking graduate outcomes related to postsecondary education, training, and workforce entry. Recent partnerships with the Kern County Superintendent of Schools and participation in the KIDS data system have begun to improve post-program tracking and data-informed planning.

#### Vertical Alignment and Transition Support:

Local needs assessments identified gaps in alignment between El Tejon Middle School and FMHS, particularly in preparing students for high school coursework and CTE pathways. In response, the district has implemented vertical curriculum planning, increased collaboration among staff, and shared stakeholder engagement to support smoother transitions beginning in 8th grade.

#### Social-Emotional Learning and Attendance:

Chronic absenteeism remains an area of concern. Internal data indicate a relationship between attendance challenges and reduced academic performance, especially among at-risk student populations. FMHS addresses these needs through the Student Success Coordinator, site-based social-emotional supports, and Student Assistance Teams (SAT) to provide early and targeted interventions.

#### Student Engagement and School Connectedness:

Results from the California Healthy Kids Survey and local stakeholder feedback indicate a need to strengthen student engagement and sense of belonging. FMHS has prioritized positive school culture through advisory programming, peer mentorship, student-led activities, and expanded club offerings to increase connectedness and participation.

These locally identified needs reinforce California School Dashboard findings and have been intentionally integrated into FMHS's goals, actions, and funding priorities to support continuous improvement and equitable student outcomes.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.58%	0.83%	1.64%	4	2	4
African American	0.4%	0.83%	0.41%	1	2	1
Asian	0.79%	1.24%	0.41%	2	3	1
Filipino	0.4%	0.83%	1.64%	1	2	4
Hispanic/Latino	44.66%	53.72%	52.05%	113	130	127
Pacific Islander	0.4%	0.83%	0.41%	1	2	1
White	48.22%	38.02%	37.30%	122	92	91
Two or More Races	3.56%	2.89%	5.74%	9	7	14
Not Reported	0%	0.83%	0.41%	0	2	1
<b>Total Enrollment</b>				253	242	244

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	54	57	70
Grade 10	65	58	55
Grade 11	68	63	57
Grade 12	66	64	62
<b>Total Enrollment</b>	253	242	244

#### Conclusions based on this data:

- Student demographics continue to shift, with an increasing Hispanic/Latino population and a declining White student population. Hispanic/Latino enrollment increased significantly from 44.66% in 2022–23 to 53.72% in 2023–24 and remains the largest subgroup at 52.05% in 2024–25. During the same period, the White student population declined from 48.22% to 37.30%, reflecting ongoing demographic changes within the school community.
- Overall enrollment has remained stable over the three-year period. Total enrollment decreased slightly from 253 students in 2022–23 to 242 students in 2023–24, followed by a modest increase to 244 students in 2024–25, indicating relative enrollment stability despite demographic shifts.

3. Grade-level enrollment trends show growth in incoming cohorts and gradual declines in upper grades. Ninth-grade enrollment increased notably from 54 students in 2022–23 to 70 students in 2024–25, suggesting stronger incoming class sizes. Enrollment in grades 10–12 shows gradual decreases across cohorts, highlighting the importance of continued focus on retention, engagement, and successful progression toward graduation.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	16	24	27	6.3%	9.9%	11.1%
Fluent English Proficient (FEP)	46	49	45	18.2%	20.2%	18.4%

### Conclusions based on this data:

1. The proportion of English Learners has increased over the three-year period and stabilized in the most recent year. English Learner enrollment increased from 6.3% (16 students) in 2022–23 to 9.9% (24 students) in 2023–24 and 11.1% (27 students) in 2024–25, indicating sustained growth followed by relative stabilization at just over ten percent of the student population.
2. Fluent English Proficient (FEP) enrollment has remained relatively consistent. The percentage of Fluent English Proficient students increased slightly from 18.2% in 2022–23 to 20.2% in 2023–24, then decreased modestly to 18.4% in 2024–25, suggesting overall stability in this subgroup.
3. Reclassification data may not fully reflect student progress. The absence of reported Reclassified Fluent English Proficient (RFEP) data suggests potential reporting or data-entry issues rather than a complete lack of reclassification activity. FMHS will continue to review CALPADS reporting processes and local assessment data to ensure accurate tracking of English Learner progress and reclassification outcomes.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	67	59	56	60	50	54	59	50	54	89.6	84.7	96.4
All Grades	67	59	56	60	50	54	59	50	54	89.6	84.7	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2596.	2625.	2604.	22.03	34.00	24.07	37.29	28.00	33.33	23.73	26.00	27.78	16.95	12.00	14.81
All Grades	N/A	N/A	N/A	22.03	34.00	24.07	37.29	28.00	33.33	23.73	26.00	27.78	16.95	12.00	14.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	23.73	32.00	18.52	57.63	58.00	64.81	18.64	10.00	16.67
All Grades	23.73	32.00	18.52	57.63	58.00	64.81	18.64	10.00	16.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.03	40.82	25.93	54.24	42.86	57.41	23.73	16.33	16.67
All Grades	22.03	40.82	25.93	54.24	42.86	57.41	23.73	16.33	16.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.86	18.00	18.52	66.10	72.00	74.07	22.03	10.00	7.41
All Grades	11.86	18.00	18.52	66.10	72.00	74.07	22.03	10.00	7.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	22.03	24.00	27.78	67.80	64.00	57.41	10.17	12.00	14.81
All Grades	22.03	24.00	27.78	67.80	64.00	57.41	10.17	12.00	14.81

**Conclusions based on this data:**

- Overall ELA performance has remained relatively stable, with year-to-year fluctuations across performance levels. The percentage of students meeting or exceeding the standard increased in 2023–24, followed by a decline in 2024–25. At the same time, the percentage of students scoring in the “Nearly Met” category remained relatively consistent across the three-year period, indicating a stable group of students approaching proficiency.
- Shifts in performance are evident across ELA reporting categories. In Reading and Writing, the percentage of students at or near standard increased in 2024–25, while the percentage above standard declined compared to the prior year. Listening results show steady improvement in both “Above” and “At or Near Standard” categories, with a corresponding decrease in students scoring below standard. Research and Inquiry results reflect a gradual increase in students performing above standard, alongside a slight increase in students below standard in the most recent year.
- A persistent proportion of students continue to perform below standard, indicating the need for targeted instructional supports. While most students demonstrate foundational literacy skills, the percentage of students scoring below standard remains an area of concern, particularly in higher-order literacy skills such as writing and research. These results highlight the need for continued focus on differentiated instruction, literacy interventions, and progress monitoring across content areas.  
  
ELA data will continue to inform instructional planning and subgroup analysis. FMHS will further analyze subgroup performance data to identify specific areas of need and to guide targeted instructional strategies. These findings will be used to inform SPSA actions, professional learning priorities, and supports aligned to improving literacy outcomes for all students.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	67	59	56	58	50	53	58	50	53	86.6	84.7	94.6
All Grades	67	59	56	58	50	53	58	50	53	86.6	84.7	94.6

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2503.	2541.	2502.	3.45	6.00	3.77	10.34	14.00	16.98	15.52	32.00	15.09	70.69	48.00	64.15
All Grades	N/A	N/A	N/A	3.45	6.00	3.77	10.34	14.00	16.98	15.52	32.00	15.09	70.69	48.00	64.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.17	6.00	3.77	31.03	48.00	32.08	63.79	46.00	64.15
All Grades	5.17	6.00	3.77	31.03	48.00	32.08	63.79	46.00	64.15

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	6.90	12.00	9.43	60.34	64.00	60.38	32.76	24.00	30.19
All Grades	6.90	12.00	9.43	60.34	64.00	60.38	32.76	24.00	30.19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.17	6.00	3.77	53.45	66.00	60.38	41.38	28.00	35.85
All Grades	5.17	6.00	3.77	53.45	66.00	60.38	41.38	28.00	35.85

**Conclusions based on this data:**

1. Mathematics achievement remains an area of need with a high percentage of students performing below standard. Across the three-year period, a majority of students scored below the standard in mathematics. Although improvement was observed in 2023–24, the percentage of students performing below standard increased again in 2024–25, indicating the need for sustained and targeted instructional support.
2. Student performance shows fluctuation across achievement levels rather than consistent growth. The percentage of students meeting or exceeding the standard increased from 2022–23 to 2023–24, then declined in 2024–25. Movement between the “Nearly Met” and “Below Standard” categories suggests that gains have not yet been consistently sustained year over year.
3. Specific mathematical domains highlight the need for focused instructional interventions. Results in Concepts and Procedures and Communicating Reasoning show particularly high rates of students performing below standard, while Problem Solving and Modeling reflects comparatively stronger outcomes. These domain-level results will guide instructional planning, intervention design, and SPSA-aligned professional learning.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	10	8
10	*	*	1548.0	*	*	1563.2	*	*	1532.3	4	4	12
11	*	*	*	*	*	*	*	*	*	5	5	5
12	*	*	*	*	*	*	*	*	*	*	4	5
All Grades										15	23	30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	8.33	*	*	33.33	*	*	41.67	*	*	16.67	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.67	4.35	6.67	33.33	34.78	26.67	40.00	56.52	50.00	0.00	4.35	16.67	15	23	30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	16.67	*	*	50.00	*	*	25.00	*	*	8.33	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	26.09	13.33	40.00	47.83	46.67	26.67	21.74	30.00	0.00	4.35	10.00	15	23	30

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	8.33	*	*	8.33	*	*	41.67	*	*	41.67	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	0.00	3.33	33.33	13.04	10.00	46.67	47.83	43.33	13.33	39.13	43.33	15	23	30

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.00	0.00	3.33	66.67	65.22	63.33	13.33	34.78	33.33	15	23	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	75.00	*	*	16.67	*	*	8.33	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	80.00	86.96	60.00	20.00	8.70	26.67	0.00	4.35	13.33	15	23	30

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	8.33	*	*	41.67	*	*	50.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.33	0.00	6.67	53.33	34.78	36.67	33.33	65.22	56.67	15	23	30

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	0.00	*	*	75.00	*	*	25.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	3.33	100.00	86.96	83.33	0.00	13.04	13.33	15	23	30

**Conclusions based on this data:**

1. ELPAC results reflect small cohort sizes, requiring cautious interpretation of year-to-year trends. The number of students tested increased from 15 in 2022–23 to 30 in 2024–25. Because of these relatively small sample sizes, percentage changes across years should be interpreted carefully and used in combination with local progress monitoring and classroom-based evidence.
2. English Learners demonstrate relative strengths in oral language compared to literacy-based domains. Across all grades, students consistently performed stronger in Speaking and Listening, with a higher percentage of students scoring at the “Well Developed” or “Somewhat/Moderately Developed” levels. In contrast, Reading and Writing domains show a greater proportion of students performing at the Beginning level, indicating a need for continued focus on academic language development and literacy skills.
3. Written language remains the most significant area of need. Writing performance shows the lowest levels of proficiency across all years, with the majority of students performing at the Beginning or Somewhat Developed levels. These results highlight the importance of targeted ELD instruction, integrated writing supports across content areas, and continued monitoring of English Learner progress toward reclassification.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
244	74.6%	11.1%	0.4%
Total Number of Students enrolled in Frazier Mountain High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	11.1%
Foster Youth	1	0.4%
Homeless	29	11.9%
Socioeconomically Disadvantaged	182	74.6%
Students with Disabilities	40	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4%
American Indian	4	1.6%
Asian	1	0.4%
Filipino	4	1.6%
Hispanic	127	52%
Two or More Races	14	5.7%
Pacific Islander	1	0.4%
White	91	37.3%

### Conclusions based on this data:

1. A significant majority of students are identified as socioeconomically disadvantaged, indicating elevated support needs.

In 2024–25, 74.6% of students are classified as socioeconomically disadvantaged, and 11.9% are identified as experiencing homelessness. These factors underscore the importance of providing targeted academic, social-emotional, and wraparound supports to address barriers to learning.

2. The Hispanic/Latino student population represents the largest and growing demographic group. Hispanic/Latino students comprise 52% of total enrollment, reflecting ongoing demographic shifts within the school community. This trend reinforces the need for culturally responsive instruction and continued support for English Learners and multilingual students.
3. FMHS serves multiple high-need student groups requiring coordinated, differentiated supports. Students with disabilities represent 16.4% of enrollment, while English Learners account for 11.1% of the student population. The presence of multiple overlapping student groups highlights the need for integrated instructional strategies, targeted interventions, and alignment of services through the SPSA and LCAP to ensure equitable outcomes.

# School and Student Performance Data

## Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

#### Academic Engagement

##### Graduation Rate



Green

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Red

##### English Learner Progress



No Performance Color

##### College/Career



Green

**Conclusions based on this data:**

1. Overall academic performance shows mixed results, with mathematics remaining an area of need and English Language Arts demonstrating relative strength.  
According to the 2025 California School Dashboard, Frazier Mountain High School received a Red performance level in Mathematics, indicating continued challenges in student achievement, while English Language Arts is rated Green, reflecting stronger performance and improvement over time. These results reinforce the prioritization of mathematics within the SPSA while sustaining effective ELA instructional practices.
2. School climate indicators reflect improvement since the pre-COVID period.  
Dashboard data show that Suspension Rate is Green and has declined compared to prior years, and Chronic Absenteeism trends have improved relative to pre-pandemic levels. These improvements suggest positive impacts from schoolwide behavior supports, attendance interventions, and social-emotional learning strategies
3. Graduation outcomes remain a strength for the school.  
The Graduation Rate is rated Green, with over 90% of students graduating, indicating that the majority of students successfully complete high school despite academic and socioeconomic challenges. This outcome reflects effective credit monitoring, intervention supports, and student engagement strategies.

# School and Student Performance Data

## Academic Performance English Language Arts

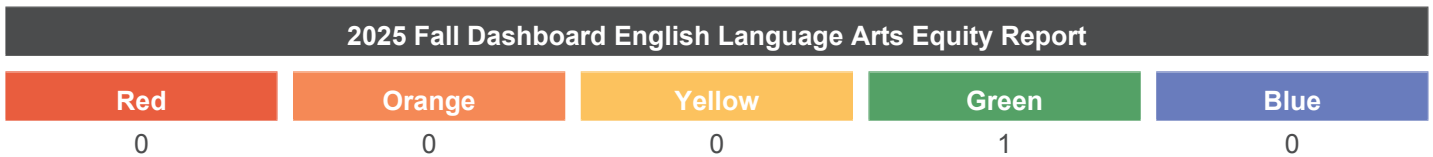
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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











This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>22.3 points above standard</p> <p>Increased 19.7 points</p> <p>51 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>20.3 points above standard</p> <p>Increased 34.3 points</p> <p>40 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 8.8 points above standard Increased 26.7 points 23 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>White</b></p>  <p>No Performance Color 32.9 points above standard Increased 28.5 points 19 Students</p>

**Conclusions based on this data:**

- English Language Arts performance is a strength for Frazier Mountain High School. According to the 2025 California School Dashboard, All Students received a Green performance level in English Language Arts, scoring 22.3 points above standard with a 19.7-point increase from the prior year. This indicates meaningful improvement in overall ELA achievement.
- Socioeconomically Disadvantaged students also demonstrated strong growth in ELA. The Socioeconomically Disadvantaged subgroup received a Green performance level, scoring 20.3 points above standard with a 34.3-point increase, reflecting significant academic progress and effective instructional supports for this student group.
- Limited subgroup color reporting is due to small student group sizes rather than decreased performance. Most other student groups display “No Performance Color” because they include fewer than 11 students, which limits public reporting for privacy reasons. The absence of a color does not indicate a decline in performance and does not affect the overall Green rating for English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

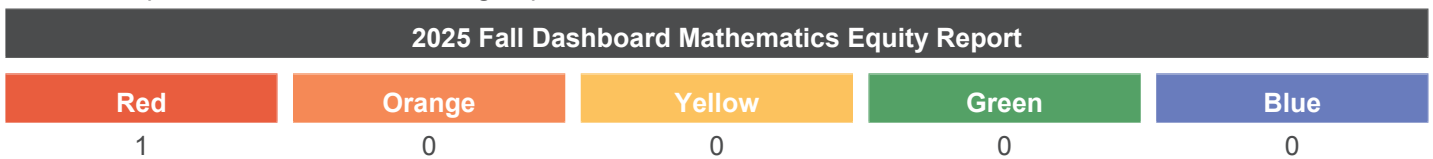
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>127.2 points below standard</p> <p>Declined 9.2 points</p> <p>50 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>125.7 points below standard</p> <p>Declined 3.3 points</p> <p>39 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 130.2 points below standard Maintained -2 points 22 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>White</b></p>  <p>No Performance Color 133.6 points below standard Declined 20.7 points 19 Students</p>

**Conclusions based on this data:**

1. Mathematics achievement remains a significant area of need for All Students. According to the 2025 California School Dashboard, All Students received a Red performance level in Mathematics, scoring 127.2 points below standard, with a decline of 9.2 points from the prior year. This indicates that overall mathematics performance continues to lag behind state standards and requires sustained, targeted intervention.
2. Socioeconomically Disadvantaged students mirror overall mathematics challenges. The Socioeconomically Disadvantaged subgroup also received a Red performance level, scoring 125.7 points below standard, with a decline of 3.3 points. This parallel trend highlights the need for focused instructional strategies and supports to address persistent opportunity gaps in mathematics achievement.
3. Limited subgroup reporting is primarily due to small student group sizes. Most other student groups display “No Performance Color” because they include fewer than 11 students, which limits public reporting for privacy purposes. While these data cannot be publicly disaggregated, internal monitoring will continue to ensure that all student groups receive appropriate instructional supports in mathematics.

# School and Student Performance Data

## Academic Performance Science

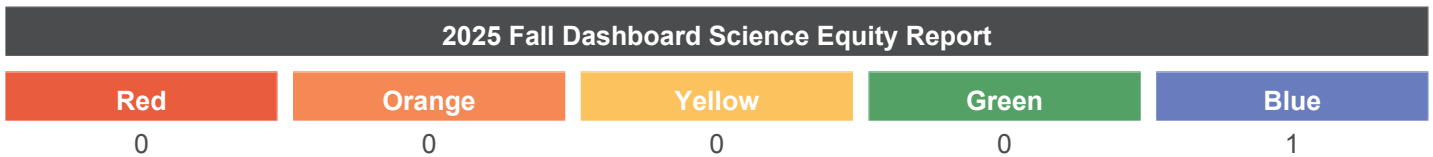
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>57.9 science points</p> <p>Increased 14.5 points</p> <p>57 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>57.9 science points</p> <p>Increased 18.4 points</p> <p>42 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p><b>African American</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Students</p>	<p><b>Hispanic</b></p>  <p>No Performance Color 53.4 science points Increased 10.5 points 24 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color 0 Students</p>	<p><b>White</b></p>  <p>No Performance Color 58.8 science points Increased 18.3 points 23 Students</p>

**Conclusions based on this data:**

1. Science achievement is a notable strength for Frazier Mountain High School. According to the 2025 California School Dashboard, All Students received a Blue performance level in Science, scoring 57.9 points above standard with an increase of 14.5 points from the prior year. This indicates strong overall student performance and positive instructional outcomes in science.
2. Socioeconomically Disadvantaged students demonstrated equally strong performance in Science. The Socioeconomically Disadvantaged subgroup also received a Blue performance level, scoring 57.9 points above standard with an 18.4-point increase, reflecting effective access to high-quality science instruction and equitable learning opportunities.
3. Limited subgroup color reporting is due to small cohort sizes rather than performance concerns. Most other student groups display “No Performance Color” because they include fewer than 11 students, which limits public reporting for privacy purposes. Where reportable, subgroup results (including Hispanic and White students) show performance above standard, supporting science as a continued area of strength.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

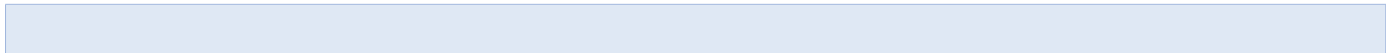
2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 26.9 making progress. Number Students: 26 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 29.2 making progress. Number Students: 24 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 42.3%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 30.8%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 26.9%

### Conclusions based on this data:

- English Learner progress data reflects small cohort sizes, requiring cautious interpretation. In 2025, the English Learner Progress Indicator shows 26.9% of current English Learners (26 students) making progress, while Long-Term English Learners show 29.2% making progress (24 students). Because these cohorts fall below the minimum reporting threshold, the indicator displays No Performance Color, and trends must be interpreted in combination with local monitoring data.
- A majority of English Learners maintained or decreased proficiency levels, indicating a need for continued targeted support. Dashboard results show that 42.3% of English Learners decreased at least one ELPI level, and 30.8% maintained lower ELPI levels, while 0% maintained ELPI Level 4. These data highlight the need to strengthen language development supports, particularly for students approaching reclassification.
- EL progress remains a priority area for instructional improvement and monitoring. While some students are making progress toward English language proficiency, the overall results indicate that continued focus on designated and integrated ELD instruction, academic language development, and progress monitoring is necessary to improve outcomes for both English Learners and Long-Term English Learners.



# School and Student Performance Data

## Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

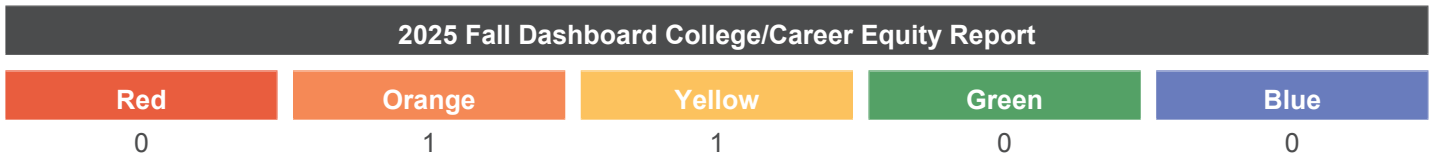
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>Prepared 39.4%</p> <p>Increased 13.7%</p> <p>66 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>Prepared 30.4%</p> <p>Increased 11.2%</p> <p>46 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Prepared 45.5%</p> <p>Increased 45.5%</p> <p>11 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>Prepared 36.4%</p> <p>Increased 12.8%</p> <p>33 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Prepared 38.5%</p> <p>Increased 15.1%</p> <p>26 Students</p>

**Conclusions based on this data:**

- Overall College and Career readiness is a strength for Frazier Mountain High School. According to the 2025 California School Dashboard, All Students received a Green performance level on the College/Career Indicator, with 39.4% of graduates identified as "Prepared," representing a 13.7 percentage point increase from the prior year. This reflects positive growth in postsecondary readiness outcomes.
- Subgroup performance shows improvement, with some variation across student groups. Hispanic students also received a Green performance level, with 36.4% prepared, while Socioeconomically Disadvantaged students received a Yellow performance level at 30.4% prepared, reflecting continued progress but indicating room for growth. Students with Disabilities, while reported as No Performance Color due to small cohort size, showed 45.5% prepared, suggesting promising outcomes that will continue to be monitored locally.
- Limited color reporting for some subgroups is due to small cohort sizes, not lack of readiness. Several student groups display "No Performance Color" because they include fewer than 30 graduates, which restricts public reporting for privacy purposes. FMHS will continue to ensure accurate CALPADS reporting and use local graduation, course completion, and pathway data to supplement Dashboard results and guide continuous improvement efforts.



plans. These efforts ensure that attendance remains a priority area for student engagement despite the absence of a Dashboard indicator.

# School and Student Performance Data

## Academic Engagement Graduation Rate

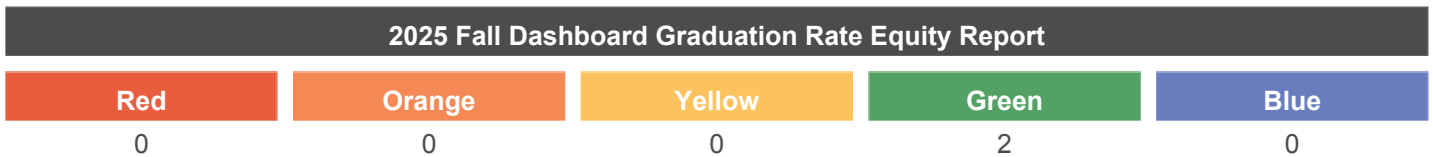
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>92.4% graduated</p> <p>Increased 2.4%</p> <p>66 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>93.5% graduated</p> <p>Increased 5%</p> <p>46 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>81.8% graduated</p> <p>Declined 9.1%</p> <p>11 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p> <p> Green</p> <p>93.9% graduated</p> <p>Maintained -0.2%</p> <p>33 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>88.5% graduated</p> <p>Declined 1.5%</p> <p>26 Students</p>

**Conclusions based on this data:**

1. Graduation rates are a strength for Frazier Mountain High School. According to the 2025 California School Dashboard, All Students received a Green performance level, with a 92.4% graduation rate, representing a 2.4 percentage point increase from the prior year. This indicates strong overall student completion outcomes.
2. Several student groups demonstrate strong graduation outcomes, including Socioeconomically Disadvantaged and Hispanic students. Socioeconomically Disadvantaged students earned a Green performance level, with 93.5% graduating, reflecting a 5% increase. Hispanic students also received a Green performance level, with 93.9% graduating, maintaining consistently high outcomes. These results suggest effective academic monitoring and support systems for these student groups.
3. Some subgroup results require continued monitoring due to small cohort sizes and recent declines. Students with Disabilities showed an 81.8% graduation rate, reflecting a decline from the prior year, though the group does not receive a performance color due to small cohort size. Similarly, White students experienced a slight decline to 88.5%, also without a performance color. FMHS will continue to monitor graduation progress closely and provide targeted supports to ensure equitable outcomes for all students.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

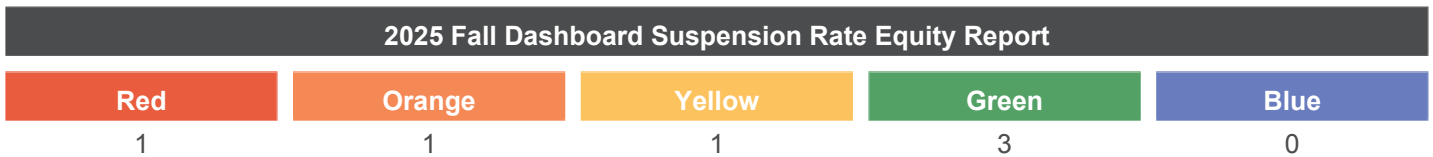
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>5.6% suspended at least one day</p> <p>Declined 3.7%</p> <p>267 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>2.9% suspended at least one day</p> <p>Declined 3.5%</p> <p>34 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>3.7% suspended at least one day</p> <p>Declined 4.3%</p> <p>27 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> Orange</p> <p>6.7% suspended at least one day</p> <p>Maintained 0%</p> <p>30 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>5.4% suspended at least one day</p> <p>Declined 3.1%</p> <p>203 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>17.4% suspended at least one day</p> <p>Increased 10.1%</p> <p>46 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>5.3% suspended at least one day</p> <p>Declined 5.7%</p> <p>133 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>11.1% suspended at least one day</p> <p>Declined 4.3%</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>104 Students</p>

**Conclusions based on this data:**

- Overall suspension rates have declined and reflect positive school climate trends. According to the 2025 California School Dashboard, All Students received a Green performance level, with 5.6% of students suspended at least one day, representing a 3.7 percentage point decline from the prior year. This suggests improvements in behavior supports and schoolwide climate practices.
- Several student groups demonstrated reduced suspension rates, indicating effective interventions. English Learners, Socioeconomically Disadvantaged students, and Hispanic students all received Green performance levels, with suspension rates declining notably across these groups. These trends reflect the impact of targeted supports, restorative practices, and proactive student engagement strategies.
- Disproportionality remains a concern for Students with Disabilities and requires targeted attention. Students with Disabilities received a Red performance level, with 17.4% suspended, reflecting an increase of 10.1 percentage points. Additionally, Homeless students received an Orange performance level with no change from the prior year. These data indicate the need for continued focus on inclusive behavior supports, staff training, and individualized interventions to reduce disciplinary disparities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Acadmeic

Strengthen instructional strategies to reflect best practices, targeted intervention, and sustained success for all learners, with a primary focus on improving mathematics achievement while maintaining growth in English Language Arts.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

El Tejon Unified School District will provide a high-quality education to improve academic performance and college and career readiness, as measured by state indicators, for all learners, including English Learners and Students with Disabilities, across all core academic content areas.

### Identified Need

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

A review of the 2025 California School Dashboard and local data indicates that mathematics achievement remains a significant area of need at Frazier Mountain High School. While instructional efforts have resulted in periods of improvement, mathematics performance for All Students and key subgroups continues to fall below state standards.

Additionally, although English Language Arts performance remains a relative strength, recent Dashboard data show variability that warrants continued attention to instructional consistency and progress monitoring to sustain gains.

Subgroup analysis highlights the need for:

Stronger Tier 1 instruction aligned to Common Core standards

Consistent use of formative assessments to guide instruction

Targeted interventions for students who are not meeting grade-level expectations

To address these needs, FMHS is prioritizing professional learning, instructional coaching, collaborative data analysis, and expanded student support services aligned with LCAP goals and WASC Areas of Growth.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math "All Students" and "All Subgroups" (2023)	Low	Medium
CAASPP ELA "All Students" and "All Subgroups" (2023)	Medium	High

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	PLC trainings for all English and Math teachers school wide and collaboration with district teachers.	All Students	2000 LCFF - Base 1000-1999: Certificated Personnel Salaries
1.2	Create district wide assessments and benchmark assessments in both ELA and Math	All Students and All Subgroups	0 None Specified  No Cost
1.3	Implement research based instructional strategies based on common core instruction. (Math Talks)	All Students and All Subgroups	0 None Specified  No Cost
1.4	Implement district wide tool to monitor implementation.	All Students	0 None Specified  No Cost
1.5	Contract with Kern County Superintendent of Schools to bring in a math coach for all math teachers.	All Students	20000 ESSER III 5000-5999: Services And Other Operating Expenditures Contract with KCSOS
1.6	Continue summer school math program for remediation as well as student advancement.	All Students	6000 Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries
1.7	Utilize Student Success Facilitator to work one-on-one with the families of struggling students to provide additional support.	All Students	10000 ESSER III 2000-2999: Classified Personnel Salaries
1.8	Create and implement a Director of Student Success.	All Students	140000 ESSER III 1000-1999: Certificated Personnel Salaries
1.9	Create a revised, refined, and detailed professional development plan to ensure adequate school wide use of a variety of instructional practices to meet the needs of all students. (Addresses Identified Areas of Growth #1 WASC)	All Students	1000 Title I 4000-4999: Books And Supplies
1.10	Work with KCSOS to ensure proper professional development to meet the needs of the professional development plan. (Addresses Identified Areas of Growth #1 WASC)	All Students	5000 ESSER III 4000-4999: Books And Supplies
1.11	Create a detailed professional development plan aimed at effective implementation of formative assessments and purposeful data collection and analysis in all subject areas to inform instruction. (Addresses Identified Areas of Growth #2 WASC)	All Students	5000 ESSER III 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.12	Implementation of classroom walk-through rubric to ensure the implementation of instructional practices school-wide. (Addresses Identified Areas of Growth #1 and #2 WASC)	All Students	2000 Title I 4000-4999: Books And Supplies
1.13	Continue additional teacher to continue our Academy program.	All Students	112,931 Title I 2000-2999: Classified Personnel Salaries

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## Analysis

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

Annual Review – Analysis

SPSA Year Reviewed: 2024–25

During the 2024–25 school year, Frazier Mountain High School implemented multiple strategies aligned to Goal 1 to strengthen instructional practices, increase consistency in teaching and learning, and improve student outcomes in mathematics while maintaining progress in English Language Arts.

Overall, implementation of the strategies was substantial and ongoing. Professional Learning Community (PLC) structures were established and utilized regularly, allowing English and Mathematics teachers to collaborate on curriculum alignment, instructional strategies, and analysis of student work. Districtwide collaboration and the introduction of common assessments and benchmarks supported greater consistency in instructional expectations across classrooms.

The use of research-based instructional strategies, including Math Talks, was implemented schoolwide, with growing consistency observed through classroom walkthroughs and informal observations. Professional development planning was refined to align with WASC Areas of Growth, with a focus on instructional best practices, formative assessment, and purposeful use of data to inform instruction.

Targeted supports for students were expanded through the continued use of summer school programming, individualized student and family support provided by the Student Success Facilitator, and the implementation of the Director of Student Success position. These supports improved communication with families, strengthened attendance and academic monitoring, and increased access to timely interventions for students experiencing academic difficulty.

While mathematics achievement remains an area of need, local assessment data and classroom-level evidence indicate improved instructional coherence and increased use of effective practices. The strategies implemented during 2024–25 established a stronger foundation for instructional consistency, staff collaboration, and targeted student support. These efforts position the school to continue refining instruction and accelerating student progress in mathematics in subsequent years.

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

SPSA Year Reviewed: 2024–25

While the overall implementation of strategies under Goal 1 remained strong during the 2024–25 school year, several minor differences emerged between the intended implementation and actual execution of activities and expenditures.

#### Professional Development Sequencing and Funding Timing

Although FMHS successfully implemented PLC structures and ongoing collaborative practices, the full rollout of certain site-based professional development components, including training related to the classroom walkthrough rubric and deeper data-focused work on formative assessment, occurred later in the year than originally planned. Scheduling constraints and coordination with external providers impacted the timing of implementation. As a result, some Title I and ESSER III funds originally budgeted for professional development were expended later in the year or adjusted to support substitute coverage for teacher release time.

#### Math Coaching Support Adjustments

Math coaching services provided through the Kern County Superintendent of Schools were delivered at a slightly lower cost than initially projected due to fewer on-site coaching days than anticipated. While this resulted in modest cost savings, it also limited the frequency of coaching support during portions of the year. Plans are in place to increase scheduled coaching visits in subsequent years to support deeper instructional implementation.

#### Student Success Staffing Timeline

The Director of Student Success position, which was budgeted and included in the plan, was filled later than originally intended due to recruitment challenges. During the initial portion of the year, responsibilities were partially assumed by the Student Success Coordinator. This ensured continuity of student support services but delayed the full implementation of some initiatives outlined under Goal 1.

#### Assessment and Instructional Tool Expenditures

Costs associated with districtwide benchmark assessments and digital instructional tools, including IXL and DIFIT, were centrally managed and shared across sites. As a result, these expenditures were not charged directly to the FMHS site budget as originally anticipated, creating a variance between planned and actual site-level expenditures.

#### Summer Mathematics Program Participation

Enrollment in the summer mathematics program was lower than projected due to transportation barriers and student scheduling conflicts. Consequently, staffing costs were slightly below the budgeted amount, and some allocated resources were not fully utilized.

Despite these differences, overall fiscal and programmatic alignment remained strong. FMHS adjusted implementation within existing funding streams to ensure that the core strategies supporting Goal 1 were maintained and continued to address identified academic needs.

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

#### Changes to the Goal, Outcomes, Metrics, or Strategies/Activities

As a result of the 2024–25 Annual Review, several refinements will be made to Goal 1 and its corresponding strategies to strengthen implementation fidelity, improve monitoring, and increase instructional impact. These changes are informed by local assessment data, California School Dashboard results, PLC collaboration, and professional development outcomes.

#### Changes to Strategies/Activities

##### Expanded Math Coaching Support (Strategy 1.5)

The math coaching contract with the Kern County Superintendent of Schools will be expanded to increase the frequency of on-site support. This will allow for more consistent co-planning, instructional modeling, and feedback cycles, strengthening the implementation of research-based instructional practices in mathematics.

Location in SPSA: Goal 1 – Strategy 1.5

##### Formalized Monitoring of IXL and DIFIT (New Strategy)

A new strategy will be added to formalize monitoring of IXL and DIFIT implementation and effectiveness. Usage data and student progress reports will be reviewed regularly during PLC meetings to ensure digital instructional tools are aligned with individual student needs and instructional goals.

Location in SPSA: Goal 1 – Strategy 1.14 (new)

##### Revised Professional Development Plan (Strategies 1.9–1.11)

The professional development plan will be revised to ensure deeper integration of formative assessment practices, data-driven instruction, and Universal Design for Learning (UDL) principles. Professional development will be sequenced across the school year with scheduled check-ins and adjustments aligned to WASC Areas of Growth.

Location in SPSA: Goal 1 – Strategies 1.9, 1.10, and 1.11

#### Classroom Walk-Through Tool Enhancements (Strategy 1.12)

The classroom walkthrough rubric will be refined based on staff feedback and aligned more closely with Common Core Mathematical Practices and English Language Arts instructional expectations.

Location in SPSA: Goal 1 – Strategy 1.12

#### Restructured Summer Mathematics Program (Strategy 1.6)

The summer mathematics program will be redesigned to include a hybrid model combining in-person and online instruction, along with transportation support to increase student participation and access.

Location in SPSA: Goal 1 – Strategy 1.6

#### Changes to Annual Measurable Outcomes

##### Updated CAASPP Performance Targets

Based on current performance data and projected student growth, annual CAASPP targets will be adjusted to establish realistic yet ambitious growth goals:

Mathematics (All Students): Increase the percentage of students meeting or exceeding standards from 35.54% to 45%

English Language Arts (All Students): Increase the percentage of students meeting or exceeding standards from 47.04% to 57%

These updated targets reflect a balance between aspirational growth and data-informed expectations.

Location in SPSA: Goal 1 – Annual Measurable Outcomes Table

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### College/Career Readiness

Title and Description of School Goal

College and Career Readiness

Increase the percentage of students graduating from Frazier Mountain High School who are identified as college and/or career ready by at least 10%, as measured by the California School Dashboard College/Career Indicator, through expanded access to rigorous coursework, career pathways, postsecondary planning, and individualized student supports.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal to Which This School Goal Is Aligned

El Tejon Unified School District will provide a high-quality education to improve academic performance and college and career readiness, as measured by state indicators, through equitable access to rigorous coursework, career pathways, and postsecondary planning for all students.

### Identified Need

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

## Identified Need

A review of the 2025 California School Dashboard and locally collected data indicates that, while overall College/Career Readiness at Frazier Mountain High School is improving, continued attention is needed to increase the percentage of students graduating prepared for postsecondary education or the workforce and to address disparities among student groups.

Dashboard data show that 39.4% of graduates were identified as “Prepared”, resulting in a Green performance level for All Students. However, subgroup analysis reveals gaps, particularly for Socioeconomically Disadvantaged students, who received a Yellow performance level with 30.4% prepared, indicating the need for additional targeted supports to ensure equitable access to college- and career-ready opportunities.

Local needs assessments and program reviews further identified the following challenges impacting College/Career Readiness outcomes:

Limited access to industry-recognized certifications within existing CTE pathways

Scheduling constraints that restrict student participation in multiple pathways, advanced coursework, or dual enrollment opportunities

Inconsistent postsecondary tracking and follow-up data for graduates

The need for earlier and more structured college and career planning, particularly for first-generation and at-risk students

Steps already taken to address these needs include expansion of CTE pathways, increased use of CaliforniaColleges.edu (CCGI) for individualized planning, strengthened counseling and Student Success supports, and development of partnerships with Bakersfield College and local agencies. These efforts provide a foundation for continued improvement but require further refinement and coordination to achieve sustained growth in College/Career Readiness outcomes.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard 2023	Low - 2 bars	Yellow - 2024 Dashboard

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Continue dual enrollment of Success 101 class for all freshmen.	All Students	5000 None Specified 4000-4999: Books And Supplies CTEIG Grant
2.2	Create a formal process for parents to be more involved with their student's 10 year plan.	All Students	
2.3	Continue the implementation of additional Career Choices modules for all sophomores, juniors, and seniors to revisit and revise their 10-year plans with their history classes.	All Students	3000 None Specified 4000-4999: Books And Supplies CTEIG Grant
2.4	Increase off campus hands-on experiences through internships with local businesses.	All Students	
2.5	Reinstate parent information night to give an overview of all high school expectations along with	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	the difference between graduation and A-G requirements.		
2.6	Hold SAT meetings for all freshmen who are receiving multiple F's after the first progress report and semester report cards.	All Students	
2.7	Additional field trip opportunities for College/Career Readiness for all students to increase college/career interest.	All Students	5000 Title I 5000-5999: Services And Other Operating Expenditures
2.8	Increase the number of dual enrolled classes. Add- sociology, psychology, U.S. History and Literature.	All students	0

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

Annual Review – Analysis (Goal 2: College/Career Readiness)

SPSA Year Reviewed: 2024–25

During the 2024–25 school year, Frazier Mountain High School continued to make strong and strategic progress toward increasing college and career readiness for all students. Strategies outlined under Goal 2 were implemented with increasing consistency and alignment, resulting in improved student engagement, expanded access to postsecondary experiences, and measurable gains reflected in both local data and the California School Dashboard.

Implementation of Goal 2 strategies was substantial and effective, supported by collaboration among counselors, teachers, administrators, and community partners. These efforts contributed to improved student awareness of postsecondary options and clearer alignment between coursework, career pathways, and graduation requirements.

Key Highlights from Implementation:

**Success 101 Dual Enrollment for Freshmen**

All ninth-grade students participated in the dual-enrolled Success 101 course through Bakersfield College. This course supported early college credit while guiding students through the development of a personalized multi-year academic and career plan. Student completion rates remained high, and staff reported increased student engagement in long-term goal setting and postsecondary planning.

**Expanded Career Planning in Grades 10–12**

Students in grades 10–12 revisited and refined their academic and career plans through Career Choices modules embedded in Social Studies courses. This multi-year planning approach promoted continuity and student ownership, with students demonstrating increased understanding of graduation requirements, A–G completion, and postsecondary pathways.

**Family Engagement and Communication**

FMHS expanded outreach efforts to families through College and Career Information Nights and targeted communication related to graduation planning and postsecondary options. While parent participation varied, attendance improved compared to prior years, and family engagement remains an area for continued growth and refinement.

### Increased College and Career Exposure

The school expanded college and career exploration opportunities through campus visits, industry tours, and career-focused field trips. These experiences increased student exposure to postsecondary environments and helped students make more informed decisions about future goals.

### Work-Based Learning and Internship Development

FMHS continued to build partnerships with local businesses and community organizations to support work-based learning opportunities. Pilot internship experiences in Agriculture and Entrepreneurship were expanded, laying the groundwork for more structured and sustainable WBL opportunities in future years.

### Targeted Supports for At-Risk Students

Student Assistance Team (SAT) meetings were used to support students at risk of academic failure, particularly at the freshman level. These meetings connected students to academic interventions, counseling support, and individualized planning to promote re-engagement and persistence toward graduation.

### Overall Effectiveness

The strategies implemented during the 2024–25 school year strengthened the college and career readiness culture at FMHS. Student ownership of postsecondary planning increased, access to dual enrollment and real-world learning experiences expanded, and family engagement improved. These efforts are reflected in the improved College/Career Indicator results on the California School Dashboard and position the school to continue increasing the percentage of graduates identified as college and career ready in subsequent years.

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

### Major Differences Between Intended and Actual Implementation/Budget

#### Goal 2: College/Career Readiness

SPSA Year Reviewed: 2024–25

During the 2024–25 school year, most strategies under Goal 2 were implemented largely as planned. However, several differences between intended implementation and actual execution emerged. These adjustments reflect FMHS's responsiveness to logistical constraints, partnership timelines, and stakeholder engagement needs, while maintaining alignment to the overall goal of increasing college and career readiness.

#### Strategies Implemented as Planned

The Success 101 dual enrollment course for all freshmen was fully implemented and appropriately resourced, supporting early college credit attainment and structured academic and career planning.

Career Choices modules were successfully embedded across grades 10–12, allowing students to revisit and refine their multi-year academic and career plans throughout high school.

College and career field trips were implemented using available funding sources, with strong student participation and positive feedback, increasing exposure to postsecondary institutions and career pathways.

#### Adjustments and Differences Identified

##### Internship and Work-Based Learning Expansion (Strategy 2.4)

While foundational work was completed to expand off-campus internship opportunities, fewer formal placements occurred than originally anticipated. Transportation, supervision, and scheduling constraints limited full implementation. Despite this, the pilot efforts strengthened partnerships with local businesses and community organizations, providing a clearer framework for expanded work-based learning opportunities in subsequent years.

##### Parent Engagement in Academic and Career Planning (Strategy 2.2)

The strategy to formally engage parents in reviewing student 10-year plans was introduced but not fully implemented at scale. Rather than launching a comprehensive tracking system, FMHS focused on piloting parent engagement through counseling meetings, Success 101 coursework, and targeted outreach. Feedback collected during this phase will inform a more structured and measurable approach moving forward.

##### Dual Enrollment Course Expansion (Strategy 2.8)

Planned expansion of additional dual enrollment courses required extended coordination and approval processes with Bakersfield College. As a result, implementation timelines were longer than anticipated. Course offerings are now in the final stages of approval and scheduling and are expected to be fully implemented in the following school year.

#### Budget Impact

Several strategies, including parent engagement efforts and Student Assistance Team (SAT) meetings, were implemented using existing personnel and resources. This resulted in minimal fiscal impact and allowed the school to remain within budget while maintaining progress toward Goal 2. Overall, expenditures remained aligned with the intent of the SPSA, and adjustments were made without compromising the core objectives of the goal.

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

#### Changes to the Goal, Outcomes, Metrics, or Strategies/Activities

##### Goal 2: College/Career Readiness

As a result of the 2024–25 implementation and analysis, several refinements will be made to Goal 2 and its associated strategies to maximize impact, strengthen stakeholder engagement, and ensure continued alignment with updated California School Dashboard performance data and the El Tejon Unified School District LCAP.

These updates are reflected under Goal 2 in the 2024–25 SPSA.

#### Changes to Strategies/Activities

##### Formalize Parent Engagement in Academic and Career Planning (Strategy 2.2)

This strategy will be revised to include more structured opportunities for parent engagement in the 10-year planning process. Planned enhancements include targeted parent workshops, online access to student plans, and bilingual guidance resources to support family understanding of graduation, college, and career pathways.

Location in SPSA: Goal 2 – Strategy 2.2

##### Strengthen Internship and Work-Based Learning Infrastructure (Strategy 2.4)

FMHS will expand partnerships with local businesses and community organizations and implement a more formal system for tracking, supervising, and reflecting on work-based learning experiences. These efforts will be coordinated with Bakersfield College and regional employers to ensure alignment with career pathways.

Location in SPSA: Goal 2 – Strategy 2.4

##### Launch Additional Dual Enrollment Course Offerings (Strategy 2.8)

Strategy language will be updated to reflect the implementation of new dual enrollment courses in Sociology, Psychology, U.S. History, and Literature in partnership with Bakersfield College. These courses have been scheduled for integration into the 2024–25 master schedule.

Location in SPSA: Goal 2 – Strategy 2.8

##### Embed Annual Career Planning Checkpoints (New Strategy)

A new strategy will be added to establish annual career planning checkpoints, implemented through advisory or grade-level teams, to ensure all students maintain an active and updated 10-year plan aligned to postsecondary goals.

Location in SPSA: Goal 2 – Strategy 2.9 (new)

#### Changes to Metrics and Annual Outcomes

The primary College/Career Indicator (CCI) outcome will continue to focus on sustained improvement, with the goal of maintaining growth and strengthening subgroup performance based on Dashboard results.

To better monitor progress and implementation fidelity, additional local metrics will be incorporated, including:

Percentage of students completing at least one dual enrollment course

Percentage of students with an updated 10-year plan, disaggregated by grade level

Number of students participating in structured work-based learning experiences

These refinements support a more comprehensive approach to measuring College and Career Readiness and reflect FMHS's continued commitment to preparing students for success beyond graduation through academic planning, real-world learning, and postsecondary access.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### School Culture/Climate

Improve student, parent, and community awareness of Frazier Mountain High School's mission, philosophy, and programs in order to strengthen relationships, increase engagement, and foster a positive, inclusive school culture that supports student success.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

EI Tejon Unified School District will continue to improve school climate and culture as measured through student and parent engagement, attendance data, and the implementation of actions that build students' social-emotional skills and capacity, supporting positive behavior, well-being, and overall student success.

### Identified Need

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

Although we are improving, FMHS still has a high Chronic Absenteeism and Suspension rate.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - Aeries	High	Medium
Suspension Rate	Low	Very Low

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Begin the Safe School Ambassadors training again with all freshmen to help establish a positive culture on campus from the beginning.	All Students	1000 None Specified 5000-5999: Services And Other Operating Expenditures TUPE
3.2	Continue providing updates and information to families and the community through multiple genres: updated school website and Facebook page, Robocall system, newspaper, in order to increase parental involvement.	All students	5000 ESSER III 5000-5999: Services And Other Operating Expenditures
3.3	PBIS strategies	All Students	5000 ESSER III 4000-4999: Books And Supplies
3.4	Continue our Chronic Absenteeism committee.	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.5	Use A2A to work with Student Success Facilitator to work with families.	All Students	2000 ESSER III 5000-5999: Services And Other Operating Expenditures
3.6	Attendance Awards	All Students	2000 LCFF 4000-4999: Books And Supplies
3.7	Continue the PE aide to help ensure safety in and around the locker rooms and gymnasium.	All Students	
3.8			21,582 Title I 2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

### Annual Review – Analysis (Goal 3: School Culture/Climate)

#### SPSA Year Reviewed: 2024–25

During the 2024–25 school year, Frazier Mountain High School continued to make steady and intentional progress toward strengthening school culture and climate. Strategies under Goal 3 were implemented with a focus on improving communication, increasing student engagement, supporting positive behavior, and fostering a safe, inclusive, and connected school environment. These efforts align with El Tejon Unified School District’s LCAP priorities related to school climate and student social-emotional development.

#### Key Highlights of Implementation

##### Safe School Ambassadors Program (Strategy 3.1)

FMHS reintroduced Safe School Ambassadors training for the freshman class, emphasizing student leadership, empathy, and peer support. The program helped establish clear expectations around kindness, inclusion, and conflict resolution early in the school year and contributed to a more positive peer culture on campus.

##### Expanded Communication with Families and the Community (Strategy 3.2)

The school continued to strengthen communication with families through multiple platforms, including the school website, social media, Robocalls, and local publications. These efforts improved transparency and helped families remain informed about school programs, events, and expectations. Feedback from families indicates increased awareness of school initiatives and stronger connections to the school community.

##### Positive Behavioral Interventions and Supports (PBIS) (Strategy 3.3)

PBIS strategies were implemented schoolwide, focusing on consistent expectations, positive reinforcement, and proactive behavior supports. Staff reported improved student behavior and engagement, particularly for students who benefit from predictable routines and recognition of positive choices.

##### Attendance Monitoring and Intervention (Strategies 3.4, 3.5, and 3.6)

The Chronic Absenteeism Committee met regularly to review attendance data and coordinate interventions. The Student Success Facilitator and A2A program worked closely with families to address attendance barriers and provide individualized support. Attendance recognition activities, including monthly and quarterly awards, reinforced the importance of regular attendance in a positive and motivating manner.

#### Campus Supervision and Safety (Strategies 3.7 and 3.8)

Continued support from a PE aide helped ensure consistent supervision in locker rooms and gym areas, contributing to a safe and well-monitored campus environment. This additional supervision supported positive student behavior and reinforced a sense of physical safety during the school day.

#### Overall Effectiveness

While challenges related to chronic absenteeism and discipline persist, the strategies implemented during the 2024–25 school year contributed to measurable improvements in school climate. FMHS has continued to move toward a more proactive, relationship-driven culture characterized by improved communication, increased student engagement, and stronger connections among students, staff, families, and the community. Feedback from student surveys, parent input, and staff observations indicates growing perceptions of safety, respect, and connectedness. These efforts provide a strong foundation for continued growth and refinement of school culture and climate initiatives in future years.

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

#### Major Differences Between Intended and Actual Implementation/Budget

##### Goal 3: School Culture and Climate

SPSA Year Reviewed: 2024–25

The majority of strategies under Goal 3 were implemented as planned and aligned with the budgeted expenditures. However, several minor adjustments occurred during the school year in response to scheduling constraints, efficient use of existing resources, and evolving student and family needs. These adjustments did not detract from the overall goal and, in some cases, strengthened implementation and sustainability.

#### Key Differences and Adjustments

##### Safe School Ambassadors Program (Strategy 3.1)

Initial Safe School Ambassadors training for freshmen was implemented as planned. A secondary follow-up training for peer leaders, originally anticipated within the same school year, was deferred due to scheduling limitations. TUPE funds were partially utilized to support the initial training, with remaining funds carried forward to sustain and expand the program in the subsequent year.

##### Community Communication and Outreach (Strategy 3.2)

Although ESSER III funds were allocated to support communication and outreach efforts, much of the implementation leveraged existing platforms and staff coordination, including the Robocall system, school website, and social media. As a result, actual expenditures were lower than projected, allowing flexibility to redirect resources toward additional student-centered initiatives.

##### PBIS Materials and Incentives (Strategy 3.3)

PBIS implementation relied in part on previously purchased materials and recognition supplies. Consequently, the full allocation for PBIS materials was not expended during the year. Remaining funds will be used to support expanded incentives and student-driven PBIS activities in the following school year.

##### A2A Partnership and Student Success Support (Strategy 3.5)

Implementation of the A2A partnership in collaboration with the Student Success Facilitator began slightly later than planned due to system setup and coordination timelines. Once fully implemented, the program functioned as intended and aligned with budgeted expenditures, supporting families in addressing attendance and engagement barriers.

##### Campus Supervision and PE Aide Support (Strategies 3.7 and 3.8)

The continuation of the PE aide position was funded and implemented as planned. Increased supervision needs later in the school year resulted in a higher demand for support, which may require minor budget adjustments in future planning. The role proved critical in maintaining safety and positive behavior in high-traffic areas.

Overall, FMHS maintained strong fiscal alignment and implementation fidelity for Goal 3. Variances in expenditures primarily resulted from efficient use of existing resources and thoughtful adjustments to timing, reflecting effective stewardship of funds and a commitment to sustaining positive school culture and climate initiatives.

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

#### Changes to the Goal, Outcomes, Metrics, or Strategies/Activities

##### Goal 3: School Culture and Climate

Based on the 2024–25 Annual Review and analysis, Frazier Mountain High School will make targeted refinements to Goal 3 to strengthen school culture, student engagement, and family communication. These changes focus on improving implementation consistency, aligning supports with current district initiatives, and ensuring fidelity to the El Tejon Unified School District LCAP. All revisions are reflected under Goal 3 in the 2024–25 SPSA.

#### Changes to Strategies/Activities

##### Expand Safe School Ambassadors Leadership and Continuity (Strategy 3.1)

The Safe School Ambassadors program will be expanded to include ongoing leadership development beyond initial freshman training. Returning ambassadors will receive continued support and leadership opportunities to reinforce positive peer interactions, conflict resolution, and schoolwide expectations.

Location in SPSA: Goal 3 – Strategy 3.1 (revised)

##### Refine and Systematize Family and Community Communication (Strategy 3.2)

Building on effective communication practices, FMHS will formalize a consistent communication plan that includes scheduled updates through the school website, social media, and automated messaging. Efforts will emphasize clarity, accessibility, and multilingual communication to improve family engagement and understanding of school programs and expectations.

Location in SPSA: Goal 3 – Strategy 3.2 (refined)

##### Strengthen PBIS Implementation With Student Input (Strategy 3.3)

PBIS practices will be refined to incorporate student feedback and increase consistency across classrooms and common areas. Student voice will be used to help shape recognition systems and reinforce positive behaviors aligned with the school's mission and values.

Location in SPSA: Goal 3 – Strategy 3.3 (revised)

##### Leverage Student Success Positions to Support Engagement and Attendance (Strategy 3.5)

The Student Success Facilitator and Director of Student Success will serve as the primary supports for student engagement, attendance monitoring, and family outreach. These positions, aligned with the ETUSD LCAP, will coordinate tiered interventions, facilitate communication between school and home, and support students experiencing barriers to regular attendance or engagement.

Location in SPSA: Goal 3 – Strategy 3.5 (revised; aligned to LCAP student support services)

##### Add Restorative and Trauma-Informed Practices (New Strategy)

A new strategy will be added to provide professional development in restorative practices and trauma-informed approaches to behavior. This strategy supports positive behavior intervention, reduces reliance on exclusionary discipline, and aligns with district LCAP priorities for social-emotional development and school climate.

Location in SPSA: Goal 3 – Strategy 3.9 (new)

#### Changes to Annual Measurable Outcomes and Metrics

The Chronic Absenteeism outcome will continue to focus on improving attendance through consistent monitoring, family communication, and targeted student support coordinated by the Student Success team.

The Suspension Rate outcome will be refined to reflect a continued reduction through preventative practices, restorative responses, and improved adult supervision and support.

Additional local indicators will be monitored to assess progress, including:

Student participation in Safe School Ambassadors and leadership activities

Frequency and consistency of family communication

Student recognition through PBIS systems

These updates reflect FMHS's commitment to maintaining a safe, inclusive, and supportive school environment while ensuring alignment with ETUSD's LCAP goals related to student engagement, attendance, and social-emotional development. The refinements strengthen implementation coherence and support sustainable improvement in school culture and climate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$353,513.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$142,513.00

Subtotal of additional federal funds included for this school: \$142,513.00

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 (\$)
	\$0.00
ESSER III	\$192,000.00
Extended Learning Opportunity	\$6,000.00
LCFF	\$2,000.00
LCFF - Base	\$2,000.00
None Specified	\$9,000.00

Subtotal of state or local funds included for this school: \$211,000.00

Total of federal, state, and/or local funds for this school: \$353,513.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
	0.00
ESSER III	192,000.00
Extended Learning Opportunity	6,000.00
LCFF	2,000.00
LCFF - Base	2,000.00
None Specified	9,000.00
Title I	142,513.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	148,000.00
2000-2999: Classified Personnel Salaries	144,513.00
4000-4999: Books And Supplies	28,000.00
5000-5999: Services And Other Operating Expenditures	33,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	ESSER III	140,000.00
2000-2999: Classified Personnel Salaries	ESSER III	10,000.00
4000-4999: Books And Supplies	ESSER III	15,000.00
5000-5999: Services And Other Operating Expenditures	ESSER III	27,000.00
1000-1999: Certificated Personnel Salaries	Extended Learning Opportunity	6,000.00

4000-4999: Books And Supplies	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00
	None Specified	0.00
4000-4999: Books And Supplies	None Specified	8,000.00
5000-5999: Services And Other Operating Expenditures	None Specified	1,000.00
2000-2999: Classified Personnel Salaries	Title I	134,513.00
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	303,931.00
Goal 2	13,000.00
Goal 3	36,582.00

# 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
- 1 Secondary Students

Name of Members	Role
Mike Vogenthaler	Principal
Christy Zimmerman	Classroom Teacher
Alex Crane	Classroom Teacher
Sue Brown	Classroom Teacher Other School Staff
Carolyn Chapman	Classroom Teacher
Brian Raymond	Other School Staff
Eric Crane	Parent or Community Member
Denise Saenz	Parent or Community Member
Cristina Orosco	Parent or Community Member
Andrew Saenz	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 01/07/2026.

Attested:



Principal, Michael Vogenthaler on 01/07/2026



SSC Chairperson, Eric Crane on 01/07/2026

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023