



Foothill High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

10/14/2026

4:00 PM

Location (Ubicación)

Foothill High School Library

Zoom Link (Enlace de Zoom)

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>			Present / Absent <i>Presente/ Ausente</i>
Parent	Serena Elder	Year 1	
Parent	Angeles Soberanes	Year 1	
Student	Zakia Ahmadi	Year 1	
Student	Samina Daneshwar	Year 1	
Student	Brissa Ortiz Olaguez	Year 1	
Alternates (Alternativos):			
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>			
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>			Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Timothy Trokey			
Teacher: <i>Maestro(a):</i> Stacia Felix		Year 1	
Teacher: <i>Maestro(a):</i> Cheri Mendoza		Year 1	
Teacher: <i>Maestro(a):</i> Magda Rahardja-Huynh		Year 1	
Other Staff: <i>Otro Personal:</i> Elizabeth Huddleston		Year 1	
Alternates: <i>Alternativos:</i>			
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>			

AGENDA		
ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> Total Members in Attendance: <i>Total de Miembros Presentes:</i> Quorum: <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i>
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> 1 Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

Member Training (Formación de Miembros)

Booklets

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

Elect Officers (Elegir a Funcionarios)

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

Other Terms of Office	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
Bylaws (Reglamentos) 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
Parent Involvement (Participación de Padres) 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
School Compact (Compacto Escolar) 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

SPSA Addendum Addendum 1 1  Attach Document	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
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Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i>

Next meeting date: <i>Fecha de próxima reunión:</i>	11/18/2026	4:00 PM
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Foothill High School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

05/20/2026

4:00 PM

Location (Ubicación)

Foothill High School Library

Zoom Link (Enlace de Zoom)

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Community Member	Melissa Baker	Absent
Parent	Kirsten Carvalho	Present
Student	Milagros Salgado	Present
Student	Tahira Slayman	Present
Student	Colton Moeding	Present
Alternates (Alternativos):		
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) *Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Tim Trokey		Present
Teacher: <i>Maestro(a):</i> Stacia Felix		Present
Teacher: <i>Maestro(a):</i> Cheri Mendoza		Present
Teacher: <i>Maestro(a):</i> Francisco Millan Montiel		Absent
Other Staff: <i>Otro Personal:</i> Beth Huddleston		Present
Alternates: <i>Alternativos:</i>		
*Teachers must be the majority *Los maestros deben ser mayoría		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 4:09 PM Total Members in Attendance: 8 <i>Total de Miembros Presentes:</i> Quorum: Yes (Si) <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> None
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> Agenda reviewed Meeting location changed to C8 due to schedule conflict with the Library. District informed ahead of meeting.
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i>	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona</i> : Kirsten Carvalho Second <i>Se secundó</i> : Beth Huddleston In favor <i>A favor</i> : 8 Oppose <i>En contra</i> : 0 Abstain <i>En abstención</i> : 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

N/A

Chairperson
*Presidente***Summary of Action Taken**
Resumen de Medidas Adoptadas

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA Physical Document	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> 26-27 SPSA Person <i>Persona:</i> Cheri Mendoza Second <i>Se secundó:</i> Colten Moeding In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>
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Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) Feedback from families who submitted input regarding new Superintendent. - Diverse community - Newcomers will continue to be enrolled - District LCAP support for ELL ELPAC 475 ELLs 87% compl 170 ELL are LTEL 3 offsite personnel completing testing
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>) Combined information with ELAC. See above.
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Discuss Cell Phone Policy	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> 1. Discussed Board Cell Phone Policy 2. SSC Members can be re- elected for two-year terms. We may reconvene in August to change by-laws if necessary.
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: Hora: 5:17 PM

Next meeting date: <i>Fecha de próxima reunión:</i>	10/07/2026	4:00 PM
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BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: “Off and Away”

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Before school
 - Instructional time
 - Recess
 - Lunch
- No student use is permitted during the school day unless:
 - Explicitly authorized by staff for instructional purposes
 - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Passing periods
 - Lunch
- Use is permitted only:
 - With staff authorization for instructional purposes
 - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
 - Before school
 - Passing periods
 - During lunch
- Teachers may authorize use for instructional purposes when:
 - Clearly aligned to instructional objectives
 - Structured and time-bound
 - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
 - Authorized by the teacher
 - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
 - Storage
 - Documentation
 - Logging devices in and out
 - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.

School Site Council Bylaws Foothill High School

Article I: Duties of the SSC

The SSC of Foothill High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in Ed Code Section 65000

Section A: Composition

The SSC shall be composed of a minimum of 10 members, selected by their peers, as follows:

- 3 Classroom teachers
- 1 Other school staff members
- 5 Parents, student, and/or community members
- The school principal or designee shall be an ex official member of the SSC

SSC members chosen to represent parents may be employees of the school district **so long as they are not employed at this school.**

Section B: Term of Office

SSC members, Staff, Community, Parent, shall be elected for two-year terms. Students shall be elected for a two-year term. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable. The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: Travis Burke and Rebecca Suha
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the first meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on the following dates: 10/8, 11/19, 1/28, 3/18, 5/20. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: School front office and TRUSD website.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 3 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 35147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 3 days prior to the meeting at which the amendment is to be considered for adoption.



Title I School-Level Parent and Family Engagement Policy

Foothill High School

Foothill High School has developed a written Title I parent and family engagement policy with input from Title I parents and family members including hosting a yearly Title 1 meeting, holding elections, and holding regular school site council meetings. It has distributed the policy to parents and family members of Title I students through AERIES communications. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c), (g) inclusive].

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at Foothill High School the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 USC 6318 (c)(1))

Meetings are currently offered in person.

Meetings occur 5 times per year, always on a Wednesday.

Meeting notices are displayed 72 hours in advance.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, childcare, or home visits, as such services relate to parent involvement. (20 USC 6318 (c)(2)). Meetings are offered through zoom to ensure all interested parties can participate.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 USC 6318 (c)(3)) All current data, goals, and expenditures are shared, discussed, and voted upon.
- d) The school provides parents of participating students with
 - 1. Timely information about the Title I program. (20 USC 6318 (c)(4)(A)) which occurs every year during Back to School Night.

2. A description and explanation of the curriculum in use at school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards. (20 USC 6318 (c)(4)(B))
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 USC 6318 (c)(4)(C))
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. (20 USC 6318 (c)(5))

Building Capacity for Involvement (Parental Involvement Policy continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds, the school has established the following practices:

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 USC 6318 (e)(1))
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 USC 6318 (e)(2))
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (20 USC 6318 (e)(3))
- d) The school, to the extent feasible and appropriate, coordinate and integrate the parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 USC 6318 (e)(4))
- e) The school ensures that information related to school and parent programs, meetings, and other activities to parents is sent in a format and, to the extent practicable, in a language the parents can understand. (20 USC 6318 (e)(5))
- f) The school provides such other reasonable support for parental involvement activities as parents may request. (20 USC 6318 (e)(14)).]

- **Accessibility**

Foothill High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students) including providing information and school reports are provided in a format and language that parents understand.

(20 USC 6318 (f))

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

*****The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of Title I children.***



FOOTHILL HIGH SCHOOL PLEDGE/COMPACT

2025-2026

Dear Parents and Families,

In order to provide the best education for your children, it is essential that we work closely with you. You are a very important part of our team. We encourage you to take an active role in your children's education. Teachers, parents, and students share responsibilities that we as partners carry out to achieve student success in school and in life. Teachers have reviewed these responsibilities with students, please review them again at home. Once you and your child have signed, please return to your child's teacher. Thank you!

TEACHER PLEDGE

The school plays a very important role in developing learning skills for life. To enhance your child's education and success in school, I will make every effort to:

- Provide a safe, nurturing environment in which students can learn.
- Communicate your child's progress through conferences, meetings, progress reports and other available means.
- Maintain high expectations for every student.
- Enforce school and classroom rules fairly and consistently.
- Maintain professional behavior and a positive, supportive mindset.
- Provide high-quality curriculum and instruction in an environment that enables children to meet state standards.

Teacher's Signature _____ Date _____

STUDENT PLEDGE

I realize that my education is important, and I am responsible for my own success. Therefore, I will make every effort to:

- Be Safe, Be Respectful, Be Responsible
- Come to school every day and on time ready to learn and work hard.
- Complete all my work to the best of my ability.
- Follow school and classroom rules.
- Be respectful toward all teachers, school staff, other students and families.
- Bring necessary materials, laptop, charger, and homework.
- Actively participate in class and ask for help when I need it.

Student's Signature _____ Date _____

PARENT PLEDGE

Parents and family are a child's first and most important teachers. To encourage my child's learning and success in school, I will make every effort to:

- Ensure that my child comes to school every day on time and ready to learn.
- Assist my child with daily homework.
- Provide a quiet place for my child to read every day.
- Make sure my child gets at least eight hours of sleep every night.
- Limit and supervise recreational technology (video games, TV, etc.).
- Attend school conferences and scheduled meetings.
- Maintain open lines of communication with my child's teacher and school staff.

Parent's Signature _____ Date _____



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill High School	34765053433265	5/20/26	

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Foothill High School is a collaborative community dedicated to equipping students for success in a rapidly changing and increasingly complex society. The mission of Foothill High School is to develop academically proficient individuals who are critical thinkers and effective communicators. Originally Foothill High School was established in 1965 and populated with upper socioeconomic families that were primarily Caucasian and African American. Over the years, Foothill high school has seen declining enrollment and a significant shift in the students and surrounding community. However, in the last two years we have seen an increase in students returning to Foothill high school and have a current enrollment of 1365. Foothill High School continues to see a dramatic increase in our EL population, for example, in this year alone we have enrolled 96 newcomers, we have 19 languages spoken on campus, with the largest newcomer populations speaking Dari and Farsi. Additionally, with the current enrollment of 1365 students, over 92% of our families are socioeconomically disadvantaged, 4.34% are homeless, and 12% of our students are in special education.

Academic achievement has been an area of intense focus. Last year we saw growth in our SBAC score for English and in Math. Our Math scores remain far below the state average at 130 points below standard, However, third quarter district benchmarks indicate that our students are showing improvements in both Math and English with scores increasing by 3%.

Our California dashboard data reflects the following areas that need focused attention:

- Reduce Suspension Rates for students that are homeless, socioeconomically disadvantaged, students with disabilities, African American, and 2 or more races.
- Increase re-designation rates and College and Career readiness for our English Language Learners and students with disabilities
- Decrease the number of chronically absent students
- Decrease D/F rates for all grade levels
- Increase SBAC achievement in Math and English
- Increase A-G completion

(Goal 1) To meet our most significant areas of needs, our school plan is to continue funding a full time Academic and Attendance Behavior specialist and a Student engagement specialist (Goal 1). They will target early interventions for at-risk students with two or more F's and/or are in danger of becoming chronically truant. Staff members will also conduct attendance meetings, home visits and communicating with teachers and other district support personnel.

(Goal 2) Another area of spending will be to fund position control for AVID and associated costs of the program. This program specifically focuses on at-risk students and requires them to participate in AP/HONORS/A-G classes to ensure they are college and career-ready. This program also carefully monitors students' grades, attendance, provides specific support to assist with students applying to college and financial aid, provides college tours, and provides in-class tutoring by trained tutors. AVID is an essential part of our school as we continue to add AVID strategies, such as WICOR, school-wide.

(Goal 4) Increase parent engagement with refreshments at family activities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the SPSA planning a variety of stakeholders were provided extensive school data taken primarily from the California State Dashboard as well as the TRUSD dashboard.

Meetings with the SSC occurred on: 10/08/25, 11/19/25, 1/28/26, 4/9/26, 5/20/26

Meetings with SLT/Department Chairs occurred on: 8/26/2, 9/23/25, 10/28/25, 12/2/25, 1/20/26, 2/17/26, 4/21/26, 5/12/26

ELAC: 10/29/25, 11/5/25, 12/10/25, 2/18/26, 4/16/26

DELAC meetings occurred on: 10/30/25, 12/4/25, 2/5/26, 4/9/26, 5/7/26

The LCAP survey was provided to all students electronically to try to achieve 100% feedback. Parents were also sent the link with an invitation to participate through Parent Communications. The results of the LCAP survey were shared school wide and were highly considered when forming strategies to meet student needs through the SPSA process.

Feedback from the meetings resulted in the following:

- Goals 3 and 5 were eliminated as the SSC chose to focus on Goals 1,2, and 4 to ensure growth in those areas.
- Process increased the transparency of the SPSA and the way it works and where money is spent
- LCAP survey allowed the school to look at further areas of need
- SPSA was strategic in the planning of the budget for the following school year

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

ELA -All student groups in the yellow category, Long term English learners & White were in the red, Hispanic & Socioeconomically disadvantaged were in the yellow, white, and African American & EL students were in the orange category.

Math - All student groups in the Orange category, African American, English Learners, Socioeconomically disadvantaged. Hispanic is in the Yellow, and White and Asian students in the Red.

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

None

Other Needs

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

A-G completion rate, Lower D/F rate, Increase Attendance rate, Decrease Chronic Absenteeism, for all demographics.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.31%	0.28%	0.56%	4	4	8
African American	14.27%	12.21%	11.24%	184	173	161
Asian	11.09%	13.62%	17.67%	143	193	253
Filipino	1.09%	1.20%	1.40%	14	17	20
Hispanic/Latino	43.83%	40.08%	36.17%	565	568	518
Pacific Islander	1.78%	1.62%	1.96%	23	23	28
White	18.54%	21.74%	20.39%	239	308	292
Multiple/No Response	6.44%	6.49%	8.10%	83	92	116
Total Enrollment				1289	1417	1432

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	343	411	405
Grade 10	352	345	399
Grade 11	338	340	322
Grade 12	256	321	306
Total Enrollment	1,289	1,417	1,432

Conclusions based on this data:

1. School enrollment continues to increase, with the largest increase coming from the Asian (Middle Eastern) and White students.
2. We are seeing less students leave the school for other comprehensive sites and an increase in the number of Intra-district transfer request to attend Foothill in comparison to prior years.
3. We are seeing less juniors transfer to alternative education before their senior year in comparison to previous years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	393	465	479	30.3%	30.4%	33.4%
Fluent English Proficient (FEP)	295	308	313	22.5%	22.8%	21.9%
Reclassified Fluent English Proficient (RFEP)	274	281		21.20%	21.30%	

Conclusions based on this data:

1. The percent of English learners has increased steadily for four straight years. The percentage of EL students in the total student population has increased and is now close to 33%.
2. The number of Fluent English Proficient (FEP) students is increasing, however, due to the growth in enrollment the percent has decreased. The percentage of FEP students has decreased from 22.8% in 2023-2024 to 21.7% in 2024-2025.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	271	327	308	261	315	301	261	314	300	96.3	96.3	97.7
All Grades	271	327	308	261	315	301	261	314	300	96.3	96.3	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2531.	2522.	2525.	11.88	14.97	14.00	25.29	21.34	24.00	24.52	20.38	20.00	38.31	43.31	42.00
All Grades	N/A	N/A	N/A	11.88	14.97	14.00	25.29	21.34	24.00	24.52	20.38	20.00	38.31	43.31	42.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	14.18	12.42	16.05	54.79	50.96	48.83	31.03	36.62	35.12
All Grades	14.18	12.42	16.05	54.79	50.96	48.83	31.03	36.62	35.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	14.56	15.02	16.11	46.74	36.74	39.60	38.70	48.24	44.30
All Grades	14.56	15.02	16.11	46.74	36.74	39.60	38.70	48.24	44.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.49	8.60	10.70	66.67	72.29	65.89	21.84	19.11	23.41
All Grades	11.49	8.60	10.70	66.67	72.29	65.89	21.84	19.11	23.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.88	16.56	17.06	63.22	54.78	55.85	24.90	28.66	27.09
All Grades	11.88	16.56	17.06	63.22	54.78	55.85	24.90	28.66	27.09

Conclusions based on this data:

1. White students had the biggest decline for ELA.
2. The Hispanic students saw the largest overall increase for ELA.
3. There was an overall increase in ELA CAASPP scores which puts Foothill in the Yellow category on the Dashboard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	271	327	308	264	316	302	264	315	302	97.4	96.6	98.1
All Grades	271	327	308	264	316	302	264	315	302	97.4	96.6	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2486.	2489.	2497.	3.79	4.13	2.98	5.68	6.67	10.26	22.35	17.14	20.53	68.18	72.06	66.23
All Grades	N/A	N/A	N/A	3.79	4.13	2.98	5.68	6.67	10.26	22.35	17.14	20.53	68.18	72.06	66.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.30	4.44	6.62	26.89	26.67	36.42	67.80	68.89	56.95
All Grades	5.30	4.44	6.62	26.89	26.67	36.42	67.80	68.89	56.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	5.30	4.13	4.30	57.95	55.24	54.30	36.74	40.63	41.39
All Grades	5.30	4.13	4.30	57.95	55.24	54.30	36.74	40.63	41.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.79	2.86	3.31	60.23	57.78	59.60	35.98	39.37	37.09
All Grades	3.79	2.86	3.31	60.23	57.78	59.60	35.98	39.37	37.09

Conclusions based on this data:

1. All students showed an overall increase, however we are still in the Orange category on the California dashboard.
2. Hispanic students showed the largest increase scoring in the Yellow.
3. Asian and White students saw the largest decline in Math.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1494.1	1483.5	1498.5	1481.4	1465.1	1482.5	1506.3	1501.4	1513.9	114	102	129
10	1501.0	1510.9	1499.9	1487.8	1508.1	1481.1	1513.6	1513.1	1518.3	101	121	105
11	1499.9	1481.0	1500.2	1483.0	1459.6	1480.4	1516.3	1501.9	1519.5	68	95	115
12	1502.7	1493.6	1485.9	1487.8	1479.1	1460.9	1517.2	1507.6	1510.4	74	67	96
All Grades										357	385	445

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.14	2.97	6.20	21.05	12.87	18.60	26.32	33.66	29.46	46.49	50.50	45.74	114	101	129
10	12.87	9.09	4.76	20.79	25.62	23.81	21.78	25.62	26.67	44.55	39.67	44.76	101	121	105
11	10.29	6.32	8.70	22.06	18.95	19.13	17.65	15.79	20.87	50.00	58.95	51.30	68	95	115
12	13.51	7.46	6.25	14.86	19.40	14.58	27.03	14.93	17.71	44.59	58.21	61.46	74	67	96
All Grades	10.36	6.51	6.52	19.89	19.53	19.10	23.53	23.44	24.04	46.22	50.52	50.34	357	384	445

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.16	8.91	15.50	23.68	23.76	20.16	24.56	26.73	25.58	38.60	40.59	38.76	114	101	129
10	21.78	24.79	17.14	18.81	28.10	23.81	17.82	14.88	16.19	41.58	32.23	42.86	101	121	105
11	22.06	16.84	15.65	19.12	16.84	21.74	10.29	12.63	18.26	48.53	53.68	44.35	68	95	115
12	18.92	13.43	12.50	20.27	26.87	16.67	16.22	11.94	17.71	44.59	47.76	53.13	74	67	96
All Grades	18.49	16.67	15.28	20.73	23.96	20.67	18.21	16.93	19.78	42.58	42.45	44.27	357	384	445

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1.75	0.99	3.10	7.02	7.92	10.85	34.21	25.74	24.81	57.02	65.35	61.24	114	101	129
10	2.97	1.65	1.90	13.86	17.36	11.43	28.71	24.79	33.33	54.46	56.20	53.33	101	121	105
11	4.41	3.16	0.87	7.35	10.53	13.91	32.35	16.84	26.96	55.88	69.47	58.26	68	95	115
12	1.35	0.00	5.21	12.16	13.43	7.29	31.08	22.39	21.88	55.41	64.18	65.63	74	67	96
All Grades	2.52	1.56	2.70	10.08	12.50	11.01	31.65	22.66	26.74	55.74	63.28	59.55	357	384	445

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.14	3.96	8.53	43.86	55.45	44.19	50.00	40.59	47.29	114	101	129
10	8.91	4.13	5.71	45.54	56.20	45.71	45.54	39.67	48.57	101	121	105
11	2.94	3.16	5.22	45.59	37.89	29.57	51.47	58.95	65.22	68	95	115
12	4.05	2.99	2.08	40.54	37.31	27.08	55.41	59.70	70.83	74	67	96
All Grades	5.88	3.65	5.62	43.98	48.18	37.08	50.14	48.18	57.30	357	384	445

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	47.32	21.78	36.22	18.75	33.66	26.77	33.93	44.55	37.01	112	101	127
10	50.00	55.00	37.50	10.00	15.00	22.12	40.00	30.00	40.38	100	120	104
11	44.12	36.17	47.83	13.24	17.02	16.52	42.65	46.81	35.65	68	94	115
12	47.30	43.28	37.89	13.51	13.43	12.63	39.19	43.28	49.47	74	67	95
All Grades	47.46	39.53	39.91	14.12	20.16	19.95	38.42	40.31	40.14	354	382	441

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	3.51	2.97	6.98	35.96	20.79	33.33	60.53	76.24	59.69	114	101	129
10	8.91	9.09	4.76	36.63	20.66	38.10	54.46	70.25	57.14	101	121	105
11	5.88	3.16	3.48	27.94	25.26	33.04	66.18	71.58	63.48	68	95	115
12	4.05	7.46	6.25	29.73	25.37	23.96	66.22	67.16	69.79	74	67	96
All Grades	5.60	5.73	5.39	33.33	22.66	32.36	61.06	71.61	62.25	357	384	445

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	52.63	49.50	55.81	47.37	50.50	44.19	114	101	129
10	0.00	0.00	0.00	49.50	57.02	58.10	50.50	42.98	41.90	101	121	105
11	4.41	3.16	3.48	44.12	38.95	53.04	51.47	57.89	43.48	68	95	115
12	2.70	0.00	3.13	52.70	46.27	39.58	44.59	53.73	57.29	74	67	96
All Grades	1.40	0.78	1.57	50.14	48.70	52.13	48.46	50.52	46.29	357	384	445

Conclusions based on this data:

1. The overall summative scores increased in both the 9th and 11th grades, with 11th graders seeing the largest overall increase.
2. According to the California State Dashboard, 34.2% of our students are making progress which is an increase of about 4%.
3. 53% of English learners maintained their ELPI level while 33% progressed at least one level.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1417	92.5%	32.8%	0.4%
Total Number of Students enrolled in Foothill High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	465	32.8%
Foster Youth	5	0.4%
Homeless	75	5.3%
Socioeconomically Disadvantaged	1311	92.5%
Students with Disabilities	197	13.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	173	12.2%
American Indian	4	0.3%
Asian	193	13.6%
Filipino	17	1.2%
Hispanic	568	40.1%
Two or More Races	92	6.5%
Pacific Islander	23	1.6%
White	308	21.7%

Conclusions based on this data:

1. Total enrollment continues to increase as well as the percent of Socioeconomically disadvantaged and English Learner students.

2. 33% of our population are English learners which continues to increase.
3. The majority population is Hispanic students at 40%

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Red		
College/Career  Green		

Conclusions based on this data:

- 1. Our graduation rate remains in the green category at 92%
- 2. The suspension rates improved to the Yellow category (Medium) with a decline of 2% category, with African American students being over represented.
- 3. Achievement in math continues to be an area that needs the most improvement.

School and Student Performance Data

Academic Performance English Language Arts

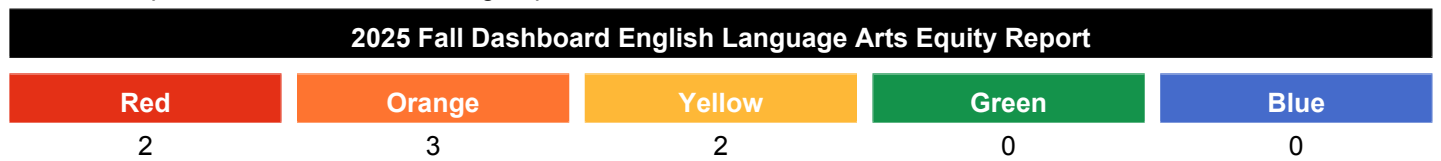
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 39.2 points below standard Increased 12.3 points 261 Students	English Learners  Orange 112.8 points below standard Increased 16.4 points 106 Students	Long-Term English Learners  Red 114.9 points below standard Maintained 0.8 points 38 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 79.3 points below standard Maintained 2.9 points 28 Students	Socioeconomically Disadvantaged  Yellow 41.9 points below standard Increased 11 points 240 Students

Students with Disabilities  Orange 113.6 points below standard Increased 35.6 points 34 Students	African American  Orange 49.2 points below standard Increased 56 points 34 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 115.8 points below standard Declined 23.3 points 28 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 15.9 points below standard Increased 26.2 points 105 Students
Two or More Races  No Performance Color 25.9 points below standard Increased 8.6 points 23 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Red 63.2 points below standard Declined 29.4 points 48 Students

Conclusions based on this data:

1. Students with Disabilities and English Learners were the two lowest performing groups, scoring in the red category, and had a significant loss in points from the previous year. Majority of the English Learner students are from the middle east and are not English speakers.
2. There was an overall increase by all students with the biggest increase occurring with the Hispanic subgroup.
3. The White subgroup declined 29% and scored in the Red.

School and Student Performance Data

Academic Performance Mathematics

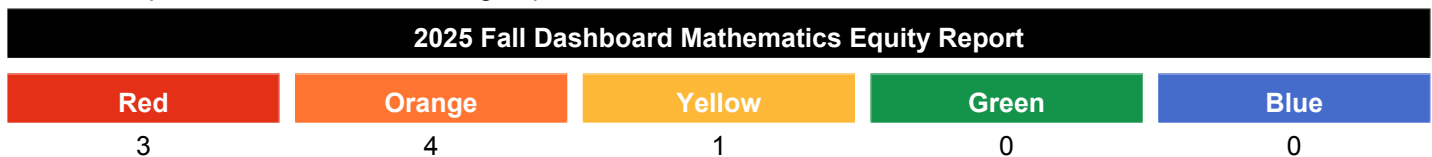
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 119.4 points below standard Increased 14.1 points 272 Students	English Learners  Orange 162.9 points below standard Increased 8.1 points 117 Students	Long-Term English Learners  Red 183.4 points below standard Declined 4.3 points 38 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color 138.3 points below standard Maintained -2.3 points 28 Students	Socioeconomically Disadvantaged  Orange 124.1 points below standard Increased 10.3 points 251 Students

Students with Disabilities  Orange 169.2 points below standard Increased 46.1 points 35 Students	African American  Orange 137.8 points below standard Increased 30.8 points 34 Students	American Indian  No Performance Color 0 Students
Asian  Red 178.6 points below standard Declined 38.4 points 33 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 107 points below standard Increased 23.9 points 106 Students
Two or More Races  No Performance Color 106.8 points below standard Increased 79 points 24 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Red 124.7 points below standard Declined 12.3 points 52 Students

Conclusions based on this data:

1. There was an overall increase, however we are still far below standard.
2. The Asian and Hispanic subgroup were the lowest performing student group points below standard.
3. Students with Disabilities went from the lowest performing group to having the highest increase in points.

School and Student Performance Data

Academic Performance Science

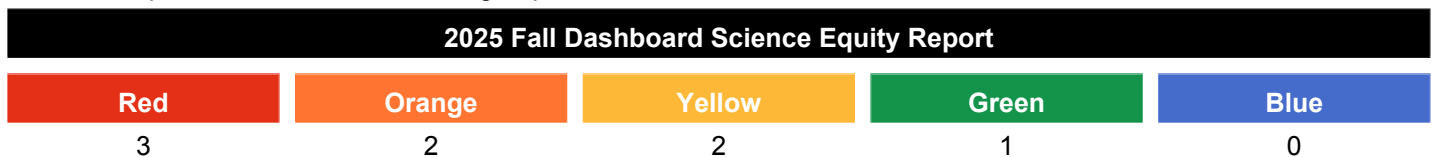
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 42.7 science points Increased 4.1 points 291 Students	English Learners  Orange 34.6 science points Increased 2.7 points 130 Students	Long-Term English Learners  Red 31.9 science points Maintained 1.4 points 38 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 36.6 science points Increased 3.4 points 28 Students	Socioeconomically Disadvantaged  Yellow 42.4 science points Increased 3.5 points 270 Students

Students with Disabilities  Red 34.2 science points Maintained 0.4 points 37 Students	African American  Yellow 41.4 science points Increased 7.3 points 36 Students	American Indian  No Performance Color 0 Students
Asian  Red 33.4 science points Declined 6.2 points 41 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Green 46.7 science points Increased 7.4 points 111 Students
Two or More Races  No Performance Color 48.6 science points Increased 9.4 points 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Orange 38.1 science points Maintained 0 points 55 Students

Conclusions based on this data:

1. There was minimal change with our Science scores.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 Orange
34.9 making progress.	40.7 making progress.
Number Students: 364 Students	Number Students: 135 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.6%	53.1%	0.8%	33.4%

Conclusions based on this data:

- 33.4% of students progressed at least one ELPI level, which is a small decrease.
- 34.9% of English learners tested made progress which is an decrease of 4%.
- 53.1% of English leaners maintained their ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

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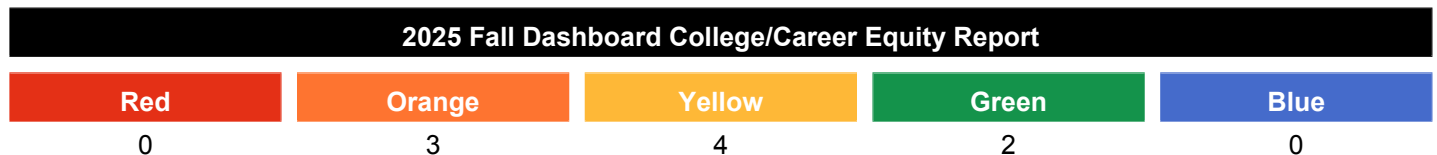
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Green Prepared 42.9% Increased 2.1% 312 Students	English Learners Yellow Prepared 29.3% Increased 7% 123 Students	Long-Term English Learners Orange Prepared 28.6% Declined 6.7% 42 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless Yellow Prepared 33.3% Increased 5.9% 54 Students	Socioeconomically Disadvantaged Yellow Prepared 42.2% Maintained 1.5% 294 Students

Students with Disabilities  Yellow Prepared 27.1% Increased 12.1% 48 Students	African American  Orange Prepared 23.8% Declined 12.1% 42 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Green Prepared 43.8% Increased 21.2% 48 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange Prepared 46.9% Declined 3.5% 128 Students
Two or More Races  No Performance Color Prepared 58.3% Increased 12.2% 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Green Prepared 45.5% Increased 14.2% 66 Students

Conclusions based on this data:

1. Hispanic students continue to have the highest percentage (46.9%) of being college and career ready.
2. Asian students saw the biggest increase on the indicator (21.2%) for college and career readiness.
3. Students with Disabilities has the lowest indicator (27%) of being college and career ready, however this is an increase of 12%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No Data on the California Schools Dashboard.

School and Student Performance Data

Academic Engagement Graduation Rate

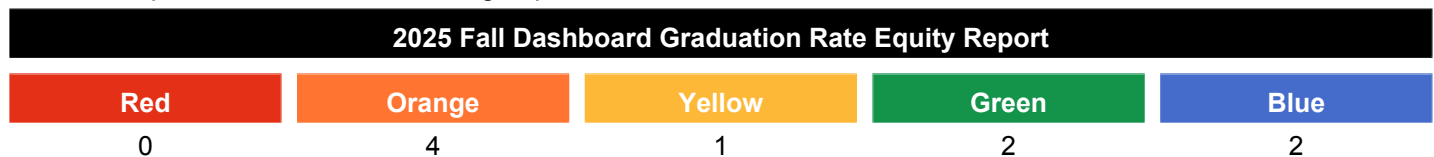
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Green 92% graduated Maintained -0.2% 313 Students	English Learners Green 88.7% graduated Increased 1.9% 124 Students	Long-Term English Learners Blue 95.2% graduated Increased 1.1% 42 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless Orange 87% graduated Declined 1.2% 54 Students	Socioeconomically Disadvantaged Yellow 91.8% graduated Declined 1.6% 294 Students

Students with Disabilities  Orange 83.3% graduated Declined 1.7% 48 Students	African American  Orange 85.7% graduated Declined 6.6% 42 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Orange 83.7% graduated Declined 3.8% 49 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 94.5% graduated Maintained 0.9% 128 Students
Two or More Races  No Performance Color 83.3% graduated Declined 16.7% 12 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	White  Blue 98.5% graduated Increased 11% 66 Students

Conclusions based on this data:

1. Schoolwide graduation rate maintained at 92%.
2. Graduation rates for students with Two or More Races and African American subgroups had the biggest decline.
3. English Learners and White student groups both had increases in the Graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

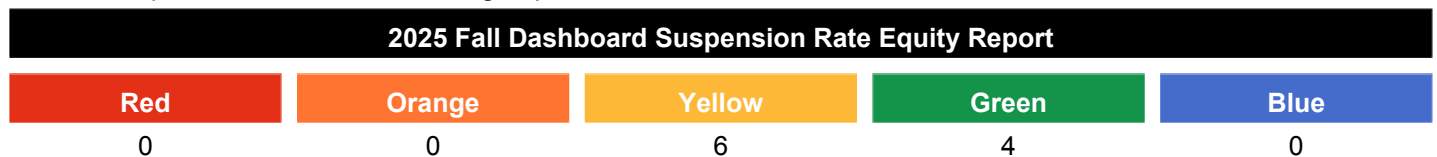
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 6.6% suspended at least one day Declined 2% 1603 Students	English Learners  Yellow 6.4% suspended at least one day Declined 1.2% 564 Students	Long-Term English Learners  Yellow 6.6% suspended at least one day Declined 1.5% 181 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless  Yellow 9.3% suspended at least one day Declined 3.8% 161 Students	Socioeconomically Disadvantaged  Yellow 6.6% suspended at least one day Declined 2% 1510 Students

Students with Disabilities  Yellow 11.5% suspended at least one day Declined 3% 217 Students	African American  Yellow 12.8% suspended at least one day Declined 4.5% 203 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Green 5.7% suspended at least one day Declined 0.3% 245 Students	Filipino  No Performance Color 5.3% suspended at least one day Declined 1% 19 Students	Hispanic  Green 5.8% suspended at least one day Declined 1.3% 619 Students
Two or More Races  Green 5% suspended at least one day Declined 5% 141 Students	Pacific Islander  No Performance Color 0% suspended at least one day Declined 8% 28 Students	White  Green 5.5% suspended at least one day Declined 0.6% 343 Students

Conclusions based on this data:

1. The overall suspension rate continued to improve and remains in the Yellow category with 6.6% of students being suspended at least one day. This is a 2% decrease in suspension rate.
2. The suspension rate for African American students continues to improvement with a decline of 4.5%, which is a total of 20% over the past two years.
3. The suspension rate for our Pacific Islanders population improved by 8%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement & Decrease Disproportionalities

Increase Academic Achievement & Decrease Disproportionalities

1a. Increase Academic Achievement and Decrease Disproportionalities in Math by gaining a minimum of 10% overall. By June 2027 the percentage of students who are proficient in math will be 40 % as measured by CAASP interim assessment test results.

1b. Increase Academic Achievement and Decrease Disproportionalities in English by gaining 10% overall.

- By June 2027 the percentage of students who are proficient in English will be 60% as measured by CAASP test results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

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

According to the California State Dashboard Students are struggling in both English and Math with both showing scores below standard. English is currently in the low category at 51.5 points away from standard with three groups (African American, English Learners, and students with disabilities testing in the very low category . Math is particularly concerning showing our students are in the very low category at 133.5 points from standard, with 5 students groups (African American, English Learners, socio-economically disadvantaged, and students with disabilities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC test scores 2025	Math = 13.25% Increase of 2.5% ELA = 38% Increase of 1.7%	Math= 30% ELA= 50%
District Benchmarks which indicate % of students mastering standards	Q1 Math -32.7% a 4.5% Increase from 24/25 English - 37.3% a 5% Increase from 24/25 Q2 Math - 32% Stayed the same English - 57.6% a 6% Increase Q3 Math - Did not assess	Q1 Math -40% English -40% Q2 Math -40% English - 60% Q3 Math - 40% English - 50%

	English - Did not assess	
ICA	1	1
IAB's	4	4
California State Dashboard English	California State Dashboard English– 39.2 points below standard	Goal - gain 30 points toward standard
California State Dashboard Math -	California State Dashboard Math – 119.4 points below standard	Goal – gain 30 points toward standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Position Controls for two Student Engagement Specialist Senior, including subs for sick leave, personal necessity, etc.	Schoolwide - Foster youth and homeless youth	71555 Title I Basic 2000-2999: Classified Personnel Salaries 51640 Title I Basic 3000-3999: Employee Benefits
1.2	Extra Duty for staff, including but not limited to teachers to attend professional development events, collaboration events. To include any costs to outside vendors/consultants for professional development, collaboration, trainings and any necessary materials and supplies	Schoolwide	23000 Title I Basic 1000-1999: Certificated Personnel Salaries 2305 Title I Basic 3000-3999: Employee Benefits 38443 Title I Basic 5000-5999: Operating Expenditures
1.3	Books, supplies, science work station support and materials, technology aides and platforms to support student achievement.	Schoolwide	49273 Title I Basic 4000-4999: Materials and Supplies 83000 Title I Basic 5000-5999: Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Both specialist positions meet with students who are struggling with attendance and or academic achievement. Data indicates both positions have been effective in reducing chronic absenteeism and decreasing failure rates. Strategies include one on one meetings, small group interventions, weekly contracts, and COST meetings.

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

There was an increase in Professional Development as we brought in an outside agency, the Corwin group for PLC+ training and teachers traveled to other conferences. We also needed to add Science work stations to the classrooms.

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

We added a Math platform (ALEKS) to support our students achievement on quarterly benchmarks and SBAC. We are adding additional SmartTVs to be utilized in classrooms to support with various instructional strategies. We have added an increase to staff development and added a component where teachers present the best practices from the PD to all staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure All Students Graduate College & Career Ready

Ensure All Students Graduate College & Career Ready

By June 2027 100% of students will either be A-G compliant, be prepared to attend community college or a trade school, or ready to enter the military or workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure All Students Graduate College & Career Ready

Identified Need

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

According to the California State Dashboard the percent of students graduating is 87.4% which is lower than Foothill Highschool with a graduation rate of 93%. However, groups that are particularly at risk of not graduating include English Learners (89%), Hispanics (93%), socioeconomically disadvantaged (92%), students with disabilities (84%), and white students (83%). Tutoring is also a vital need to insure our students are able to complete their courses with a C or better (specific focus in Math and ELA).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce % of D's and F's across all subject matters.	Failing Student Rate 9 - 26% 10 - 32% 11 - 25% 12 -22%	9 - 20% 10 - 20% 11 - 20% 12 - 5%
Increase students who are college/career ready.	60%	70%
Increase percentage of AP enrollment	8.2%	15%
Increase Dual Enrollment	196 (14%)	250 students (20%)
Increase in ASVAB testing.	9	28
State Dashboard (College andCareer ready) –	42.9%	Increase enrollment and completion rates of EL and Special education students in CTE pathways by 10%.
State Dashboard(Graduation) –	High (92.2%)	Very High (95%)
TRUSD District Dashboard (Chronic absenteeism)	49%	Goal – To decrease chronic absenteeism to 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	AVID instructional books and materials for AVID classes and associated cost such as but not limited to collaboration meetings, PD's, and trainings.	Schoolwide	14000 Title I Basic 1000-1999: Certificated Personnel Salaries 1811 Title I Basic 3000-3999: Employee Benefits 2000 Title I Basic 4000-4999: Materials and Supplies 10300 Title I Basic 5000-5999: Operating Expenditures
2.2	AVID Tutoring	Schoolwide	10500 Title I Basic 5000-5999: Operating Expenditures
2.3	AVID (2) Teachers teaching an additional AVID Class	Schoolwide	41055 Title I Basic 1000-1999: Certificated Personnel Salaries 15713 Title I Basic 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The focus of Goal 2 was aimed at ensuring every student graduated college and career-ready. Through a series of strategic steps, utilizing title 1 funding for AVID sections and provided comprehensive training for staff. This investment paved the way for the integration of AVID principles into our school's curriculum, offering targeted support for students needing academic assistance and college preparation. Faculty underwent AVID training through on site PD, equipping them with valuable skills and strategies to implement the program effectively in their classrooms. During the school year, we closely monitor progress, analyzing data on student performance and graduation rates. The results have been positive: A-G completion rates continue to increase, indicating that more students are meeting college eligibility requirements. Graduation rates improve significantly, reflecting the positive impact of AVID on student success.

Moreover, students emerge from the program with enhanced college and career readiness, equipped with essential academic and life skills.

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

We adjusted funds to support staff attending the AVID Summer Institute and the AVID National Conference.

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

We increased funding for AVID to increase the usage of strategies school-wide. We are also paying 0.2 FTE for two teachers who are teaching AVID in addition to their other classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate through Increased Student Engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

NA

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

NA

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

NA

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase Parent Engagement

Increase Parent Engagement

By June 2026 FHS will increase parent attendance in all school related activities and functions by 20%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Increase Parent Engagement

Identified Need

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

Parent involvement on the FHS campus is increasing in certain areas such as athletic attendance and SSC, Open house and Back to School night; however, attendance at Back to School night, open house, and athletic events is still less than 50%. Involving non-English speaking parents and parents that are socioeconomically disadvantaged continue to be an area of concern. Research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased attendance at school events.	36%	56%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Light refreshments for parent and family engagement activities/meetings	Schoolwide	11341 Title I Parent and Family Engagement 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The implementation of providing food during various events, such as Back to School, Open House, Future Mustang Night, Multi-Cultural Night, and FAFSA Night was effective in achieving the goal of increasing parent participation. We also added smaller events such as Tea with Trokey (the Principal) and EL Family Support presentations. Through this strategy, parent attendance has increased, likely due to the incentive of food and the welcoming atmosphere created. Promotional efforts, including communication through various channels and collaboration with community partners, supported the success of this initiative. Positive feedback from parents, teachers, and staff indicated appreciation for the initiative's impact on parent involvement.

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

We changed Coffee with Trokey, which was not well attended as it was in the morning, to Tea with Trokey in the evening, which has increased participation.

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.

Moving forward, continued evaluation and adjustments of these strategies will support improvement in parent engagement at school events.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Provide Facilities that are Clean, Safe and Conducive to Student Learning
No Goal 5

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

NA

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

NA

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

NA

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$425,936
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$425,936.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Basic	\$414,595.00
Title I Parent and Family Engagement	\$11,341.00

Subtotal of additional federal funds included for this school: \$425,936.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$425,936.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Basic	414,595.00
Title I Parent and Family Engagement	11,341.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	78,055.00
2000-2999: Classified Personnel Salaries	71,555.00
3000-3999: Employee Benefits	71,469.00
4000-4999: Materials and Supplies	62,614.00
5000-5999: Operating Expenditures	142,243.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	78,055.00
2000-2999: Classified Personnel Salaries	Title I Basic	71,555.00
3000-3999: Employee Benefits	Title I Basic	71,469.00
4000-4999: Materials and Supplies	Title I Basic	51,273.00
5000-5999: Operating Expenditures	Title I Basic	142,243.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	11,341.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	319,216.00
Goal 2	95,379.00

Goal 4

11,341.00

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

Name of Members	Role
Tim Trokey	Principal
Stacia Felix	Classroom Teacher
Cheri Mendoza	Classroom Teacher
Magda Rahardja-Huynh	Classroom Teacher
Elizabeth Huddleston	Other School Staff
Angeles Soberanes Hernandez	Parent or Community Member
Serena Elder	Parent or Community Member
Brissa Ortiz Olaguez	Secondary Student
Samina Daneshwar	Secondary Student
Zakia Ahmadi	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/26.

Attested:



Principal, Timothy Trokey on 5/20/26



SSC Chairperson, Elizabeth Huddleston on 5/20/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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