School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Futures High School	34 765050 101832	October 7, 2020	

Purpose and Description

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

Schoolwide Program
The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic

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

The SPSA plan is aligned with LCAP and is focused on improving academic achievement of all student groups including ELs, low SES, foster, underperforming, and homeless youth. The main focus at Futures High School is to motivate and instill a desire in each student to reach his or her greatest potential. Futures' staff, administration and support staff (counselors, curriculum coach, instructional aides, etc.) work cooperatively to

address a school-wide plan of success for each student. This plan of success will include extensive remediation efforts for any student that is not achieving at or above grade level according to state standards. This includes, but not be limited to, intervention courses during the school day, academic oriented after-school programs, and increased parental involvement in school efforts, along with higher level course offerings that incorporate rigorous academic standards. Reading across the curriculum through Accelerated Reader is implemented school wide along with the desire that each student will strive for one million words per year. Futures High

School is committed to creating a learning environment that integrates technology into the curriculum through SAMR Model. This will help to generate a higher motivation for learning as well as give a more realistic view of what real world operations typically incorporate.

Futures will provide students with:
- A high degree of personalization, in a standards-driven core curriculum, taught through authentic instruction and assessment

- A partnership between students, parents, the community, and local employers to provide students with entry-level skills appropriate to their educational goals
- A vibrant and flexible learning environment that provides equal access to a core curriculum for all students by adjusting instructional methodologies to address student learning styles, the fundamental five skills (self-control, grit, appreciation of diversity, empathy, and integrity), and career paths
- The ability to participate in a variety of work-based experiences through including, but not limited to, Service Learning and leadership programs
- The academic courses required for graduation with a high school diploma and to be prepared to enter the workforce and pursue higher level post-secondary education

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Comprehensive Needs Assessment Components

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

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

Futures uses various surveys to assess students' needs. Each year the students are given a survey about the school culture, educational program, instruction, and overall satisfaction. The most recent student surveys were given in November of 2020 and then April of 2020. In the school, 370 students were surveyed. The survey in November was focused in instructional program, school climate and culture, curriculum, and student support services. The results are shown in averages (1 – not satisfied at all and 5- extremely satisfied). The students indicated that they value the teachers, the expectations that the teachers communicate and uphold in the classes, and they believe that the school provides high quality instruction.

Questions Average
Students get to decide how activities are done in this class 2.94
My teacher wants us to share our thoughts 3.87
In this class we have to think hard about the writing we do 3.59
Because of my teacher, I think more about going to college 3.13
My teacher asks students to explain more about answers they give 3.75
Everybody knows what they should be doing and learning in this class 3.90
My teacher in this class makes me feel that she/he cares about me 3.67
If I need help with homework, there is someone at home who can help me 3.50
If I don't understand something, my teacher explains it another way 3.89
My teacher makes learning enjoyable 3.56
Students in this class treat the teacher with respect 3.77
My teacher doesn't let people give up when the work gets hard 3.87
I give my best effort in this class 4.23
My teacher encourages me to explain my answers - Why I think what I think 3.79
The comments that I get on my work in this class help me understand how to improve 3.65
The teacher handles students' misbehavior appropriately 3.82
The teacher in this class encourages me to do my best 3.99
I feel safe in this class 3.90
My teacher wants us to use our thinking skills, not just memorize things 3.96
My teacher demonstrated professional behavior in front of students 4.00
Student behavior in this class is under control 3.79
My teacher understands my learning needs 3.78
My teacher in this class knows me well 3.58
My teacher makes lessons interesting 3.62
What I am learning in this class will help me in my life 3.54
My classmates behave the way my teacher wants them to 3.63
This class keeps my attention - I don't get bored 3.44
In this class, doing my homework is very important 3.75
It is clear what we are learning and why 3.76
My teacher pushes me to become a better thinker 3.79
My teacher takes the time to summarize what we learn each day In this class, we learn a lot 3.40
My teacher seems to know if something is bothering me 3.80
My teacher models empathy for others 3.30

I feel confident when I am in this class 3.76
My teacher checks to make sure we understand what she/he is teaching us 3.69
Instead of giving us answers, my teacher would rather give us questions to discuss 3.91
My teacher respects my ideas and suggestions 3.75
I am happy with how well I am doing in this class 3.89
My teacher explains difficult things clearly 3.71
In this class we have to write every day 3.74
In this class, my teacher accepts nothing less than our full effort 3.53
We get to do many activities in this class, not just listen to the teacher In this class, we learn to correct our mistakes 3.94
Students speak up and share their ideas in this class 3.85
My teacher treats everybody (ELs, students from diverse backgrounds) fairly 3.89
My teacher (or student representative) greets me every day as I enter this class 3.86
My class created our social contract as a team. (Both the teacher and students had a voice.) 4.11

In April of 2020, the students and the parents were surveyed again to understand their experiences during distance learning time. The stakeholders provided their input on the school program, indicating that they need more support for the students who are not engaged, need support with technology, and desire improved communication between school and families/students.
The teachers were surveyed in May of 2020 to collect data on the school's program, culture, and leadership performance. The teachers indicated that they would like to see more communication and connection with the parents, and they believe that the school's culture is positive and collaborative. The teachers also pointed out on improving equitable practices in the school and in classrooms to improve students' academic achievement and behavior.

Classroom Observations

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

Classroom observations are conducted frequently and regularly. The principal and curriculum coach do walk-throughs two to four times a week at the beginning, middle, or end of the periods. The results of these short observations are used for professional development planning, staff feedback, school culture assessment, and allocation of additional staff and student resources. Longer observations are conducted each week by the principal and/or curriculum coach. Each quarter, the team of lead teachers, principal, and curriculum coach conduct learning rounds where specific instructional practices and student activities are observed to collect a more focused data on students' performance. The data is used during inquiry cycles to align curriculum, instruction, and assessments. Specific feedback is provided to the teachers in a timely manner. The teachers are encouraged to observe their peers during preparation times to deepen staff's collaboration and for individual professional growth. At the end of the school year each teacher is observed formally by the curriculum coach and the principal using the Performance Pay process. The results of the observation are discussed during a post-conference. The rubric used is aligned with the GCC core values, CSTPs, and Capturing Kids' Hearts process. Moreover, the school has been working with the Inquiry by Design provider to train and coach the teachers conducting inquiry lessons and using inquiry strategies in the core and content areas. The teachers participate in the individual coaching and observations by the IBD coaches with the individual feedback and modeling four times per year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The Futures High School community regards assessments as very important to the educational process. There is an integrated system of monitoring in place to allow for detailed access to a variety of sources of data. Teachers use regular formative and summative assessments to monitor student achievement and make decisions regarding instruction.

Futures High School uses a variety of assessments to measure student achievement and drive the development of the academic program. Futures teachers administer "Warm-Ups" and "Exit Tickets". The quick, informal assessments allow teachers to gauge student learning of new material. Other informal assessments administered daily to check for understanding include think-pair-share, short quizzes, quick writes, debates, and observations. Teachers select the most relevant assessments to guide their ongoing monitoring of student achievement. Depending on the assessment, the results are analyzed by teachers and the results are reported to students and parents in order to provide feedback regarding how individual students are progressing towards mastery of the content standards in their classes.

Summative classroom-based assessments are administered at least every two weeks. Across curricular areas, teachers administer standards-based exams consisted of constructed response or fill-in the blank exams, as well as assign projects, essays and presentations. In English, teachers administer expository writing assessments and three benchmark assessments per semester that are aligned with common core standards. The school uses Elk Grove writing rubric to assess students' expository writing every year to gather and analyze data to inform instruction, planning, and professional development. As part of Futures' focus on evidence-based writing, assessments have been administered to all 9th graders through our Physical Education Department. In Math, teachers also administer curriculum based unit exams and benchmark assessments to monitor student progress and inform instruction. STAR reading and Math assessments are administered to all students to monitor progress and gains of each student.

The school analyzes the CAASPP results for the past three years for all students and all significant subgroups to ensure that the appropriate interventions and resources are allocated and implemented.

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

Futures High School also uses acceptable formative assessments to modify the teaching/learning process for the enhancement of the educational progress of every student. Depending on the content area, teachers select the most appropriate assessment for measuring the learning of students in their own classroom. Futures High School continues to expand its use of the Illuminate data system in the 2020-2021 school year to analyze CAASPP scores and results of content benchmarks. These scores are analyzed within departments and by individual teachers during department meetings and collaboration time, and subsequently used to guide instruction, evaluate and monitor student performance, develop department goals, and identify areas to improve instruction. The ELA department uses Edges curriculum diagnostic tests for ELD placement. ELA also uses Accelerated Reader and the STAR reading assessments to monitor growth in student reading comprehension. The math department uses placement tests and STAR mathematics specifically to assess whether students are placed in the appropriate level courses. FHS offers after school intervention (Power Hour) for all students in need of extra instruction.

The effectiveness of all informal, summative, and formative assessments is monitored using a variety of resources. Teachers collect data through Aeries grade book, Illuminate reports, ELPAC, and CAASPP exams to evaluate student performance and achievement. Unit tests, benchmarks, midterms and finals are used to evaluate course mastery and student placement. This data is disaggregated during collaborative meetings, department and individual meetings. As maturing individuals, students connect their achievement to their achievement goals. Students are encouraged to consider their academic progress when planning for their future, both in school and beyond.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The current principal of the school is in her 13th year in administration and 12th year as the principal of Futures High School. Futures' current principal has provided steady leadership resulting in the school experiencing increased staff retention. Futures High School was able to retain approximately 80% of the staff for the past three years. Futures is able to provide 2 bilingual para-educators who focus on serving the English learner population through interventions such as ILit program t as well as providing primary language support to ELs in core academic classes. In addition, RSP paraeducator and the RSP teacher provide in class and small group services to the students with IEPs. Futures has a qualified and professional teaching staff with 90% of the certificated staff meeting NCLB compliance.

Futures High School employs 20 full time teachers. Support staff consists of admin assistant, curriculum coach, site manager, parent liaison, 2 counselors, registrar, attendance clerk, part-time office clerk, part-time librarian, 2.5 custodians, campus monitor, three paraeducators, and two playground assistants. The table below shows each teacher's assignment for this year. The range of experience varies greatly, from first year teachers to those with 30+ years of experience. About 20% of the teachers who come to Futures are new specialists and are in need of continuous support. Gateway Community Charters, the admin team (principal and curriculum coach) develop and provide effective professional development to ensure that new teachers grow professionally. The teacher induction program is well-developed and supported by the organization to provide a solid ground for the professional growth of the new teachers.

TEACHING STAFF

NAME	SUBJECT TAUGHT	YEARS TAUGHT
Brannigan, Chiara	PLTW/ Adv Chemistry	8
Clough, Joshua	Am Gov/ US History/ Geography	13
Davis, Mark	ELA 9/ ELA 10/ Career Prep/ Service Learning	15
Deziderio, Marisa	Spanish 1/ Spanish 2/ Spanish 3	8
Maksimovich, Lillian	Chemistry/ Living Earth	1
Gantt, Urey	Pre-Calculus/ AP Calculus/ Integ Math III	18 (3 non-university)
Gould, Michael	World History/ AP US History/ Speech Commun.	5
Levkovich, Svetlana	Integrated Math I/ II	15
Lonero, Blake	ELA 9/ Media Production	2
Luevano, Vicente	Physical Education 9/ PLTW	9
Mostova, Olena	Living Earth	14
Passage, Rebecca	ELD 9-12	15
Perez, Amaranta	Integrated Math I	13
Schultz, Meggie	ELA 11/ ELA 12/ Leadership/ Psychology	9
Senge, Samantha	Art/ Ceramics (Beg & Adv.)	5
Shamshurin, Vladimir	Russian 1/ Russian 2/ Russian 3	43
Estes, Jon	Integrated Math II/III	1
Shevchuk, Olena	EL Phy Sci Lv/ Health Safety/ Physics	8
Stewart, Chad	Physical Education 2/ PE 9	13

Burko, Nataliya Principal
Buda, Crystalynn Curriculum Coach/ Teacher Induction Mentor
Zhevnustko, Igor Site Manager
Kuzmenko, Lyudmila Counselor
Palischuk, Tatyana Counselor
Gonchar, Maksim Parent Liaison
Maystryshina, Lana Administrative Assistant
Makovey, Zhanna Registrar

Yeremuk, Nataliya Attendance Clerk
Petracenco, Svetlana Clerk I/ Office
Vovnyuk, Irina Library Clerk I/ Library
Polishchuk, Nataliya   EL paraeducator
Kais, Valentyn   RSP Paraeducator
Petrushicheva, Marina   EL Paraeducator
Sokolova, Larisa Playground Assistant
Kalinichenko, Alena   Playground Assistant
Yeremuk, Denis   Campus Monitor
Dubenchuk, Alla   Custodian
Maruk, Petro   Custodian
Sokolov, Igor   Custodian

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

All but one teachers at Futures are fully credentialed. One math teacher who has extensive teaching experience in post-secondary field and possesses Ph.D in mathematics, has yet to complete all his requirements for hte CA teacher credential within couple of months. This year we were able to hire two fully-credentialed science teachers and one math teacher as we were not able to fill these positions in the past two years; however, the long term subs we had have solid expertise and had full support from the admin and curriculum coach to aid in instruction and classroom management. Some of our newest teachers recently completed their credentials and are currently participating in Teacher Induction program, and have continued to be deeply engaged in further professional development. Additionally, Crystal Buda, the curriculum coach, has done extensive training to be a new-teacher mentor and provides ongoing support to the first and second-year teachers. Having a curriculum coach and new-teacher mentor onsite gives an advantage to the new teachers as they are continuously supported and provided with feedback on their performance and progress.

All content area teachers continue to receive training in Inquiry by Design (IBD) which incorporates engaging, and rigorous curriculum materials along with dynamic, continual professional development. IBD focuses on close reading, deep thinking, textual analysis, text-based writing, and student collaboration. English, Social Studies, and Science teachers were both trained in and provided with Common Core aligned IBD curricular unit of study. All teachers will also participate in a training to develop differentiation and best-practice strategies to support EL students with the common core standards. In addition, all teachers participate in inquiry cycles that are part of the school's goal of continuous improvement. the teachers are guided by the established coherent instructional framework and work together with the coherence team and administration to monitor and analyze data to ensure alignment of curriculum, instruction, assessments, and culture.

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

The offices of Instruction, Staff Development, and Categorical Programs work hand-in-hand to assess professional-training needs in the area of standards-based instruction. The focus for staff development is a sustained team approach rather than isolated, "one shot" workshops. Teachers have many avenues of support through regularly held classes, specialized requested training and Beginning Teacher Support. The California Teaching Standards are referred to and covered as needed in all training. The weekly staff development meetings and targeted workshops and training in the areas of literacy and differentiation provide further opportunity for staff to collaborate on assessing, analyzing, and planning for instructional needs.

With the full shift into Common Core and a wide range of teacher expertise levels, the curriculum coach in collaboration with the principal and GCC administration is focused on seeking out professional development to ensure effective instruction for all subgroups including EL students. The administration did extensive research for feasible and optimal comprehensive professional development that will enhance instruction and prepare teachers for effective Common Core teaching. The professional development is guided by the school's coherent instructional framework.

Each quarter, our staff is allotted an in service day in which we stay current on best practices, data, and instructional practices. During in-service days our staff participates in breakout sessions with the principal, principal, curriculum coach, departments, and superintendent in order to collaborate and develop curriculum that meets the diverse needs of our population of students.

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

Futures teachers and administrators participate in staff development both individually and as a group. The staff not only partakes in staff development through full day trainings, but the schedule allows for staff development during minimum days every Friday after school. Futures teachers attend trainings organized by the GCC and provided by the external vendors, including Capturing Kids' Hearts, safety and technology training, Intentional Coherence for Excellence team focused on critical thinking, and further implementation of Common Core for ELA and Math.

The School Leadership Team consisting of the principal, curriculum coach, and three lead teachers devise a Professional Development calendar at the beginning of each academic year to equip staff with effective tools to address the needs of the students based on the school's mission, goals, and school-wide learner outcomes. As a result, every Friday the staff participates in a multitude of professional development to fulfill multifaceted staff needs. Capturing Kids' Hearts is the organization –wide initiative that was adopted six years ago. Most staff went through extensive two-day training, with additional half-day 'momentum' training offered this year, which reinforces regular follow up discussions during the school year, as well as observations, and coaching. The staff meetings are conducted using the CKH model as well.   Along with Capturing Kids' Hearts and Common Core, the staff has also been trained in Inquiry by Design, Area 3 Writing, differentiation strategies to support our EL students, and components of Teach Like a Champion. Additionally, the teachers will participate in numerous technology trainings this year, and teachers are implementing and integrating the use of the SAMR technology model more frequently in the classroom. The school seeks out the best training modalities to fit the needs of all staff (outside providers, off-site workshops and conferences, presentations and workshops by the curriculum coach/principal/vice principal).

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

Teachers work collaboratively on data analysis, instructional planning, and subject integration. As Futures is not a large school, department numbers are small. Most of the teachers are the only ones who teach each specific subject. This makes collaboration through a PLC model challenging at times. The principal and curriculum coach work with each teacher individually on data analysis, progress monitoring, and evaluation. All teachers are encouraged to participate in peer observations. It is an informal but invaluable experience for the teachers as they are able to learn from their colleagues, provide feedback, and discuss best strategies to address their students' needs. This year, Futures administration provided semi-annual peer observation opportunities in which teachers could both observe and provide feedback to their colleagues.

Teaching and Learning

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

All core curriculum has a course of study outline that is aligned to Common Core standards, materials and performance expectations. Each teacher is highly trained in their specific content area and focuses their instructional strategies and use of materials to reflect this strict alignment with the state content and performance standards. Transitioning to common core provided teachers with the task of aligning existing curriculum and practices with new standards. Each teacher creates and updates subject-specific curriculum maps which align standards, curriculum, and assessments.
In collaboration with all stakeholders and the GCC, the school coherence team developed a Coherent Instructional Framework aligning curriculum, instruction, assessments, and school climate and culture.

Curriculum
General Principles
Standards-aligned
AP classes: College-board aligned
Value teacher voice
Outlined in teacher-created curriculum maps, submitted for admin feedback/approval
Supplemented and augmented with outside resources and teacher-created resources
English
Pearson
ELD--iLit
Supplements: IBD, ERWC
Science
Stemscopes
PLTW
Math
Integrated 1-3: HMH
Pre-Cal/Cal: Cengage
Social Science
World History: Holt McDougal
U.S./Govt/Econ: McGraw-Hill IMPACT
Supplements: Inspired Ed

Instruction
Standards-based lesson objectives clear to students
Builds skills in (SLOs): communication, collaboration, character, critical thinking
Relevant
Strategic thinking around Depth of Knowledge
IBD Literacy Practices
Checking for Understanding
Differentiation (including EL and LTELs)
Native language support for newcomers
Evidence-based writing across all subjects
PBL, labs, and Maker
5 E Model (science)
Gradual release of responsibility (math)
Guided by Inquiry Cycles

Assessment
Learning Rounds

Student work samples
Formative and summative assessments
Cumulative Mid-term and Final
Benchmarks (Curriculum-embedded 5x/year Eng/Math; STAR-released 3x/year SS)
Renaissance 3x/year (Eng/Math)
Physical Fitness Testing
CAASPP (SBAC, CAST)
ELPAC

Culture/Climate

CKH--EXCEL model, affirmations, good things, launches, 4 questions
Social Contracts; Norms
Student Voice and Choice
SEL
Flexible Seating
Clear expectations (i.e. syllabuses, student handbook, etc.)
Equity and Cultural Proficiency
Mentorship Program

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

N/A

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

Futures provides intervention courses within the master schedule to address the needs of under-performing students. ELD classes as well as tech-based instruction through ILit and DuoLingo are offered for the newcomers and students who don't have sufficient English language skills. Reading and math intervention is offered weekly for students in danger of failing their English and/or math classes. An after-school remediation program (Power Hour) is scheduled Monday through Thursday to provide extra help to the students in all core subjects.

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

Course outlines for all of our content areas are available to every teacher at Futures. Textbooks and other supplemental materials are adopted with a focus on alignment with the Common Core State Standards. Supplemental materials for our ELL students are utilized as tools to drive student achievement to grade level or beyond. Technology is incorporated into our instructional strategies to further enhance standards- based learning of all students of every level.

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

All students have access to the standards-aligned instructional materials including intervention materials and core courses. Futures provides ample technological support for supplementary resources including but not limited to educational software and access to the online core curriculum.

Opportunity and Equal Educational Access

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

Teachers are required to attend staff development sessions on instructional strategies to help meet the needs of these students. A SST program is in place for teachers to refer students so that other avenues may be explored to increase the student's academic success. This is achieved through the efforts of all the student's teachers, the administration, the parents, and the student. In an effort to address low student performance, all students performing below grade level in English Language Arts will participate in an additional English Language Development support class. The focus of this class is to use intensive strategies that increase the students reading and writing levels to at or above grade level. Students are able to attend an after school intervention program (Power Hour) that is staffed by highly-qualified teachers. This environment enables them to get additional assistance in core subject areas. Additionally, tutoring is also available before school, during lunch time, and after school by volunteer teachers and National Honor Society students.

Evidence-based educational practices to raise student achievement

Teachers are held to high standards of planning challenging and standards-based learning experiences. Teachers plan objectives based on Technique 29 from Doug Lemov's book Teach Like a Champion, a collection of best teaching practices. Objectives are written in student language, include a measureable student goal based on the most important information or skills listed in the state standard, and a time frame and the conditions for achieving the goal. Observations by the administration and the curriculum coach happen regularly to assure compliance and provide feedback. Teachers in each department meet regularly to collaborate on what the students need to be able to do from year to year, and also to share best practices. Teachers hold themselves accountable for the rigor of their courses by devising and implementing rubrics when writing study guides and homework assignments. This ensures that questions are all text-dependent and that there is scaffolding within all levels of Bloom's Taxonomy and spiraling to review previously taught standards. Teachers provide students with the opportunity to meet the expected schoolwide learner outcomes by making the expectations very clear from the first day of class, stressing the importance of doing one's best from the first attempt. Teachers use a variety of assessment methods, such as projects, essays, lab reports, presentations, and free response tests to ensure that all students are meeting the learning goals. Futures High also has intervention courses for English learners with specifically designed curriculum (High Point and EDGES). Students are taught in small groups and assessed regularly to determine improvement in language acquisition. They are also given support in this intervention class for the work they do in their other classes.

Teachers use a variety of strategies to engage students in real-world thinking and problem-solving. Classrooms have a variety of technological hardware for teacher's and student's use. Teachers also utilize a variety of software in their instruction to build core concepts, enhance lessons, and differentiate for student needs. Students receive a rigorous and relevant education through real-world project-based learning and research. Furthermore, students are challenged to make their learning personal through service, community involvement, and reflection on their academic ideas and personal values.

Parental Engagement

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

Futures High School believes that parents are a critical component in the students' educational success. Therefore, the school is committed to working relentlessly on providing parents with timely and accurate information, involving parents in decision-making, and supporting them in helping their children. Our Student Leadership class, in collaboration with the school administration and Parent Liaison, creates monthly parent newsletters that provide parents with updates, parenting tips, upcoming events, and sets a positive tone and culture for the school. Monthly radio shows from Futures High School are aired to reach the Slavic parent population. ParentSquare, an on-line auto-dialer system, is utilized to notify parents of events and to make community announcements. The School Site Council and English Language Advisory Committee are active in making school decisions for EL students and general student body. The school makes grades and student progress accessible to all parents and students through the AERIES parent portal for monitoring and intervention purposes. Many parents do not speak English and require translation services, which makes extensive parent involvement challenging.

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

Future School Site Council plays an active role in planning, implementation, and evaluation of the program planning, goals, and schoolwide learner outcomes. The committee consists of parents/community representatives, teachers, administration, and students. All stakeholders are given many opportunities to provide input on all aspects of the school's life. The SSC meetings are conducted monthly to analyze data, discuss goals, and monitor and evaluate students' academic progress. The English Language Advisory Committee consists of parents of EL students and school administration and meets quarterly to discuss resources and funding allocation for needs of EL students. Our parent liaison works directly with community outreach and and parental involvement, creates the SSC agenda, and leads the meetings.

Funding

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

Corrective reading and math programs are offered to assist students in obtaining grade level standards. Extended day and other educational opportunities are offered to under-performing students through programs such as Title I and Title III.

Fiscal support (EPC)

The principal meets with the GCC CBO quarterly to monitor budget and prioritize and align spending for federal funding based on the needs articulated in the Single Plan for Student Achievement, school's mission, and schoolwide learner outcomes. All stakeholders are included in the planning process.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school uses a coherent system of continuous improvement that is the conscious process of combining action and reflection to drive decision-making toward continuous learning and improvement for staff and students. Four components of the inquiry cycle that the school uses in broad-based, collaborative planning processes are:
Analyzing - assessing current reality; understanding the root causes; determine needs
Designing - goal setting; developing outcomes and growth setting; agree on commitments
Implementing - taking acting; collecting data
Refining - monitoring progress and reflecting; comparing progress to predicted outcome and adjusting as necessary (InnovateED)
This approach is used for developing, implementing, monitoring, and refining our SPSA and annual review and update. All stakeholders are included in the process of analyzing, designing, implementing, and refining the plan to ensure that the plan comprehensively reflects how the needs of all students are going to be addressed according to the state priorities and the students' needs. The Board and the GCC receive a mid-year and end-of-year report from the principal on the progress of SPSA. The school and the GCC ensure that the goals and priorities are aligned (LCAP, WASC, Blueprint for Excellence, Charter Petition).

The staff and the parents are an integral part in the planning process as they provide input and feedback on the planning through department and staff meetings, SSC meetings, surveys, and parent events.
Student input is sought through surveys and focus groups as well. The plan goes through several iterations considering the input and feedback of all stakeholders following the GCC Board approval.

Resource Inequities

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

Based on the needs assessments including recent surveys re distance learning, the following resource inequities were identified:
access to internet access and technology for some families
technology use training for teachers
curriculum alignment for the digital platform
EL student support
clear communication between school and families during distance learning (need for increased support)

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.27%	1.2%		1	5
African American	0.75%	1.34%	3.84%	3	5	16
Asian	2.26%	2.42%	3.36%	9	9	14
Filipino	%	%	0%			0
Hispanic/Latino	3.51%	9.14%	14.87%	14	34	62
Pacific Islander	%	0.27%	0.48%		1	2
White	92.98%	86.02%	75.3%	371	320	314
Multiple/No Response	%	0.27%	0.96%		1	4
			Total Enrollment	399	372	417

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	124	124	168
Grade 10	96	108	104
Grade 11	92	69	95
Grade 12	87	71	50
Total Enrollment	399	372	417

Student Enrollment by Grade Level

Conclusions based on this data:

1. Demographic changes - Hispanic population increased 5 times in three years, African-American population increased 3 times in three years

2. Steady enrollment increase - student enrollment increased by 20 students in three years

3. The 9 Grade cohort increased by 40 students and grade 12 decreased by 30 students. Student attrition from 9 to 12 grade is high.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	137	123	161	34.3%	33.1%	38.6%
Fluent English Proficient (FEP)	243	210	195	60.9%	56.5%	46.8%
Reclassified Fluent English Proficient (RFEP)	9	6	3	6.7%	4.4%	2.4%

Conclusions based on this data:

1. The percentage of ELs increased by 5%

2. The number of FEPs increased by 12% (tripled)

3. The number of RFEPs have been decreasing in the past three years

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	99	93	65	96	87	62	96	87	62	97	93.5	95.4
All	99	93	65	96	87	62	96	87	62	97	93.5	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2652.	2590.	2628.	36.46	27.59	37.10	43.75	28.74	32.26	10.42	16.09	16.13	9.38	27.59	14.52
All Grades	N/A	N/A	N/A	36.46	27.59	37.10	43.75	28.74	32.26	10.42	16.09	16.13	9.38	27.59	14.52

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51.04	28.74	40.32	38.54	44.83	41.94	10.42	26.44	17.74
All Grades	51.04	28.74	40.32	38.54	44.83	41.94	10.42	26.44	17.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	46.88	33.33	41.94	43.75	42.53	45.16	9.38	24.14	12.90
All Grades	46.88	33.33	41.94	43.75	42.53	45.16	9.38	24.14	12.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.46	20.69	25.81	57.29	63.22	62.90	6.25	16.09	11.29
All Grades	36.46	20.69	25.81	57.29	63.22	62.90	6.25	16.09	11.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	56.25	41.38	45.16	32.29	37.93	41.94	11.46	20.69	12.90
All Grades	56.25	41.38	45.16	32.29	37.93	41.94	11.46	20.69	12.90

Conclusions based on this data:

1. the overall mean score have increased in 18-19

2. The highest % of above standard scores is in research and inquiry and the lowest scores are in listening

3. Writing proficiency scores increased by 9% in 18-19

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	99	93	65	99	92	65	99	92	65	100	98.9	100
All	99	93	65	99	92	65	99	92	65	100	98.9	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2583.	2555.	2560.	8.08	3.26	6.15	27.27	21.74	20.00	32.32	32.61	35.38	32.32	42.39	38.46
All Grades	N/A	N/A	N/A	8.08	3.26	6.15	27.27	21.74	20.00	32.32	32.61	35.38	32.32	42.39	38.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.17	6.52	13.85	30.30	40.22	33.85	52.53	53.26	52.31
All Grades	17.17	6.52	13.85	30.30	40.22	33.85	52.53	53.26	52.31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.21	8.70	12.31	46.46	52.17	58.46	32.32	39.13	29.23
All Grades	21.21	8.70	12.31	46.46	52.17	58.46	32.32	39.13	29.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.17	11.96	13.85	66.67	61.96	63.08	16.16	26.09	23.08
All Grades	17.17	11.96	13.85	66.67	61.96	63.08	16.16	26.09	23.08

Conclusions based on this data:

1. Overall mean score stayed the same in three years

2. students perform similarly in all domains

3. In 18-19 the number of students performing above standard slightly increased, and the number of students performing below standard decreased by 5%

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1527.9	1561.9	1519.7	1561.4	1535.7	1561.9	52	37
Grade 10	1530.8	1557.4	1509.5	1555.6	1551.7	1558.5	24	36
Grade 11	1542.5	1575.7	1536.5	1581.5	1548.1	1569.4	35	20
Grade 12	1608.6	1546.6	1601.1	1540.4	1615.7	1552.3	22	20
All Grades							133	113

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	26.92	37.84	32.69	18.92	*	24.32	30.77	18.92	52	37
10	45.83	27.78	*	16.67	*	25.00	*	30.56	24	36
11	34.29	30.00	*	25.00	*	15.00	*	30.00	35	20
12	59.09	20.00	*	15.00	*	35.00	*	30.00	22	20
All Grades	37.59	30.09	24.81	18.58	12.78	24.78	24.81	26.55	133	113

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	46.15	43.24	*	18.92	*	13.51	28.85	24.32	52	37
10	50.00	36.11	*	27.78	*	5.56	*	30.56	24	36
11	51.43	40.00	*	20.00	*	10.00	*	30.00	35	20
12	72.73	30.00	*	25.00		10.00	*	35.00	22	20
All Grades	52.63	38.05	17.29	23.01	*	9.73	23.31	29.20	133	113

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	*	10.81	23.08	29.73	26.92	32.43	36.54	27.03	52	37
10	*	22.22	*	16.67	*	22.22	*	38.89	24	36
11	*	15.00	*	30.00	*	25.00	34.29	30.00	35	20
12	50.00	10.00	*	15.00	*	50.00	*	25.00	22	20
All Grades	20.30	15.04	24.06	23.01	25.56	30.97	30.08	30.97	133	113

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	42.31	8.11	26.92	67.57	30.77	24.32	52	37
10	*	13.89	*	58.33	*	27.78	24	36
11	42.86	20.00	34.29	35.00	*	45.00	35	20
12	54.55	10.00	*	45.00	*	45.00	22	20
All Grades	43.61	12.39	31.58	54.87	24.81	32.74	133	113

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	55.77	64.86	*	13.51	26.92	21.62	52	37
10	50.00	61.11	*	8.33	*	30.56	24	36
11	62.86	70.00	*	0.00	*	30.00	35	20
12	86.36	55.00	*	10.00	*	35.00	22	20
All Grades	61.65	62.83	16.54	8.85	21.80	28.32	133	113

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
9	*	21.62	40.38	40.54	42.31	37.84	52	37
10	*	27.78	*	27.78	*	44.44	24	36
11	*	10.00	51.43	50.00	42.86	40.00	35	20
12	*	10.00	*	40.00	*	50.00	22	20
All Grades	19.55	19.47	42.86	38.05	37.59	42.48	133	113

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	10.81	46.15	70.27	36.54	18.92	52	37
10	*	5.56	45.83	61.11	*	33.33	24	36
11	*	20.00	48.57	50.00	*	30.00	35	20
12	63.64	10.00	*	75.00	*	15.00	22	20
All Grades	30.08	10.62	44.36	64.60	25.56	24.78	133	113

Conclusions based on this data:

1. The number of EL students decreased in the past year; however, the data for 19-20 and 20-21 indicates an increase in EL student population

2. the level 4 scores in all domains decreased in the past year

3. the overall mean scores in all domains improved in the past year

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
372	**91.1**	**33.1**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	123	33.1
Socioeconomically Disadvantaged	339	91.1
Students with Disabilities	12	3.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.3
American Indian	1	0.3
Asian	9	2.4
Hispanic	34	9.1
Two or More Races	1	0.3
Pacific Islander	1	0.3
White	320	86.0

Conclusions based on this data:

1. the school serves high % of low SES population

2. the school serves high % of EL population

3. the number of non-white student population increased by 12%

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Green	**Suspension Rate** Yellow
Mathematics Green		
College/Career Orange		

Conclusions based on this data:

1. Students perform strongly in ELA. Futures is in the blue (highest) category as the students are 50 points above standard including all significant subgroups

2. Futures scores have been consistent across the past years at about state average

3. graduation rate is strong (green color) and significantly improved compared to last year
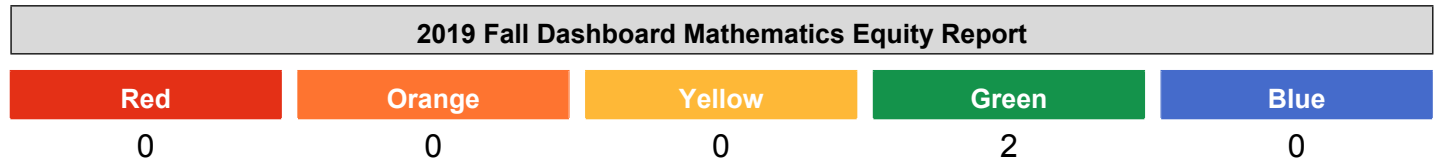
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
50.2 points above standard	72.2 points below standard	0 Students
Increased Significantly ++41.7 points	Increased ++9.9 points	
57	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
0 Students	42.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++41.6 points	1
	50	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1		3	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Blue
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	51.8 points above standard
6			Increased Significantly ++41.5 points
			47

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.4 points	2	6
14		

Conclusions based on this data:

1. Increased 41.7 points in 2019

2. proficient performance in all significant subgroups; some some groups' numbers are not available as they are small

3. high percentage of students exceeding the standard - 37%

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
55.8 points below standard	102.8 points below standard	
Increased ++11.1 points	Increased Significantly ++19.3 points	
57	16	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Green	No Performance Color
	54.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	Increased Significantly ++19.8 points	1
	50	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6			Green 45.1 points below standard Increased Significantly ++19.2 points 47

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
128.1 points below standard Increased ++8.9 points 14	Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

1. the available indicators show improvement in the math performance for all students including significant subgroups

2. EL students performed 128 points below standard; however, they showed 9 point improvement in the last year

3. other groups are not included due to the small number of the cohort

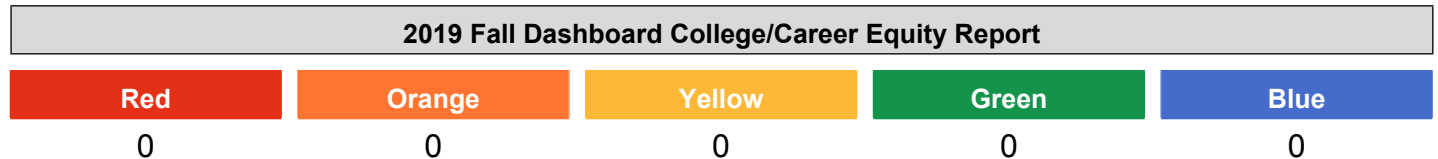# School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
58.9 making progress towards English language proficiency
Number of EL Students: 95
Performance Level: High
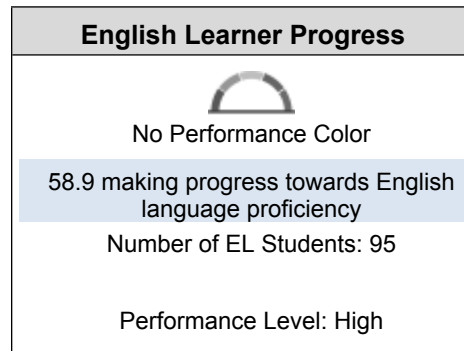
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.4	31.5	17.8	41.0

Conclusions based on this data:

1. 35% of the students progressed at least on level

2. 59% of students are making progress towards EL proficiency (high performance level)

3. no performance color due to small number in cohort

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
35.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.6	0 Students	0 Students
67		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

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

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
45.8 **Prepared**	46.4 **Prepared**	35.8 **Prepared**
15.7 **Approaching Prepared**	15.5 **Approaching Prepared**	17.9 **Approaching Prepared**
38.6 **Not Prepared**	38.1 **Not Prepared**	46.3 **Not Prepared**

Conclusions based on this data:

1. the indicator score declined by 10 points overall with the 12 points decline for the students in low SES group

2. college and career preparedness decreased in the past year by 10% due to increased number of students who are not prepared by 8%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

| Red | Orange | Yellow | Green | Blue |

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

Conclusions based on this data:

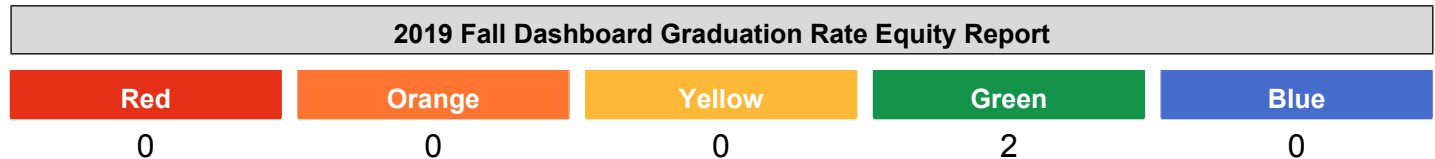**1.** insignificant numbers - not reported in dashboard

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance

Red   Orange   Yellow   Green   Blue

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	0

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
86.6	70.4	0 Students
Increased +5.2	Declined -3.9	
67	27	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	85.9	Less than 11 Students - Data Not Displayed for Privacy
1	Increased +5.4	1
	64	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students	86.2
	1		Increased +3.3
			65

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
81.4	86.6

Conclusions based on this data:

1. graduation rate increased by 5 points including 5 point increase for the low SES student group

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0
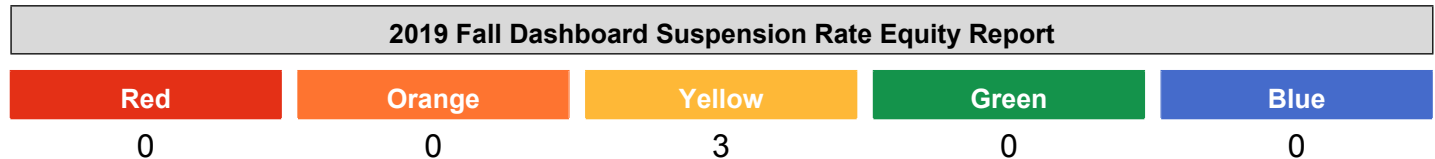
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
10.2	8.8	Less than 11 Students - Data Not
Declined Significantly -2.2	Declined Significantly -9.9	2
453	159	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	No Performance Color
	10.5	10.5
	Declined Significantly -2.3	19
	408	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
5	1	Declined -8.3	1
		14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Yellow
25	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8.8
Increased +3.9	4	1	Declined Significantly -3.3
40			387

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	12.3	10.2

Conclusions based on this data:

1. suspension rate score decreased by 10 points including decrease in EL and low SES student groups

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts, Mathematics, Science

LEA/LCAP Goal

Increase proficiency and performance of all students in ELA, Math, and Science, while accelerating the proficiency and performance gains of English Learners, and students in the socioeconomically disadvantaged subgroup.

Goal 1

Increase proficiency and performance of all students in English language, Mathematics, and Science, while accelerating the proficiency and performance gains of English Learners, and students in the socioeconomically disadvantaged subgroup.

Identified Need

Effective CCSS implementation
Increase proficiency levels of all students in ELA and Math
Effective NGSS implementation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP data ELPAC data Local assessment data Accelerated Reader reports Renaissance STAR results Elk Grove Writing Rubric	STAR reading score average 564 STAR math score average 603 78% students make approximately one year grown in reading (STAR) see previous sections for dashboard info	Increase student proficiency in core subjects by 75 points as measured by Renaissance in ELA and Math All Futures students will complete a minimum of three math projects that are linked to a real world situation. All Futures students will make 1 year's growth in reading for one school year attended. All Futures students will make 1 level growth per year or maintain a level 3on a locally vetted expository writing rubric. Improve CAASPP ELA score by 5 points to maintain blue color in dashboard Improve CAASPP Math score by 20 points Increase % of students moving one level up in language proficiency as measured by ELPAC by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

EL students

Strategy/Activity

Provide EL/LTEL designated courses with the master schedule to address the needs of EL/LTEL students

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

Amount(s)	Source(s)
99675	LCFF 1000-1999: Certificated Personnel Salaries certificated salary and benefits
1400	LCFF 1000-1999: Certificated Personnel Salaries sub teacher coverage cost
33355	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies tech resources
3200	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fuel Ed cost
54276.20	LCFF 2000-2999: Classified Personnel Salaries EL para salary and benefits
1648	Title III Immigrant Education Program 4000-4999: Books And Supplies Ilit curriculum and tech supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Inquiry by Design instructional coaching to support work with DOK and coherence

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	Title I 5000-5999: Services And Other Operating Expenditures IBD coaching
14306	Title I 5800: Professional/Consulting Services And Operating Expenditures DOK and coherence coaching
3460	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries sub coverage for learning rounds and coherence coverage

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

underperforming students, EL students, foster and homeless youth

Strategy/Activity

Support teachers through the teacher induction program and with mentoring

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2820	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries PD during summer/off calendar for curriculum alignment and coherence
108000	LCFF 1000-1999: Certificated Personnel Salaries curriculum coach salary and benefits
2100	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries

	Teachers' professional development (workshops, conferences, etc.)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students, EL students, low SES

Strategy/Activity

Use Renaissance Reading (books and software) to improve reading levels of underperforming students, including ELs, by using data to inform practice
Professional development around scaffolding to support underperforming students and ELs

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

Amount(s)	Source(s)
35000	LCFF 5000-5999: Services And Other Operating Expenditures fuel ed curriculum (online)
35000	LCFF 2000-2999: Classified Personnel Salaries library clerk salary, benefits, and coverage
1194	LCFF 4000-4999: Books And Supplies AR books for leveled library
8000	LCFF 5800: Professional/Consulting Services And Operating Expenditures renaissance software
1194	Title III Immigrant Education Program 4000-4999: Books And Supplies -AR library materials cost
1255	LCFF 5000-5999: Services And Other Operating Expenditures follet software for the library (AR books)
19169	Title I 1000-1999: Certificated Personnel Salaries intervention teacher salary and benefits
4301.35	Title I 4000-4999: Books And Supplies supplementary resources

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students, all students

Strategy/Activity

Improve usage of SAMR model when implementing technology in the classroom to enhance instruction

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

Amount(s)	Source(s)
35000	Title I 4000-4999: Books And Supplies tech resources and supplies
6600	LCFF 4000-4999: Books And Supplies NGSS materials and supplies
700	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures educational software and subscriptions

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue implementing Integrated Math 1, 2, and 3 curriculum and providing opportunities for real world projects (minimum of 2)

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

Amount(s)	Source(s)
7500	LCFF 0000: Unrestricted FMS leadership consulting

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, ELs, foster and homeless youth

Strategy/Activity

Students will be assessed in writing using an expository writing rubric which will be scored by the English department
Provide supplementary resources for core and content classes to enhance and align instruction and examine data
The administrative team will participate in professional development opportunities to improve leadership skills, instructional practices, technology implementation, and student Social Emotional Learning (SEL)
The whole staff, curriculum coach, administration, and teacher teams will work with Innovate Ed coaches to improve inquiry-cycles into PD practices

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

Amount(s)	Source(s)
2133	LCFF 5000-5999: Services And Other Operating Expenditures illuminate software
16000	LCFF 4000-4999: Books And Supplies -Curriculum and supplementary materials
1500	LCFF 5800: Professional/Consulting Services And Operating Expenditures educational field trips
5000	LCFF 5000-5999: Services And Other Operating Expenditures admin team professional development

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

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

0	
0	

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2018-19

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

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

Based on the dashboard data and the state priorities, one of our focus points was EL instruction. Several teachers and curriculum coach attended Kate Kinsella training and implemented the new strategies in the ELD and core and content classes. We piloted a new ELD curriculum (ILit) last year. This digital curriculum is explicitly tailored to the classes that have students of various EL levels. It is adaptive and allows for effective differentiation. Its curriculum-embedded assessments provide valuable data re EL students' progress. We are learning how to analyze it and how to use it for instruction.

Our PD plan has been created considering the needs of the teachers and the students. However, we left some things open as we wanted it to be intuitive to the changing needs (based on the data). We continuously seek feedback from the teachers and the students (observations, various data, interviews, and discussions) to ensure that we provide support where it is needed the most. For example, we included training units on classroom management, DOK, lesson structure, and sentence frames as we saw a need for either refreshing or learning about these components. To enhance instruction and address the needs of underperforming student and the identified subgroups, many courses now use a digital curriculum or have digital resources that supplement the existing curriculum. Therefore, instruction, activities, projects, and assessments are all done online (students have access to chrome books in each class). For example, the Math curriculum is

fully digital, US History has digital components, and a new science curriculum is fully digital as well. The science curriculum (StemScopes)
is designed to align with the SAMR model, and the teachers have many choices to provide students with various higher level tech activities.

This year we continued to focus on writing as a means of improving students' literacy skills. The coherence team reviewed and updated our action plan that included our goal for the year – integrating evidence in writing in core and content classes (evidence is attached). After the first inquiry cycle, the staff determined that the students lack critical thinking skills (i.e. they can find and insert the evidence, but have a hard time staying on topic and incorporating evidence effectively). The team and the staff modified the plan for the next school year to focus on critical thinking. The consultants led our inquiry cycles this year and provided ongoing support in assessments, data analysis, and inquiry process. In addition to the ongoing formative assessments, the students were assessed formally in the spring. We used a modified Elk Grove writing rubric to measure the students' progress (evidence is attached). The teachers met regularly to discuss students' progress, calibrate the rubric, and to plan PD (evidence is attached). Most of the trainings in writing were done in house by the curriculum coach and the coherence team. Inquiry by Design provided some support for our writing needs. However, their program is not tailored specifically for writing.

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

there is no major differences between the intended implementation and/or 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.

no changes will be made to the goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career

LEA/LCAP Goal

Improve students' college and career readiness by increasing students' motivation, engagement, leadership, and opportunities for real-world projects and applications.

Goal 2

Improve students' college and career readiness by increasing students' motivation, engagement, leadership, and opportunities for real-world projects and applications.

Identified Need

Increase college-readiness for all students
Prepare students for SAT success
Decrease suspension rates
Increase graduation rate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student-developed projects and activities Suspension rate Graduation rate A-G completion rate SAT scores Power Hour and student intervention attendance	Current suspension rateis 12.2% Current graduation rate is 86.9% Current A-G rate is 43% SAT participation rate is 18% Power Hour daily attendance rate averages 12 students	Increase number of students completing A-G requirements by 5% annually. ? Decrease student suspension rate by 2% annually ? Increase student participation by 5% annually with onsite intervention/support services to students through enrichment and Power Hour ? Increase student participation rate in SAT by 5%

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

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

All students

Strategy/Activity

Utilize two counselors to provide academic, socio-emotional, and career services to all students
AP, PSAT, and SAT prep courses will be offered to improve student passing rate and scores
Counselors and the admin team will conduct educational and informational workshops for parents
and students, including orientation and induction events for all 9th grade students

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

Amount(s)	Source(s)
230000	LCFF 1000-1999: Certificated Personnel Salaries counselors' salaries and benefits
1229	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures -Training cost
1300	Title I 1000-1999: Certificated Personnel Salaries teacher training
3500	Title III 0001-0999: Unrestricted: Locally Defined Teachers stipend for summer training

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Use systematic approach to monitor students' progress and offer support.
- Math teachers will participate in the vertical collaboration with the feeder schools for
  curriculum alignment and accurate students' placement.

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

Amount(s)	Source(s)

	see goal 1

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Increase instructional time for all students in need of instructional support through the systematic implementation of math support classes that provide strategic intervention coordinated with the core curriculum.
- Extended day programs will include math instruction, tutorial, and software skills practice for the lowest achieving students in math.
- Utilize end of year diagnostic assessment for the upcoming freshmen placement into math classes.

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

Amount(s)	Source(s)
	see goal 1

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Students and teachers utilize mobile computer labs with laptops or Google Chromebooks within the classrooms to support instruction.
- Students utilize supplementary educational applications to enhance instruction and improve differentiation per SAMR model.

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

Amount(s)	Source(s)
	see goal 1

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Use School Messenger system for parent outreach and various notifications relating to student instruction and academic progress.
- Use ABI parent portal to inform parents of students' academic progress.
- Data is shared with SSC (School Site Council) and ELAC (English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee) during regular meetings to monitor progress and seek input from staff, parents, and community.
- SSTs and home communications via mail, texts, and phone calls are used to inform parents about students' progress and needs.

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

Amount(s)	Source(s)
2500	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined Parent outreach and involvement cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

- Use systematic approach to analyze formative and diagnostic assessment data.
- Use multiple assessments and measures to determine students services and academic support.
- Develop 9th grade math placement protocol for appropriate students' placement in math courses.
- Identify and use curriculum-embedded assessments and benchmarks at least every 4 weeks to monitor student progress and improve instruction in all content areas
- Improve formative assessment strategies (activities which provide information/evidence to be used to modify teaching and learning, motivate students and meet student needs on a continuous basis)
- Continue use of summative assessments (assessments that track and evaluate student achievement used for grading and placement)
- Analyze disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils make adequate academic progress toward short-term growth targets and long-term performance goals.

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

Amount(s)	Source(s)
	see goal 1

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The students enjoy the new site and report increased satisfaction with the safety of the school and the overall setting of the school. Even though the hard data shows that the suspension rate did not decrease this year, we have spent significant time counseling the students and setting up equitable policies and procedures that will serve the students well in the upcoming school year. The school addresses Socio-emotional well-being of the students through various learning opportunities, and uses multiple metrics to measure progress. In the fall, the students take the school satisfaction survey where they are asked to rate multiple points of the
school's program including safety, relationship with the staff and teachers, and engagement. This year's survey results indicate that. One way to address students' socio-emotional needs is to implement Capturing Kids Hearts management tool. All our teachers are trained in basic CKH techniques, and two teachers are trained in CKH leadership blueprint. CKH is implemented schoolwide with mixed consistency. This year we applied to become a showcase school and went through the reflection and evaluation process. The data showed that we have some inconsistencies with how the staff and the students perceive success of the CKH implementation.
Whereas the teachers and the students report that the implementation has 80+% success rate, the focus group and observation by the CKH representative indicated that the implementation has not reached the satisfactory level to become a showcase school. Suspension rate increased from 2017 to 2018 year by 5.7%. The dashboard indicate that the suspensions were distributed equitably among the subgroups. Even though the increase may seem somewhat significant, being a small size school, we see that every suspension increases/decreases the % considerably. Many students are actively involved in planning and organizing extra-curricular activities in the school. They organize rallies, workshops, participate in focus groups, strategic planning committees, and school site council committee.

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

there are no any major differences between the intended implementation and/or the budgeted expenditures

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

no changes will be made to this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equitable and inclusive school culture and environment

LEA/LCAP Goal

Create a culture of self-management and maintain a positive environment to increase student engagement, retention, and students' socio-emotional well-being

Goal 3

Create a culture of self-management and maintain a positive environment to increase student engagement, retention, and students' socio-emotional well-being

Identified Need

Need: Increase student retention
Improve students' satisfaction and socio-emotional well-being
Create self-managed group of students where students have voice and choice
Involve students in school decision-making

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student involvement within campus-wide initiatives Professional development apportionment related to Wellness/Mindfulness Suspension rate Rate of alternative consequences in lieu of suspension	Professional development related to Wellness was approximately 10% of total PD time apportionment Suspension rate is12.2%	Decrease suspension rate by 5%

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

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

All students

Strategy/Activity

Provide a safe and healthy environment on campus

Conduct annual Point Break and Touch of Understanding workshops and 30 day challenge (microlearning of values) to improve students' communication and to decrease bullying
Refine CKH philosophy and implementation to create self-managing groups and build relational capacity with students

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

Amount(s)	Source(s)
8000	LCFF 5000-5999: Services And Other Operating Expenditures cost of 30 day challenges
3000	LCFF 1000-1999: Certificated Personnel Salaries SL coordinator stipend and benefits
2000	Title I 5800: Professional/Consulting Services And Operating Expenditures equity work consultants

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, EL students

Strategy/Activity

- Hold annual Title I Parent Meeting
- In collaboration with the middle school hold family educational nights, classes, and workshops
- Create and send monthly newsletters, flyers, and letters home
- Translate all written communications to parents into language of EL students
- Provide refreshments for parent meetings to ensure attendance and participation
- Schedule after school events, such as Back to School Night, Open House, and Awards ceremonies
- Facilitate monthly School Site Council and English Learner Advisory Committee meetings to guide and monitor program development and effectiveness
- Regularly update and maintain the school website (www.fhscharter.org) to keep parents informed and involved
- Provide access to the ABI parent portal for all parents for the purpose of monitoring students' progress

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
76000	Title I 2000-2999: Classified Personnel Salaries parent liaison salary and benefits
8000	LCFF 5800: Professional/Consulting Services And Operating Expenditures -webmaster cost
200	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures outreach materials
300	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined -refreshments for parent meetings

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

- Increase instructional time for all students in need of instructional support through the systematic implementation of ELA support classes that provide strategic intervention coordinated with the core curriculum.
- Extended day programs will include reading, English language arts and math instruction, tutorial, and software skills practice for EL students.
- Accelerated Reader program is implemented to provide strategic intervention to improve students' reading/comprehension skills.
- Implement specifically designed ELD curriculum "Edges" (National Geographic/Hampton-Brown) for the LTEL subgroup.
- Provide daily interventions for students during Power Hour remediation program .
- Provide additional specifically designed English Language Development classes within school day.
- Provide additional support in content area classes for EL students by a para-educator.
- Increase allotted DuoLingo and/or Rosetta Stone time for newcomer ELs.

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

Amount(s)	Source(s)

	see goal 1-2 cost

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

- Annually, send a letter to parents explaining students' EL skills areas of improvement, placement, and recommendations for future.
- Use School Messenger system for parent outreach and various notifications relating to student instruction and academic progress.
- Monthly radio program is utilized to inform parents on the events, academic achievement, and progress.
- Utilize ABI parent portal to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- Use monthly newsletters, letters, and scheduled parent meetings to provide parents with tools and effective practices tips that will assist parents in helping the students.
- Use school website (www.fhscharter.org) as an effective tool in providing parents and community information about school/student achievement and progress.
- Data is shared with SSC (School Site Council) and ELAC/DELAC during regular meetings to monitor progress and seek input from staff, parents, and community.

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

Amount(s)   Source(s)

	see goals 1-2 for cost for • mailing costs • printing/copying costs

	• supplementary materials costs • training costs • parent participation costs (refreshments, materials)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Safety personnel is provided to improve supervision on site

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

Amount(s)	Source(s)
230000	LCFF 2000-2999: Classified Personnel Salaries support staff salaries and benefits

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

- Parents are notified of the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and primary language support.
- Schedule quarterly ELAC and semi-annual DELAC meetings to assess and modify effectiveness, weaknesses and strengths of EL program.
- Retain credentialed highly-qualified teacher to provide instructional support to the EL students and parents who do not have sufficient understanding of English language.
- Use SST process to create a plan for the students who are struggling/ performing under grade level.
- Parents are notified in writing in their native language about:

 i. The right that parents have to have their child immediately removed from such program upon their request.

ii. The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	no additional cost

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Futures strives to offer its students a strong sense of both 'Voice and Choice' on campus, whereby students actively participate in decisions impacting the school and in carrying out the vision for Futures. Toward this end, Leadership students on campus take the lead on campus with creating school spirit and furthering a positive environment, developing stronger ties with our local community and portraying a positive school image. Working in conjunction with administration, Futures Leadership Class is driving the breadth of activities on campus, and continues to gain a strong sense of the pulse of students and their interests and desires. Leadership students work on action teams to prioritize events and activities, and are tasked with aligning schoolwide activities with the established schoolwide goals. Facilitation and communication skills are embedded within the Leadership Class structure, with students gaining a deeper understanding of what true leadership and service looks like in action. Students are afforded a high level of autonomy within the class structure, and develop personal and group-level systems accountability.
Parent Events and Communication:
We make every effort to include parents and the community in the life of the school. Our School Site Council, which includes parents, students, teachers, and staff, meet once a month to hear about school life and take part in the decision making process for the school as a whole. Our Back to School and Open House Events give parents and students a chance to hear the beginning of the year and end of the year presentation about the school and to meet with teachers and staff. The Student Talk Radio gives students a chance to share their thoughts with the community about school life and other topics that pertain to education. Family and School Radio gives our principal and staff a chance to share with our community about upcoming events and a time to discuss education related topics.

We believe that the family plays a big role in a student's educational life and we have annual Family Night Event where students can showcase their talent and partake in educational games with parents, teachers, and staff. During the Parent Summit, we share thoughts on education and parents are able to ask questions and learn more during the workshops about the education system, technology and Special Ed. Our connection with RAM, which is a community newspaper that publishes an article from our school helps the community know more about us and how together we can build a better future for our students. Each month a parent letter is sent out for parents to learn about school life, coming events and how they can be more involved on campus. We set up a table and participate in events such as Kidstopi, Yarmarka, and the International Kids Festival to reach out to the community. We also use an online parent letter (www.futuresknightsnews.com) and school app to involve parents in the life of the school and open a channel of communication.

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

no major differences

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.

no changes will be made to this goal

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)
375	
1000	

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,079,190.55

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$160,076.35
Title II Part A: Improving Teacher Quality	$9,609.00
Title III	$3,500.00
Title III Immigrant Education Program	$2,842.00
Title III Part A: Language Instruction for LEP Students	$33,355.00

Subtotal of additional federal funds included for this school: $209,382.35

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 ($)
	$1,375.00
LCFF	$864,733.20
LCFF - Base	$700.00
LCFF - Supplemental	$3,000.00

Subtotal of state or local funds included for this school: $869,808.20

Total of federal, state, and/or local funds for this school: $1,079,190.55

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
General Fund	445,772.79	445,772.79
Lottery: Instructional Materials	63566.02	63,566.02
Title I	149180.10	-10,896.25
Title III Immigrant Education Program	6205.00	3,363.00
Title III	20388.00	16,888.00
LCFF	1047959.98	183,226.78
Title II Part A: Improving Teacher Quality	1868.00	-7,741.00

Expenditures by Funding Source

Funding Source	Amount
	1,375.00
LCFF	864,733.20
LCFF - Base	700.00
LCFF - Supplemental	3,000.00
Title I	160,076.35
Title II Part A: Improving Teacher Quality	9,609.00
Title III	3,500.00
Title III Immigrant Education Program	2,842.00
Title III Part A: Language Instruction for LEP Students	33,355.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,375.00
0000: Unrestricted	7,500.00
0001-0999: Unrestricted: Locally Defined	6,300.00
1000-1999: Certificated Personnel Salaries	470,924.00

2000-2999: Classified Personnel Salaries		395,276.20
4000-4999: Books And Supplies		99,292.35
5000-5999: Services And Other Operating Expenditures		59,588.00
5800: Professional/Consulting Services And Operating Expenditures		38,935.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		1,375.00
0000: Unrestricted	LCFF	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF	442,075.00
2000-2999: Classified Personnel Salaries	LCFF	319,276.20
4000-4999: Books And Supplies	LCFF	23,794.00
5000-5999: Services And Other Operating Expenditures	LCFF	51,388.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,700.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	700.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	2,800.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	200.00
1000-1999: Certificated Personnel Salaries	Title I	20,469.00
2000-2999: Classified Personnel Salaries	Title I	76,000.00
4000-4999: Books And Supplies	Title I	39,301.35
5000-5999: Services And Other Operating Expenditures	Title I	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,306.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	8,380.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1,229.00
0001-0999: Unrestricted: Locally Defined	Title III	3,500.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	2,842.00

| 4000-4999: Books And Supplies | Title III Part A: Language Instruction for LEP Students | 33,355.00 |

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	511,786.55
Goal 2	238,529.00
Goal 3	327,500.00
Goal 4	1,375.00

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

4 Secondary Students

Name of Members	Role
Nataliya Panasiuk	Principal
Lana Maystryshina	Other School Staff
Jon Estes	Classroom Teacher
Lillian Maksimovich	Classroom Teacher
	Classroom Teacher
	Classroom Teacher
Max Gonchar	Other School Staff
	Secondary Student
Abedabe Ilori	Secondary Student
Maksym Kotsyubaylo	Secondary Student
Diana Hushtyuk	Secondary Student
Tatyana Datsyuk	Parent or Community Member
Aleksandra Ivanova	Parent or Community Member
Alena Kalinichenko	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Nataliya Panasiuk on
	SSC Chairperson, Max Gonchar on