



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. Edward M. Fitzgerald Elementary School	36-67850-6111728	May 19, 2022	June 8, 2022

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

The plan to effectively meet the ESSA requirements as it aligns with the LCAP and other federal, state, and local programs for Fitzgerald Elementary School is to provide support to students, teachers, and families in order to improve student academic outcomes, build professional capacity, and create an engaging environment to support the needs of students and families.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

For the Fall of 2021-2022 school year Fitzgerald sent out the Family Surveys - Title 1 Parent Survey and EL Parent Survey to parents using Panorama Ed and linked to the school's website, as well as parents were emailed and sent a text with a link to the survey. 78 parents took the Title 1 Parent Survey and 8 parents of English learners took the EL Parent Survey. The results from the surveys are attached to this plan. Below is a summary and analysis of the results.

Title 1 Parent Survey:

Parents in the areas of activities offered at school excluding Parent/Teacher conference (64%) were not too favorable in their responses to the survey. Parents want to be more involved with activities by sending out reminder before the event, a calendar being sent home regularly, and in person. Parents favor text messages (76%), email (58%), and Remind App (69%) to receive information about their child and school activities. From the data, parents had low participation in activities due to being virtually, but would like electronic reminders.

EL Parent Survey:

A majority of the parents (90%) had overall favorable responses to the survey, which is 2% lower than the district average. Parents who took the survey spoke Spanish, 71% and 50% were other. A majority of the parents did attend any ELAC OR DELAC meetings. The questions that have a lower favorable rating as compared to the other questions, surveyed parents on provide more workshops for parents on how to use the available technological resources in the district and how to help my child gain English language proficiency.

Classroom Observations

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

The Principal completes frequent informal observations of instruction. The administration's goal is to visit every learning environment regularly and give teacher feedback. The purpose of an administrative observation is to give teachers feedback on their planning, reading instruction, writing instruction, speaking & listening instruction, math instruction, and instructional environment evidence. An observation feedback form allows the administrator to provide immediate feedback after an observation by sending an email summary to teachers. This feedback allows teachers to reflect and modify instruction based on the feedback received from administrators. Informal and formal observations provide evidence that Fitzgerald teachers are providing lessons and activities that are aligned with California State Standards. In addition to classroom observation feedback, the administration also formally observes teachers who are up for evaluations based on their evaluation cycle for instructional soundness. Teachers not meeting California Standards for the Teaching Profession are provided additional support through either Induction programs or Peer Assistance and Review.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

During the 2019-2020 school year, CAASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CAASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

For local assessment data, iReady Reading:

1) Based on the Spring 2022 iReady Reading assessment: The overall school-wide reading assessment showed that 34% of students scored as Tier 1, On, or Above Grade Level. 38% of students scored as Tier 2, One Grade Level Below. 28% of students scored as Tier 3, Two or More Grade Levels below. 40% of students achieved typical growth and 19% of students met their Stretch Growth.

2) Based on the Spring 2022 iReady Reading assessment: The reading assessment showed that 32% of African American students scored as Tier 1, On, or Above Grade Level. 33% of students scored as Tier 2, One Grade Level Below. 35% of students scored as Tier 3, Two or More Grade Levels below. 42% of students achieved typical growth and 26% of students met their Stretch Growth.

3) Based on the Spring 2022 iReady Reading assessment: The reading assessment showed that 24% of English learner students scored as Tier 1, On, or Above Grade Level. 39% of students scored as Tier 2, One Grade Level Below. 37% of students scored as Tier 3, Two or More Grade Levels below. 37% of students achieved typical growth and 13% of students met their Stretch Growth.

4) Based on the Spring 2022 iReady Reading assessment: The reading assessment showed that 14% of students with special needs scored as Tier 1, On, or Above Grade Level. 18% of students scored as Tier 2, One Grade Level Below. 68% of students scored as Tier 3, Two or More Grade Levels below. 32% of students achieved typical growth and 9% of students met their Stretch Growth.

iReady Mathematics:

1) Based on the Spring 2022 iReady Math assessment: The overall school-wide math assessment showed that 24% of students scored as Tier 1, On, or Above Grade Level. 51% of students scored as Tier 2, One Grade Level Below. 24% of students scored as Tier 3, Two or More Grade Levels below. 39% of students achieved typical growth and 16% of students met their Stretch Growth.

2) Based on the Spring 2022 iReady Math assessment: The math assessment showed that 21% of African American students scored as Tier 1, On, or Above Grade Level. 46% of students scored as Tier 2, One Grade Level Below. 32% of students scored as Tier 3, Two or More Grade Levels below. 37% of students achieved typical growth and 25% of students met their Stretch Growth.

3) Based on the Spring 2022 iReady Math assessment: The math assessment showed that 15% of English learner students scored as Tier 1, On, or Above Grade Level. 54% of students scored as Tier 2, One Grade Level Below. 31% of students scored as Tier 3, Two or More Grade Levels below. 45% of students achieved typical growth and 18% of students met their Stretch Growth.

4) Based on the Spring 2022 iReady Math assessment: The math assessment showed that 12% of students with special needs scored as Tier 1, On, or Above Grade Level. 25% of students scored as Tier 2, One Grade Level Below. 64% of students scored as Tier 3, Two or More Grade Levels below. 43% of students achieved typical growth and 14% of students met their Stretch Growth.

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

Grade level PLC teams have identified essential standards for learning. Each PLC team creates a learning plan to measure student achievement and progress. The PLC team decides on a timeline of the learning cycle; the average learning cycle is 4-6 weeks. In order to measure student progress, Fitzgerald uses i-Ready progress monitoring, Wonders Unit Assessments, Go Math Chapter Tests, and teacher created formative assessments to monitor student progress. The site leadership team and grade level PLCs then use this data to drive instruction and interventions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Fitzgerald Elementary have met all guidelines pertaining to the requirement of a fully credentialed teaching staff. Fitzgerald Elementary has met this requirement with 100% of the teaching staff meeting the state requirement.

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

There are 19 fully credentialed classroom teachers out of a total of 19. District-led professional development is offered to all teachers for all various areas, such as Math, Science, Technology, ELA, ELD, and Instructional Practices/Strategies. Professional Development opportunities are also provided throughout the school year on staff development and staff meeting days. New teachers are assigned by the district and given an Induction provider to work with for additional training and support. All teachers were provided training for the adopted English Language Arts and English Language Development Curriculum, Wonders published by McGraw-Hill Education. In addition, professional development is offered for the adopted Mathematics Curriculum, Go Math published by Houghton Mifflin. The teachers also have access to curriculum-related resources from the publisher online.

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

Fitzgerald administrator and the district educational services department support teachers in staff development of content standards and analyzing student performance. The site and district has an assessment and monitoring system, which includes curriculum-embedded assessments. These assessments inform teachers and principals on student progress and the effectiveness of instruction. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they provide a basis for the monitoring system. District assessments measure ELA for Reading and Writing and Mathematics. Teachers also administer the iReady assessment in ELA and Mathematics to students three times a year in August, January, and May; Writing prompts using a Science-based foundation and Social Studies-based foundation are given to students according to the Assessment Guided given to teachers at the beginning of the year; Wonders for ELD assessment ; and Math Chapter tests three times a year. Students in grades 3 through 5 will be given the CAASPP assessment in the Spring and 5th grades students (only) are given the California Science Assessment and Physical Fitness Assessments towards the end of the school year. In order to determine teacher needs for professional development, the principal will be sending out a survey to the teachers to identify site specific needs.

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

An Instructional Strategist at the site supports both students and teachers in their understanding and implementation core academic programs. The Instructional Strategist offers at a minimum of three professional development meetings a year. In addition, teachers are encouraged and paid by the school district to attend various training on best practices/strategies. There are also two Reading Specialists trained and assigned to work with Tier 2 & 3 students in grades 1st through 3rd.

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

Administrators and teachers meet for PLC meetings (weekly) to discuss assessment data in order to better modify instructional strategies in the classroom. During these meetings, teachers analyze the results of common formative assessment data to drive instructional decisions including what skills need to be reinforced and which students need either extra support or enrichment activities. In addition, Fitzgerald provides each grade level substitute for the day, in order to meet with administration to review assessment data and develop a plan to address student needs. Grade level PLC teams also are given opportunities to meet with other grade level PLC teams in order to vertically align their content standards. For the 2021-2022 academic year, the currently exists a substitute shortage and use of subs to provide coverage during data chats and lesson studies may be limited.

Teaching and Learning

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

The grade level PLC teams have determined essential standards for student learning based on the California State Standards. In addition, the team determines the DOK level that students will be able to demonstrate mastery. The team then creates a learning plan to drive instruction, based on student performance data on pre-assessments. Using this information, the PLC team then aligns instructional planning with the curriculum and supplemental content materials. In addition, students work individually on assigned reading and math lessons based on their i-Ready diagnostic results and standard mastery tests.

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

Fitzgerald adheres to and monitors the implementation of instruction time for the core-adopted programs in ELA and Math. Teachers in grades 1-5 follow a daily schedule that accounts for each instructional minute; a minimum of 2 ½ hours is spent on Reading/English Language Arts and one hour of instructional time is committed to Math. Grades 4 and 5 have 315 total instructional minutes, grades 1 through 3 have 290 minutes, and Kinder has a total of 205 minutes. English learners also receive a minimum of 30 minutes of targeted ELD instruction and integrate ELD throughout the instructional day. Site administrators monitor classrooms and lesson plans to ensure that the schedule is followed by comparing classroom activities to the daily schedule during walk-throughs and classroom visitations. In addition, the school must submit to the attendance accounting office at the district a yearly master schedule to verify that the require number of instructional minutes are being met.

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

Services are provided by the regular program that enables under-performing students to meet the content standards. Fitzgerald took steps at increasing access to intervention through the regular program. Universal Access allows students at each grade level to be flexibly grouped for instruction based on their identified reading proficiency level. Teachers use differentiated handbooks from the core series to meet student's needs through explicit skill instruction and re-teaching. In reading, students in Grades 1 through 5 will be administering the i-Ready diagnostic assessment test three times a year and for students identified as Tier 2, intervention on a daily basis is provided in order to provide early and immediate intervention on specific phonics reading skills using the SIPPS program. Students will receive intense intervention in the specific phonic skills identified through SIPPS by either their classroom teacher or an instructional assistant. Students needing intervention in mathematics will receive the State-mandated number of minutes of math during the regular day and will be offered tutoring by their classroom teacher for extra assistance in attaining the grade level skills.

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

Fitzgerald students have access to a wide availability of standards-based instructional materials that are appropriate to all student groups. The district provides core-curriculum materials, including leveled readers and leveled English language development curriculum materials. Teachers have access to a library of books and materials that differentiated to meet varying student needs. Fitzgerald has purchased many of these materials over the past school years. All materials align with state standards.

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

Both the English Language Arts curriculum and the Mathematics curriculum include standards-based instructional and supplemental materials that address the needs of various student groups. Teachers and students have access to materials for on-level, below level, advanced level and for English learners. The materials for English learner also include different levels based on students' proficiency levels. Fitzgerald has purchased supplemental materials, such as SIPPS, which is geared to address varying levels of student reading proficiency. Fitzgerald had also purchased the online component for tiered instruction for Reading and Math through the i-Ready online instructional component during the 2018-2019 school year.

Opportunity and Equal Educational Access

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

Students who are at risk of not meeting grade-level standards are identified using district assessment reports, progress reports, and report cards, evaluation of student progress and monitoring is continuous and ongoing. Conferences are held between the administrator, the classroom teacher, and support personnel to identify resources and design programs to support and assist the struggling students. Teachers meet in grade-level teams weekly, as well as vertical teams, in Professional Learning Communities, to discuss students' performance. Common formative assessments are developed to assess student learning, proficiency towards grade-level standards, and deficiencies. Each grade level has specified "intervention blocks" of time to provide intervention for identified at-risk students. These intervention blocks of time meet four to five times a week for approximately 30 to 45 minutes and provide reteaching and/or remediation of grade-level concepts in the areas of Language Arts and/or mathematics. Student Study Teams (SST's) meet regularly to address student, teacher, and parental concerns as well as to recommend intervention strategies for students who have been experiencing difficulties within the regular educational program. Strategies employed are:

- Small group instruction
- Intervention groups
- Differentiated materials
- Leveled reading materials
- Additional in-class small group instruction

The delivery of the core curriculum differs for these students in areas such as format, approach, or mode of instruction, including but not limited to the following:

- Length of instruction - previews, reviews, short segments, frequent summaries, pre-testing, and post-testing, compacting, tiered assignments
- Small group and individual instruction - skill-based, need-based, interest-based
- Enrichment opportunities and study trips
- Differentiated instruction and materials - graphic organizers, leveled materials, challenging assignments, and tiered instruction
- Written information made accessible on audio and/or video
- Independent use of technology - computers, iPads, and Chromebooks
- SDAIE strategies
- Intervention aides
- Multiple modifications and additional opportunities for practice of skills and content knowledge.

Evidence-based educational practices to raise student achievement

Research-based and evidence-based educational practices are used throughout the instructional day in order to raise student achievement. Teachers attend professional development opportunities in the areas of guided reading, SDAIE, Accountable Talk, Number Talk, 6-Traits of Writing, and SIPPS instruction. PLC teams meet regularly to review student data and create learning plans to address students' needs.

Parental Engagement

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

In addition to the texts, curriculum, and added supplementary materials that are aligned with the curriculum, the following resources are utilized to support the under-performing students:

- Rialto Public Library
- Web-based sites for remediation, enrichment, and support, e.g. Think Central, Footsteps2Brilliance, iReady ELA/Math Instructional Component, IXL, Reflex
- Differentiated materials designed and developed by teachers
- Differentiated materials purchased for leveled reading, e.g. SIPPS, iReady Teacher Toolbox, Scholastic Guided Reading
- Math manipulatives

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

Parents, teachers, community, and staff are involved in the planning and implementation of the single comprehensive school plan. Parents are trained in curricular and school budgets at school and district workshops. The School Site Governing board also meets with the Principal to go over budgets and curriculum. Leadership, grade level chairs, and classified staff representatives meet to go over all components of the single, comprehensive school plan to review and make recommendations to the SSC. The school plan is updated and approved by the Governing Board after all revisions and updates have been made. The school involves parents and the community in planning and implementing the single, comprehensive school plan, and the ELAC reviews and makes recommendations to the SSC. The SSC annually updates the school plan to present it to the Governing Board for approval. Fitzgerald communicates with parents and the community about events, academics, or school business through a variety of means. Every month Fitzgerald sends out a monthly calendar (English/Spanish) and updates the school's website. SSC and ELAC meetings keep parents and the community aware of instructional strategies, programs, and funds being used with specific students. Monthly Coffee with the Principal meetings allows information to be shared with parents about a variety of school topics. Fitzgerald also utilizes the Blackboard phone and messaging system (English/Spanish) and Remind phone and messaging system that is translated to the primary home survey identified language to communicate with parents, staff and the community.

Funding

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

The services that are provided to under-performing students through the use of categorical funds include the following:

Students have access to computerized intervention programs delivered through i-Ready online instructional components. Student are provided with after school intervention in core content areas, either through a contracted agency or site teachers. Students receive intersession support during the summer for both ELA and math. Family engagement activities, such as Literacy, Science and Math nights are provided to encourage home-school connection and strengthen family engagement in learning. An Instructional Strategist provides intervention support to students and instructional support to teachers. These services directly provide support to under-performing students.

Fiscal support (EPC)

Aside from the general fund, Fitzgerald receives money to operate the school through Title I, Discretionary Funds, and Step UP Attendance Recovery funds. In addition, funding using LCFF is available to support the Strategic Plan actions, as needed. Fitzgerald will also receive funds to address English Learners, Special Education, McKinney-Vento, and Foster students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed and reviewed annually by the SSC with input from all stakeholder groups, including teachers, and parent advisory groups. The SSC monitors student progress and makes recommendations based on the needs analysis in order to make adjustments, as needed to meet planned improvement goals.

Resource Inequities

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

Based on the needs assessment, Fitzgerald has identified the following resource inequities:

LACK OF MEANINGFUL ACCESS TO AFTER-SCHOOL INTERVENTIONS:

Fitzgerald's intervention program over the last three years has entailed three six-week after-school sessions, one each trimester of the academic year. These sessions provide small group instruction in ELA and mathematics by certificated instructional members 2-4 days per week for students identified as being at risk of not meeting grade-level standards, as measured by i-Ready results, CFAs, and teacher/parent recommendations. After-school intervention is provided by certificated instructional members that include classroom teachers, appropriately credentialed substitute teachers, and education specialists; however, finding an adequate number of instructional staff members to provide after-school intervention has been a challenge. This has caused some grade levels to not receive the opportunity to participate in after-school intervention programs. The number of students demonstrating the need for after-school intervention and the number of available spaces has caused inequity in access.

LACK OF MEANINGFUL ACCESS TO SUMMER INTERVENTION PROGRAMS:

Fitzgerald's intervention program over the last three years has included a three-week summer session that encompasses 15 days of ELA and mathematics intervention. Students attend four hours of daily intervention in a smaller group (12-15 students/ group) during this time. Students invited to participate in summer intervention includes priority registration to students who are socio-economically disadvantaged, African-American, students with disabilities, and English learners who are identified as at risk of not meeting grade-level standards as measured by i-Ready results, CFAs, and teacher/parent recommendations. Similar to the after-school intervention, the lack of personnel to facilitate summer intervention has created inequities to access for students most in need. Especially, since students who participate must provide their own transportation and child care after the summer program ends impacts student participation.

INEQUITABLE ACCESS TO TECHNOLOGY-BASED INSTRUCTIONAL OPPORTUNITIES:

Fitzgerald has followed Rialto USD's plan for 1-1 implementation of Chromebooks (1st grade through 5th grade) and iPad (TK/K). During the school closures and halting of in-person instruction due to the COVID-19 pandemic, all students were given either a Chromebook or iPad to continue with instruction virtually. Families who lacked access to reliable internet access were also provided with hot spots. Despite the availability of technology and internet access to all students, students who were identified as socio-economically disadvantaged and English learners had the most difficulty accessing the virtual learning platforms, such as Google Classroom, Google meets, iReady, IXL, and other technology-based instructional programs. In addition, it was noted that parent participation dropped significantly during virtual parent meetings and workshops. The root analysis, for this reason, was two-fold 1) parents lacked knowledge and skills to access the virtual meeting, and 2) parents did not want to spend additional screen time after hours to attend virtual meetings because they felt disconnected from the school community. This inequity appears to continue even after returning to in-person instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	79	90	90
Grade 1	60	60	67
Grade 2	73	65	62
Grade 3	58	73	67
Grade 4	63	58	85
Grade 5	77	70	56
Total Enrollment	410	416	427

Conclusions based on this data:

1. Based on the data, Fitzgerald's student enrollment has stayed consistent between 410 to 416 students. So far the amount of teachers have stayed the same but new teacher were hired to replace retiring teachers. The declining enrollment by grade, certain grade levels affects the number of FTE (Full-time Teacher Equivalency) Fitzgerald is given for the school year, meaning that the number of teachers assigned to the school has decreased each year. This has affected the number of classes offered at each grade level. The reduced number of teachers on staff has affected class size among certain grade levels based on enrollment. For example, the LCFF class-size reduction ratio for grades K-3 may mean that one grade level has a higher number of students enrolled per teacher than another. Such as, First Grade may average 30 students per class while, the remaining grade levels average 22 students per class, because the LCFF ratio is under 24 students can continue to enroll into a grade level until either the class size is capped at the contractual max of 32 or the LCFF ratio of 24 is met.
2. Based on the data, Fitzgerald enrollment by student groups have remained consistent over the past three years. The consistency in student population in the student groups will make it easier to predict and support those student groups that have demonstrated a higher need based on data from other areas, including suspension, attendance, and academic achievement. Therefore, targeted intervention and supports can be used to implement and monitor progress in those student groups most at-risk.
3. The two largest student groups are Hispanic/Latino at 75.96% and African American at 11.3%. The conclusions based on this data is that a plan should be developed that targets these two student groups, since each student group may have different needs.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	69	76	64	16.8%	18.3%	15.0%
Fluent English Proficient (FEP)	31	21	18	7.6%	5.0%	4.2%
Reclassified Fluent English Proficient (RFEP)	17	1	4	20.5%	1.4%	5.3%

Conclusions based on this data:

1. The English Learner population has continued to decrease overtime, despite the slight increase in the number of English learners in 2019-2020. Fitzgerald must continue to ensure that all measures of support are provided to English Learners as needed.
2. The data suggests that the number of English Learners reclassifying as Fluent English Proficient is inconsistent over the past three years in terms of percentages of population; however, the number of RFEP students has grown. The school site needs to continually monitor RFEP students to ensure that they are maintaining and exceeding their current level of achievement.
3. The data also suggests that the number of students who are identified as Initial Fluent English Proficient (IFEP) has decreased by 1.6% from the previous year. However, this population is only representative of 0.05% of the population. The conclusions based on this data is that more students who are initially identified as potential English Learner and are assessed as IFEP students are decreasing and more are identifying as English Learners. This may be in part to the new English Learner Proficiency Assessment for California (ELPAC).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PUPIL OUTCOMES

LEA/LCAP Goal

All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

Goal 1

All Fitzgerald Elementary School students will succeed at every grade level demonstrating readiness for higher education, career, and life in the 21st Century. Fitzgerald Elementary School will provide an integrated program that addresses student achievement needs and aligns with the school site's Strategic Plan.

The actions noted below will lead to meeting the following achievement targets:

During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year.

The data used to drive these goals are based on the Spring 2022 iReady assessment for Reading and Math. In addition, during the 2021-2022 academic year, Fitzgerald supported the District's independent study program. The iReady data included also reflects students participating in this program. 494 students test in Reading during the Spring 2022 administration of iReady.

Reading:

1) Based on the Spring 2022 iReady Reading assessment: The overall school-wide reading assessment showed that 34% of students scored as Tier 1, On, or Above Grade Level. 38% of students scored as Tier 2, One Grade Level Below. 28% of students scored as Tier 3, Two or More Grade Levels below. 40% of students achieved typical growth and 19% of students met their Stretch Growth. The goal is to increase the percentage of students who have met their Typical Growth to 70% and to increase the percentage of students who have met their Stretch Growth by 40%.

2) Based on the Spring 2022 iReady Reading assessment: The reading assessment showed that 32% of African American students scored as Tier 1, On, or Above Grade Level. 33% of students scored as Tier 2, One Grade Level Below. 35% of students scored as Tier 3, Two or More Grade Levels below. 42% of students achieved typical growth and 26% of students met their Stretch Growth. The goal is to increase the percentage of African American students who have met their Typical Growth to 75% and to increase the percentage of students who have met their Stretch Growth by 50%.

In addition, Fitzgerald has created specific school goals to address the identified gap. 9 of the 9 AA students that are 2 or more grade levels below (red tiers iReady) will increase their performance to a minimum of one grade level below (yellow tier iReady) by Spring iReady diagnostic.

3) Based on the Spring 2022 iReady Reading assessment: The reading assessment showed that 24% of English learner students scored as Tier 1, On, or Above Grade Level. 39% of students scored as Tier 2, One Grade Level Below. 37% of students scored as Tier 3, Two or More Grade Levels below. 37% of students achieved typical growth and 13% of students met their Stretch Growth. The goal is to increase the percentage of English learner students who have met their Typical Growth to 70% and to increase the percentage of students who have met their Stretch Growth by 50%.

In addition, Fitzgerald has created specific school goals to address the identified gap. 10 of the 10 EL students that have either decreased or remained at an Overall EL level of 3 for two or more years will increase their ELPAC Summative Assessment Score to an Overall EL level of 4.

4) Based on the Spring 2022 iReady Reading assessment: The reading assessment showed that 14% of students with special needs scored as Tier 1, On, or Above Grade Level. 18% of students scored as Tier 2, One Grade Level Below. 68% of students scored as Tier 3, Two or More Grade Levels below. 32% of students achieved typical growth and 9% of students met their Stretch Growth. The goal is to increase the percentage of students with special needs who have met their Typical Growth to 50% and to increase the percentage of students who have met their Stretch Growth by 25%.

In addition, Fitzgerald has created specific school goals to address the identified gap. 5 of the 5 students receiving SAI services that are 3 or more grade levels below (red tiers iReady) in math, specifically in the domain of Numbers & Operations, will increase their performance to a minimum of one grade level below in the domain of Numbers & Operations (yellow tier iReady) by Spring iReady diagnostic.

Mathematics:

1) Based on the Spring 2022 iReady Math assessment: The overall school-wide math assessment showed that 24% of students scored as Tier 1, On, or Above Grade Level. 51% of students scored as Tier 2, One Grade Level Below. 24% of students scored as Tier 3, Two or More Grade Levels below. 39% of students achieved typical growth and 16% of students met their Stretch Growth. The goal is to increase the percentage of students who have met their Typical Growth to 50% and to increase the percentage of students who have met their Stretch Growth by 35%.

2) Based on the Spring 2022 iReady Math assessment: The math assessment showed that 21% of African American students scored as Tier 1, On, or Above Grade Level. 46% of students scored as Tier 2, One Grade Level Below. 32% of students scored as Tier 3, Two or More Grade Levels below. 37% of students achieved typical growth and 25% of students met their Stretch Growth. The goal is to increase the percentage of African American students who have met their Typical Growth to 75% and to increase the percentage of students who have met their Stretch Growth by 50%.

3) Based on the Spring 2022 iReady Math assessment: The math assessment showed that 15% of English learner students scored as Tier 1, On, or Above Grade Level. 54% of students scored as Tier 2, One Grade Level Below. 31% of students scored as Tier 3, Two or More Grade Levels below. 45% of students achieved typical growth and 18% of students met their Stretch Growth. The goal is to increase the percentage of English learner students who have met their Typical Growth to 75% and to increase the percentage of students who have met their Stretch Growth by 50%.

4) Based on the Spring 2022 iReady Math assessment: The math assessment showed that 12% of students with special needs scored as Tier 1, On, or Above Grade Level. 25% of students scored as Tier 2, One Grade Level Below. 64% of students scored as Tier 3, Two or More Grade Levels below.

43% of students achieved typical growth and 14% of students met their Stretch Growth. The goal is to increase the percentage of students with special needs who have met their Typical Growth to 75% and to increase the percentage of students who have met their Stretch Growth by 25%.

Reclassification:

For 2021- 2022, 11 students have been reclassified as fluent English proficient, two were part of the independent study program. There are ten students who are identified as EL level 3 and one as an EL level 4. The goal for 2022-2023 is to reclassify 7 students.

Identified Need

The 2021-2022 academic year proved to be challenging. Students returned to school after completing over a year of distance learning. Several challenges, including substitute shortages, difficulty in finding support staff to provide intervention, and staffing vacancies made implementing an effective instructional program. Chronic absenteeism was significantly higher than average due to the COVID health guidelines. The iReady Diagnostic Assessment data showed that there was notable growth from the Fall to the Spring diagnostics overall in both the Reading and Math; however, a considerable percentage of students, 28%, continue to be two or more levels below grade level based on the Spring 2022 assessment in Reading and 26% are two or more grade levels below in Math. Overall, based on Spring 2022 administrative of the iReady diagnostic assessment, 34% of students are on or above grade level in Reading and 24% are on or above grade level in Math. This percentage is substantially lower for our identified student groups. 21% of English Learners are on or above grade level in Reading and 15% are on or above grade level in Math. 34% of African American students are on or above grade level in Reading and 18% are on or above grade level in Math. 10% of students with disabilities are on or above grade level in Reading and 9% are on or above grade level in Math. These numbers may not be an actual representation of student performance, since this year Fitzgerald also supported long-term independent study students who took the iReady diagnostics at home in a non-proctored environment. This data shows that there is a need to focus on small group targeted interventions that will increase student achievement in both Reading and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Assessment	Overall Typical Growth - 40% Overall Stretch Growth - 19% African American students Typical Growth - 42% African American students Stretch Growth - 26% English learners Typical Growth - 37% English learners Stretch Growth - 13% Students w/ special needs Typical Growth - 32% Students w/ special needs Stretch Growth - 9%	Percentage increase to: Overall Typical Growth - 70% Overall Stretch Growth - 40% African American students Typical Growth - 75% African American students Stretch Growth - 50% English learners Typical Growth - 70% English learners Stretch Growth - 50% Students w/ special needs Typical Growth - 50% Students w/ special needs Stretch Growth - 25%
iReady Math Assessment	Overall Typical Growth - 39%	Percentage increase to:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall Stretch Growth - 16% African American students Typical Growth - 37% African American students Stretch Growth - 25% English learners Typical Growth - 45% English learners Stretch Growth - 18% Students w/ special needs Typical Growth - 43% Students w/ special needs Stretch Growth - 14%	Overall Typical Growth - 50% Overall Stretch Growth - 35% African American students Typical Growth - 75% African American students Stretch Growth - 50% English learners Typical Growth - 75% English learners Stretch Growth - 50% Students w/ special needs Typical Growth - 75% Students w/ special needs Stretch Growth - 25%
Reclassification Rate	2021-2022: 11 Students Reclassified	2022-2023: 7 Students Reclassified *see comment under goals

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL Students who are at-risk of failing and are not making adequate progress.

Strategy/Activity

1.1 To address students who are at-risk of not meeting grade-level standards, academic conferencing time will be provided for teachers, administrators and parents to meet regarding students who are not demonstrating adequate progress based on school data. The team will focus on analyzing data and creating a student learning plan that addresses areas of need for each individual student. Academic conferencing time will be held during the regular school day. No additional funds are needed to support this activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	
0.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

African American students, English Learners and Special Education Students will receive priority for targeted support for this strategy.

Strategy/Activity

1.2 To address students who are at-risk of not meeting grade-level standards, small group Intervention in the area of Reading, Mathematics, and ELD will be provided to targeted Tier 2 and 3 students. - Through the use of student data, grade-level PLCs and admin will identify students for additional intervention in:

Math - Concepts and Procedures
English Language Arts - Reading and Writing

English Language Learners identified as potential reclassification candidates will receive additional support in the areas of need as identified through the ELPAC data, Student Performance, and iReady data, and/or District Writing Prompt.

Students will receive intervention services in their identified areas of need during and after the regular school day in a small group setting, either virtually or in person (dependent upon current health regulations).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,000.00

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Afterschool intervention in ELA and mathematics: 5 teachers (1st - 5th) providing 1 hour of afterschool intervention 4 days/week for 8 weeks each cycle. 3 cycles per academic year. (Not to exceed 500 hours)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Teacher-in-Training Salary and Benefits to provide during school intervention support throughout the regular school day.

4,054.00

Title I
4000-4999: Books And Supplies
Curriculum Associates (iReady) Phonics for Reading - Intervention Program from students in grades 3-5th

500.74

Title I
4000-4999: Books And Supplies
Supplemental supplies to support intervention programs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL students will be served by this strategy.

Strategy/Activity

1.3 To support students who are at-risk of not meeting grade-level standards, an Intervention Strategist will provide supplemental support to the ELA /Math program of instruction and English learner development. The Strategist will provide or assist with student intervention, teacher coaching, parent workshops, and the analysis of student data to assist teachers in planning for instruction of students not meeting grade level standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

35,558.00

Title I
1000-1999: Certificated Personnel Salaries
Intervention Strategist Salary

1,602.00

EL Supplemental
1000-1999: Certificated Personnel Salaries
Stipend for the Site English Learner Facilitator (SELF)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

African American students, English Learners and Special Education Students will receive priority for targeted support for this strategy.

Strategy/Activity

1.4 To address students who are at-risk of not meeting grade-level standards, Summer Academic Intervention will be provided to targeted students. Students will be identified through the use of academic data, grade-level PLCs and admin will identify targeted Tier 2 and Tier 3 students for additional interventions in:

Math - Concepts and Procedures

Reading - Foundation Skills

Reading - Comprehension

Students will receive intervention services in their identified areas of need during June of 2022 in a small group setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Summer Intervention: 5 teachers (1st - 5th), 4 hours/day for 15 days (14 days of instruction and 1 day for training and prep) (Not to exceed 300 hours.)
1,500.00	Title I 4000-4999: Books And Supplies Supplemental materials and equipment to support Summer Intervention programs, such as literature, school supplies, and other materials to facilitate lessons.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

1.5 (a) To address students who are at-risk of not meeting grade-level standards in Reading and Math students will use supplemental online programs or applications for an allotted time per program guidelines.

1.5 (b) Ancillary equipment/materials in order to support distance learning and the use of online programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,446.00	Title I 5800: Professional/Consulting Services And Operating Expenditures IXL Online Supplemental Instructional Support
15,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

i-Ready Online Supplemental Instructional Support

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Student headphones to facilitate online supplemental instructional support

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

1.6 To address students who are at-risk of not meeting grade-level standards, teachers will meet weekly in Professional Learning Communities to review student data, create intervention plan, and progress monitor student learning within a grade level PLC or vertical collaboration with other grade levels. No additional funds are needed to support this activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

1.7 To provide opportunities for students to collaborate and drive their own learning, across all curricular content areas, project-based learning (PBL) opportunities will support reading, writing, mathematics, problem-solving and critical thinking.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,799.00

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Supplemental materials and equipment to support PBL instructional lessons, such as

	science materials, art materials, construction materials, literature, and materials to facilitate PBL lessons.
2,800.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Mystery Science supply
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Sub days or Extra Duty hours (not to exceed 100 hours) for planning to support PBL lessons

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students with disabilities will receive priority for targeted support for this strategy.

Strategy/Activity

1.8 To support students who are not meeting grade-level standards and are identified as tier 3 students, collaboration time between education specialists and classroom teachers will provided to plan instruction in order to support each student's diverse learning needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,902.00	Title I 1000-1999: Certificated Personnel Salaries Extra duty time for education specialists and classroom teachers to collaborate, (No to exceed 136 hours)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students will served by this strategy.

Strategy/Activity

1.9 To support student who are at-risk or not meet grade-level standard, Reading Specialists and the Intervention Strategist will support students in literacy and numeracy intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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4,915.00

Title I
4000-4999: Books And Supplies
Supplemental materials and equipment to support in-school Intervention programs, such as intervention materials, school supplies, and other materials to facilitate lessons.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English learner students will be served by this strategy.

Strategy/Activity

1.10 To support students with limited English proficiency a Bilingual Instructional Assistant will provide academic support in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13,326.64

EL Supplemental
2000-2999: Classified Personnel Salaries
Salary and benefits for Bilingual Instructional Assistant

3,263.00

EL Supplemental
2000-2999: Classified Personnel Salaries
Extra duty for Bilingual Instructional Assistant

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity.

Strategy/Activity

1.11 Study trips or virtual study trips that provide learning opportunities outside of the traditional instructional setting, that will improve student writing by providing students with experiences in the areas of math, science, and social studies that will be used to engage and support learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Comprehensive Support and Improvement (CSI)

5800: Professional/Consulting Services And Operating Expenditures
Entrance or participation fees for study trips or virtual study trips or assemblies: each grade level will be given the opportunity to participate in a virtual study trip or in-person study trip. Examples include, but are not limited to Pathfinder Ranch, Garner Holt, Science Center, San Bernardino County Museum, Aquarium, etc.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall implementation of the SPSA during the 2021-2022 academic year, did not yield the intended results. Several factors impacted the effectiveness of the plan.

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

Several factors impacted the intended implementation of the budgeted expenditures to implementing the strategies and activities from the 2021-2022 SPSA. Those factors included the shortage of substitutes available throughout the District. This greatly impacted the planned strategies, as the plan to hold data chats, conduct analysis of students' targeted growth areas, conduct lesson studies, and provide consistent in-school interventions were not able to be fully met. Due to the sub shortage, many of the planned activities needed to be held beyond the regular school day. Outside of the regular school day is considered voluntary for teachers. This impacted the strategies and planned activities as not all teachers participated in planned PLCs regularly, afterschool interventions, summer interventions, Project-Based Learning planning, and co-teaching collaborations. Lastly, due to the continued COVID restrictions, the school was unable to take part in study trips and other activities that required co-mingling of students until the latter part of the academic year.

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.

During the 2021-2022 academic year, Rialto schools were provided Teachers-in-Training to help alleviate the district-wide substitute shortages. This helped to cover classes that had no coverage when teachers were absent. Providing this daily coverage allowed the Intervention Strategist and Reading Specialists to provide needed intervention services. However, classroom coverage continues to be a concern. As a result, the changes made to the strategies and activities for this goal for the 2022-2023 SPSA include adjusting for the potential continued substitute shortage. One change made to this goal from the previous goal includes changing the indicator for measurable

growth. The previous indicator used was the CAASPP; however, since the CAASPP was last administered in 2018-2019 it was determined that it would not be a comparable indicator to measure growth and progress. Therefore, the indicator was changed to measure growth using iReady Diagnostic Assessment for both Reading and Math. Many of the strategies and actions continue to be similar to the 2021-2022 school plan; however, the adjustments include changes to the expenditure amounts to reflect more accurately what was spent during the 2021-2022 academic year. In addition, the greatest change to this strategy includes the addition of a Teacher-in-Training. The reason for this strategy is to ensure students will receive intervention services in their identified areas of need during the regular school day in a small group setting and increase teacher collaboration.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONDITIONS OF LEARNING

LEA/LCAP Goal

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

Goal 2

All Fitzgerald Elementary School students are provided with access and opportunities for increased achievement as supported by professional learning communities focused on building and improving instructional practices.

The actions noted below will lead to meeting the following achievement targets:

All certificated classroom teachers and certificated instructional support team will participate in weekly professional learning communities to ensure students have equitable access and opportunities that support student achievement, as measured through PLC minutes and documentation

100% of certificated staff will attend at least three professional development opportunities to improve instructional practices in self-identified areas of improvement in core content during the 2022-2023 school year.

Identified Need

The goal set for Goal 2 in the 2021-2022 school plan was not met. The expected outcome was to decrease the percentage of students identified in Tier 2 (one grade level below) and Tier 3 (two or more grade levels below) by 20% as measured by the iReady diagnostic assessment in both Reading and Math. The actual outcome showed an increase in students in Tier 2 and Tier 3. In Reading, the percentage of students identified in Tier 2 and Tier 3 increased by 6%; in Math, the percentage increased by 6% also. Due to the substitute shortages, teacher availability after the regular school day, and restrictions on travel to conferences, many of the planned strategies and actions were not able to be executed as planned. In addition, after analyzing the PLC notes/minutes for the 2021-2022 academic year, it was clear that a renewed focus needed to be placed on creating a culture of collaboration among teachers that is data-driven and with purpose; therefore, the need to develop and strengthen Fitzgerald's professional learning communities was evident. In addition, after analyzing data from the Co-teaching class, Reading Specialists, Intervention Strategist, and Education Specialists, a noticeable growth was seen in students participating in small group intervention and first instruction. This led to the conclusion that more emphasis needed to be placed on professional development and coaching for the implementation of small group instruction throughout the school day. A clear focus to build teachers' capacity in instructional strategies and practices, along with strengthening instructional leadership was identified as a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Notes and Documentation	For the 2021-2022 academic school year, weekly PLC minutes do not 100% reflect academic focus	90% of weekly PLC minutes will reflect an academic focus that includes specific targeted student data.
Professional Development Attendance for Teachers	100% of teachers attended at least 1 PD Opportunity during the 2021-2022 school year.	100% of teachers will attend at least 3 PD Opportunity during the 2022-2023 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy. Targeted support for Special Education Students, African American Students, and English Learners.

Strategy/Activity

A Professional Development Plan will be created based on students' needs. as identified through data analysis and Fitzgerald's Strategic Plan. Focus areas include:

- 2.1(a) Support for teachers to improve literacy instruction and intervention practices
- 2.1(b) District Provided Professional Development to develop the effective implementation of curriculum and intervention supports
- 2.1(c) Develop the capacity of teachers to provide appropriate support to students with disabilities within an inclusive learning environment
- 2.1 (d) Support for students in Mathematics and Numeracy, guided math, number talks, mathematical practices
- 2.1 (e) Support collective efficacy of teachers through the PLC model

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra Duty or Sub coverage for teachers to attend district or site provided professional development opportunities focused on literacy

	and numeracy, social emotional learning, and inclusive practices (48 sub days)
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Sub coverage for teachers to attend the California Assessment Conference
495.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration fees for California Assessment Conference
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty for teachers to attend district provided curriculum and intervention support professional development (not to exceed 60 hours)
238.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration Fee for the Southern California Kindergarten Conference
500.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Travel costs to attend the California Kindergarten Conference
17,182.00	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Hourly rate for teachers to attend 2-days of professional development prior to the start of the school year, including leadership team to prep and plan
65,000.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultant cost from Corwin to provide PD in PLC+ for the 2022-2023 academic year
32,186.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultant from Scholastic to provide 14 days of literacy coaching
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty for teachers to prep for presenting on-site professional development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

2.2 Project Clerk salary will provide support with processing documents for professional development, Title I Parent Involvement, and Title I Programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

29,062.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Project Clerk Salary and Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners will be served by this strategy.

Strategy/Activity

2.3 Teachers will attend professional development in order to better support English Learners both in designated and integrated ELD strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

675.00

Source(s)

EL Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
Registration fee to attend CABE conference in
Spring of 2023

1,250.00

EL Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
Travel and lodging cost for instructional staff
who supports EL students to attend CABE
conference

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

2.4 Teachers will attend professional development to support improving literacy and numeracy proficiency by integrating technology and project-based learning learning opportunities into complex and rigorous grade-level standards instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration fees for CUE conference held in Spring of 2023
3000.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Travel and lodging costs for instructional staff to attend CUE conference.
6,400.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Registration fees for PBL Works conference
12,000.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Travel and lodging costs for instructional staff to attend PBL Works conference.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

2.5 Administrator will attend professional development conference to support growth in school leadership, instructional leadership, and culturally-relevant practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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600.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration fee for the ACSA Leadership Summit
1,500.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Travel and lodging fee for admin to attend ACSA Leadership Summit
3,000.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures ACSA Summer Leadership Institute Registration fees, lodging, and travel costs

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Overall the implementation of the strategies/activities were near in alignment with the proposed expenditures. Professional development in all identified areas was executed and additional opportunities were made available to teachers to participate. However, the number of participants who planned to attend some opportunities was impacted by the lack of substitute coverage and teacher availability after regular school hours. The restrictions and travel and the virtual conference platforms also impacted the full execution of the strategies and actions for this goal. The overall effectiveness of the strategies did not achieve the articulated goals in reading and math.

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

The major difference in the proposed expenditures to the actual expenditures is in the actual number of extra duty hours proposed for professional development. The number of expected teachers to participate was fewer than proposed. In addition, two additional professional development opportunities were added to better support teachers in the area of mathematics.

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

Changes to this goal will include professional development opportunities focused on teacher efficacy and professional learning communities. Continued focus will be to support teachers in reading and math instructional practices within a small instructional group setting.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ENGAGEMENT

LEA/LCAP Goal

Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

Goal 3

Fitzgerald Elementary School will create a positive, safe, and engaging learning environment that is student/parent-centered and will align with the school site's strategic plan. The actions noted below will lead to meeting the following achievement targets:

The percentage of parent engagement at school-sponsored workshops and events will increase overall by 275% as measured by sign-in sheets.

The implementation average on the school's self-assessment survey question: Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly). will increase from 14% to 50%.

Fitzgerald Elementary School will score at least an 85% on the Tiered Fidelity Inventory (TFI) for Positive Behavior Intervention and Support.

The percentage of suspensions as reported on the School Summary Report will maintain a 0% suspension rate as measured from the 2021-2022 academic year or not increase by more than 1.5% for the 2022-2023 school year.

The school's chronic absenteeism rate will decrease from 17.4% to 9.00%, as measured on the 2019 CA School Dashboard, the last report measure. In addition, African American student groups will improve its chronic absenteeism rate from 26% to 21%.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Parent Sign-In Sheets	During the 2021-2022 academic year, under 75 parents attended workshops or school events both in-person and virtually.	200 parents in attendance for both virtual and possible in-person workshops and parent meetings

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Self-Assessment Survey Question: Uses problem behavior data for active decision-making on a regular basis.	14% of staff members believed that this action was being implemented.	Increase perception average to 50% of staff members believe that this action is being implemented.
2022-2023 Tiered Fidelity Inventory (TFI) Tier I	67% Implementation	85% Implementation
Overall Suspensions for 2022-2023	0% based on students	less than 1.5%
Overall Chronic Absenteeism for 2022-2023	17.4% from the 2018-2019 CA Dashboard	9.0%
Chronic Absenteeism for African American Students for 2022-2023	26% from the 2018-2019 CA Dashboard	21.0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students are served by this strategy

Strategy/Activity

3.1 To increase student engagement, attendance, and decrease discipline incidents, the following supports will be put in place:

3.1(a) Positive Behavior Intervention Support (PBIS) will be fully implemented at Tier 1 to ensure that students make progress in social-emotional learning and behavior supports.

3.1(b) Acknowledgment system to help support PBIS implementation throughout the school day.

3.1(c) Data system to measure the progress of PBIS implementation.

3.1(d) Student and Parent survey system to measure student wellness, family engagement, and school climate.

3.1(e) Positive Behavior Intervention Support (PBIS) will be implemented at Tier 2 to target identified students needing additional support in areas of social-emotional learning and social skills.

3.1 (f) Maintain a safe online virtual learning environment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,123.50	Title I 5800: Professional/Consulting Services And Operating Expenditures PBIS Rewards to monitor discipline data and improve school climate by monitoring incentive programs
700.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Panorama Ed used as a screener to identify Tier 2 students needing support in Social Emotional Learning
1,300.20	Title I 5800: Professional/Consulting Services And Operating Expenditures Go Guardian to maintain a safe online learning environment while students utilize technology
1,500.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials and supplies to facilitate implementation of the PBIS plan for student activities
	Title I 4000-4999: Books And Supplies Materials for SEL program Caring School Community
	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Virtual study trip, in-person study trip, or assemblies for students to facilitate the implementation of the PBIS plan

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

3.2 Increase parent/family communication through used of app-based technology, so that teachers and administrator can send messages to parents/families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
900.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Remind App used as parent/family communication tool.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All parents and parents of English Learners will be served by this strategy.

Strategy/Activity

3.3(a) Parent engagement workshops will be provided to build leadership within the school community and among parents.

3.3(b) Parent engagement workshops to support parents with being able to support their students at home, building on the home-school connection.

3.3(c) Parent Engagement Training/Workshops and Parent-Teacher Meetings for Parents of EL Students to address topics, such as Reclassification and Academic Language.

3.3 (d) Parent Engagement Workshop to address the social emotional learning needs of students and families that will help support learning at home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	EL Supplemental 2000-2999: Classified Personnel Salaries Extra duty for classified staff members to provide interpretation services for parent workshops and meetings
513.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Childcare for parents to attend parent workshops and meetings
250.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures

Light refreshments for in-person parent workshops and meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

African American students, English Learners and Special Education Students will receive priority for targeted support for this strategy.

Strategy/Activity

3.5 Extended learning opportunity beyond the regular school day to engage students to improve student writing by providing students with experiences in the areas of math, science, and social studies that will be used to engage and support learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries
Extra Duty to certificated staff to provide extended learning opportunities beyond the regular school day (40 hours)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Supplies and materials, such as art supplies, gardening supplies, science supplies, and equipment (not limited to) to support the extended learning opportunity program

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall effectiveness of the strategies and activities with parent engagement was not as highly attended as expected. With the 2021-2022 COVID restriction guidelines, in-person parent engagement activities was still limited. No virtual parent workshops were held due to the percentage of participation from the previous year. However, once restrictions were eased, there was a slight increase in parent engagement in volunteer and safety workshops. This year, a formal SEL curriculum (Caring School Communities) was implemented. An increase in awareness for the

need to provide SEL in the classroom has been attributed to the decrease in student discipline incidents and teacher awareness of needed student support.

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

There is not any major differences between the intended implementation for the budgeted expenditures, except to focus more in providing in-person support to parents. In addition, a targeted focus on strengthening school-wide PBIS.

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

Changes to this goal will include more in-person activities for parents to engage in. In addition, more hands on activities for students and parents will be added.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Pupil Outcomes
SCHOOL GOAL #1:
Fitzgerald will maintain student records and utilize district support staff in ways that assist staff in improving services provided to all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Instructional Support staff which includes, but is not limited to: Professional Development administrators and support staff PBIS Coordinator Lead Math Strategist Lead Technology Strategist Lead English Language Arts Strategist Lead Language Development Strategist GATE/AVID TOSA District content TOSAs BTSA support providers District level coordinators and strategists District level content teachers (VAPA)	July 2020 - June 2021	Education Services	Salaries	None Specified	Title I	7238
Illuminate Education, Inc.	July 2020 - June 2021	Education Services Information Technology	RUSD Student data management system	None Specified	Title I	2173
iReady	July 2020 - June 2021					

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in CONDITIONS FOR LEARNING
SCHOOL GOAL #2:
Rialto USD will provide needed support for staff in the area of professional development

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
My Learning Plan - Frontline Technologies Group - Program is used to track professional development district-wide. Program also offers digital professional development through a personalized digital platform.	July 2020 - June 2021	Education Services Induction / Teacher Support Services	My Learning Plan - Professional Development software	None Specified	Title I	567.91

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ENGAGEMENT

SCHOOL GOAL #3:

Rialto USD will facilitate parent engagement by providing online tools to broadly communicate information and to provide extended learning opportunities for all students and families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Blackboard , Inc. - Parent Link Communication system	July 2020 - June 2021	Communication Services	Parent engagement tool used to inform parents about school and district events and activities via phone messages and text messages.	None Specified	Title I	923
Footsteps2Brilliance, Inc., 5 year agreement pre-K - 3rd Grade -	July 2020 - June 2021	Elementary Education Services	Web based program used to develop early literacy skills and practice in English and Spanish. Program provides for parents to engage in the process of developing literacy with their child at an early age. School utilize program through grade 3 in order to provide opportunities for students to practice and strengthen foundational literacy skills	None Specified	Title I	10279

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Loop, Inc.	July 2017 - June 2018	Education Services Instructional Technology Lead	Web-based communication tool used to inform parents about school and district events and increase parental involvement and engagement. Program is also used to house teacher instructional collaboration information and as a communication tool for teachers and administrators.	None Specified	Title I	331

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$107,061.44
Total Federal Funds Provided to the School from the LEA for CSI	\$180,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$309,341.08

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$180,000.00
Title I	\$107,061.44
Title I Part A: Parent Involvement	\$1,663.00

Subtotal of additional federal funds included for this school: \$288,724.44

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

State or Local Programs	Allocation (\$)
	\$0.00
EL Supplemental	\$20,616.64

Subtotal of state or local funds included for this school: \$20,616.64

Total of federal, state, and/or local funds for this school: \$309,341.08

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
Title I	107,061.44	0.00
EL Supplemental	20,616.64	0.00
Comprehensive Support and Improvement (CSI)	180,000.00	0.00
Title I Part A: Parent Involvement	1,663.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	180,000.00
EL Supplemental	20,616.64
Title I	107,061.44
Title I Part A: Parent Involvement	1,663.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	92,244.00
2000-2999: Classified Personnel Salaries	46,664.64
4000-4999: Books And Supplies	18,068.74
5000-5999: Services And Other Operating Expenditures	6,400.00
5800: Professional/Consulting Services And Operating Expenditures	145,963.70

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	47,182.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	7,099.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	6,400.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	119,319.00
1000-1999: Certificated Personnel Salaries	EL Supplemental	1,602.00
2000-2999: Classified Personnel Salaries	EL Supplemental	17,089.64
5800: Professional/Consulting Services And Operating Expenditures	EL Supplemental	1,925.00
1000-1999: Certificated Personnel Salaries	Title I	43,460.00
2000-2999: Classified Personnel Salaries	Title I	29,062.00
4000-4999: Books And Supplies	Title I	10,969.74
5800: Professional/Consulting Services And Operating Expenditures	Title I	23,569.70
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	513.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	1,150.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,666.38
Goal 2	173,888.00
Goal 3	7,786.70

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
- 5 Parent or Community Members

Name of Members	Role
Tina Lingenfelter	Principal
Carmen Toledo	Other School Staff
Stacy Pineiros	Classroom Teacher
Cheryl Farino	Classroom Teacher
Andrew Seyfried	Classroom Teacher
Flora Aguilar	Parent or Community Member
Denise Kohler	Parent or Community Member
Adam Angulo	Parent or Community Member
Claudia Huerta	Parent or Community Member
Jasmine Thompson-Hart	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 May 19, 2022.

Attested:

Principal, Tina Lingenfelter on May 19, 2022

SSC Chairperson, Andrew Seyfried on May 19, 2022

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

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.

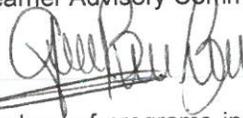
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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 May 19, 2022.

Attested:



Principal, Tina Lingenfelter on May 19, 2022



SSC Chairperson, Andrew Seyfried on May 19, 2022