



School Plan for Student Achievement (SPSA)

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		

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

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

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

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

This plan is being used by Dr. Edward M. Fitzgerald Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program</p> <p>Additional Targeted Support and Improvement</p> <p>Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for</p>

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
School Goals.....	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	16
California School Dashboard	20
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	45
Goal 3.....	50
Goal 4.....	54
Goal 5.....	56
Goal 6.....	58
Goal 7.....	60
Goal 8.....	62
Goal 9.....	64
Goal 10.....	66
Budget Summary	68
Budget Summary	68
Other Federal, State, and Local Funds	68
Budgeted Funds and Expenditures in this Plan.....	69
Funds Budgeted to the School by Funding Source.....	69
Expenditures by Funding Source	69
Expenditures by Budget Reference	69
Expenditures by Budget Reference and Funding Source	69
Expenditures by Goal.....	70
School Site Council Membership	71
Recommendations and Assurances	72

Instructions.....73
Appendix A: Plan Requirements80
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements83
Appendix C: Select State and Federal Programs86

Plan Description

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

This plan is being used by Dr. Edward M. Fitzgerald Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for

Description: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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). LCFF provides schools and LEA's 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.

School Goals

We will provide engaging, supportive and challenging academic experiences for each Student on an individual basis. Our Staff will work collaboratively to develop high quality educational environments that increase individual achievement, promote a positive school climate, and provide a safe school environment for all students. Fitzgerald will offer multiple methods of communication and involvement for Parents, Students and Families at our school.

Educational Partner Involvement

How, when, and with whom did Dr. Edward M. Fitzgerald Elementary 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 and ELAC Committee with input from all stakeholder groups, including teachers, and parent advisory groups. Data and ideas are shared with the Staff, SSC and ELAC. School Administration and Fitzgerald Staff monitor student progress throughout the school year. The Staff, SSC and ELAC will make recommendations based on the data throughout the school year. Student achievement data such as CAASPP, iReady and common formative and summative assessments are used to evaluate progress on Student Achievement. School level plan and data are shared at meetings with Fitzgerald Parents. Much of the 2024/2025 Single Plan was shared with Staff and Parents in small parts during the school year at School Site Council (SSC) and English Language Advisory Council (ELAC). In this format, comments were reviewed and often added to the SPSA in real time by our Staff and Parent Community. We will include a budget review with the School Site Council during monthly meetings in 2024/2025 to review and keep track of expenditures during the school year. As resources are made available to the school site during the 2024/2025 school year they will be shared with the school site council as part of the Community Resources Directory. These documents will be kept in the SSC binder during the school year.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The overall performance of students' academic performance in ELA was in the Red range. During the 2023/2024 School Year we began to focus our instruction, planning, intervention and Instructional Specialist groups in ELA for grades TK-5. For ELA our Grade level team focused on the writing process, specifically short and long form responses to opinion, informational and narrative genres. A common graphic organizer was reviewed by the Leadership Team and selected by the Staff. The Fox Focus began in January 2024 and we have dedicated one additional day of instruction each week focused specifically with Students in grades 3-5 in the Yellow and Red Group on ELA instruction. We also looked at enrolling Students specifically from the Socioeconomically Disadvantaged and Hispanic subgroups, as they both scored in the red on the 2024 dashboard. We have 90 Students enrolled in Fox Focus in 2024 and we plan to continue this program based on a review of data during the Summer of 2024.

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

Socioeconomically Disadvantaged and Hispanic Students scored in the Red Level for ELA in 2023. We specifically target Students in these groups who are also in the Red iReady subgroups for placement with Reading Specialists in grades 1-3 and with our Strategist in grade 3-5. For our Fox Focus ELA Program , we looked at enrolling Students specifically from the Socioeconomically Disadvantaged and Hispanic subgroups, as they both scored in the red on the 2024 dashboard. We have 90 Students enrolled in Fox Focus in 2024 and we plan to continue this program based on a review of data during the Summer of 2024.

Other Needs

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

School Wide results in 2023/2024 for iReady Reading show improvement in ELA and Math from Fall 2023 to Winter 2023. Our staff attribute these gains to effective classroom instruction, support from our Reading Specialists, Intervention Specialist, effective use of intervention and small group instruction. Based on these data, our focus areas in our classrooms will be to reduce the number of students in the “Two Grade Levels or more Below” (Red) groups. Our Fitzgerald staff will continue to implement effective instructional strategies in small groups, and work with our Specialists to facilitate small group, differentiated instruction for our students in these groups. Targeted interventions for ELA and Math will be provided to students during our Fox Focus Intervention Program and during the Summer Enrichment Program that runs from June 5, 2024 to June 14, 2024. Based on the Winter data, approximately 200 students would qualify for Summer Enrichment. That number will certainly decline with our May 2024 testing and final decisions on Students enrolled in the Summer Enrichment Program will be made with those data in mind.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	10.1%	10.48%	8.13%	43	52	33
Asian	1.6%	1.01%	1.23%	7	5	5
Filipino	0.7%	0.81%	0.49%	3	4	2
Hispanic/Latino	77.1%	79.23%	82.02%	329	393	333
Pacific Islander	%	%	0%			0
White	6.3%	5.65%	4.19%	27	28	17
Multiple/No Response	4.2%	2.82%	3.94%	18	14	16
Total Enrollment				427	496	406

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	90	102	72
Grade 1	67	92	67
Grade 2	62	69	76
Grade3	67	79	70
Grade 4	85	69	67
Grade 5	56	85	54
Total Enrollment	427	496	406

Conclusions based on this data:

1. Based on these data, Fitzgerald's student enrollment has a range of 496 to 406 students. So far the amount of teachers have stayed the same but new teachers were hired to replace retiring teachers. The declining enrollment by grade and in certain grade levels affects the number of FTE (Full-time Teacher Equivalency) Fitzgerald is given for the school year. The number of teachers assigned to the Fitzgerald 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. Declining enrollment also can compel the school to create combination classes.

2. While many Student groups have dropped in number, the Hispanic subgroup has increased in number and percentage over a three year period of time. This is a significant subgroup at Fitzgerald that we anticipate will continue to increase over time. The drop in enrollment from 427 Students to 406 Students is a concern for our Staff and School Community. We will be working with our Central Office on ways we can incorporate more Students at our school during the 24/25 school year.
3. The two largest student groups are Hispanic/Latino at 82.02% and African American at 8.13%. All Students, Students with Disabilities, GATE, EL, Homeless and Foster Youth will have a plan for academic and social engagement developed by our Staff for the 2024/2025 School Year.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	64	81	59	15.00%	16.3%	14.5%
Fluent English Proficient (FEP)	18	15	18	4.20%	3.0%	4.4%
Reclassified Fluent English Proficient (RFEP)	4			6.3%		

Conclusions based on this data:

1. The English Learner population has continued to decrease overtime. 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 increased by 1.4% 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 assessing 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).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	93	71	0	89	70	0	89	70	0.0	95.7	98.6
Grade 4	83	76	68	0	74	67	0	74	67	0.0	97.4	98.5
Grade 5	54	95	57	0	89	56	0	89	56	0.0	93.7	98.2
All Grades	205	264	196	0	252	193	0	252	193	0.0	95.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2360.	2353.		5.62	7.14		17.98	15.71		25.84	18.57		50.56	58.57
Grade 4		2389.	2417.		6.76	11.94		13.51	19.40		20.27	22.39		59.46	46.27
Grade 5		2477.	2440.		13.48	7.14		28.09	21.43		26.97	19.64		31.46	51.79
All Grades	N/A	N/A	N/A		8.73	8.81		20.24	18.65		24.60	20.21		46.43	52.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.62	4.29		58.43	60.00		35.96	35.71
Grade 4		8.11	8.96		50.00	53.73		41.89	37.31
Grade 5		11.24	3.57		67.42	57.14		21.35	39.29
All Grades		8.33	5.70		59.13	56.99		32.54	37.31

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.68	4.29		43.18	40.00		51.14	55.71
Grade 4		1.35	5.97		50.00	53.73		48.65	40.30
Grade 5		13.48	14.29		55.06	39.29		31.46	46.43
All Grades		7.17	7.77		49.40	44.56		43.43	47.67

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.49	5.71		71.91	74.29		23.60	20.00
Grade 4		5.41	2.99		66.22	85.07		28.38	11.94
Grade 5		7.87	1.79		67.42	75.00		24.72	23.21
All Grades		5.95	3.63		68.65	78.24		25.40	18.13

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.49	7.14		66.29	55.71		29.21	37.14
Grade 4		6.76	7.46		56.76	68.66		36.49	23.88
Grade 5		14.61	12.50		65.17	51.79		20.22	35.71
All Grades		8.73	8.81		63.10	59.07		28.17	32.12

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Conclusions based on this data:

1. When reviewing our 2022 as compared to 2023 CAASPP Data in ELA the results were not as we wanted them to be. Percentage of Students at or above Standard decreased by 1.51% and the total percent of Students below grade level in ELA is at 72.54%. These data were very upsetting to our Staff and we made an immediate plan to address them. In order to move this needle in a positive direction we engaged in Staff Development to focus on DOK Levels, the writing process and engaging our Students with formative, summative and informal quizzes that modeled the CAASPP.
2. In reading, students in Grades 1 through 5 will be administered the i-Ready diagnostic assessment test three times a year. Students identified as in need of Tier 2 intervention opportunities will be provided re-teaching in small groups in order to provide early and immediate instruction. Specific phonics reading skills will be used by Classroom Teachers and Reading Specialists using the SIPPS program. Students will receive intense intervention in the specific phonic skills identified through SIPPS by either their classroom teacher and/or the Reading Specialist or Intervention Specialist. Students needing intervention in mathematics will be provided with additional instruction during the regular day and in after school instruction via the Fox Focus.
3. We will use these data to focus on the CA Content Standards by looking at the Depth of Knowledge and Rigor of our classroom lessons. Teachers will be provided with release time to review these data and develop lessons. We will utilize our Professional Learning Communities to meet and identify Core Focus Standards and develop classroom schedules that maximize our academic learning time to focus on mastery of grade level standards. We will utilize our Reading Specialists to help focus on Students in Grades K-3 who score in Levels 1 and 2 for extra practice and differentiate lessons to help build literacy skills in these foundational grades. Our classroom teachers will implement small grouping strategies that focus on mastery of the California, ELA Content Standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	93	71	0	89	71	0	89	71	0.0	95.7	100.0
Grade 4	83	76	68	0	73	67	0	73	67	0.0	96.1	98.5
Grade 5	54	95	57	0	88	57	0	88	57	0.0	92.6	100.0
All Grades	205	264	196	0	250	195	0	250	195	0.0	94.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.	2364.		2.25	5.63		14.61	14.08		23.60	19.72		59.55	60.56
Grade 4		2400.	2424.		4.11	4.48		15.07	16.42		17.81	35.82		63.01	43.28
Grade 5		2428.	2428.		2.27	3.51		5.68	19.30		34.09	12.28		57.95	64.91
All Grades	N/A	N/A	N/A		2.80	4.62		11.60	16.41		25.60	23.08		60.00	55.90

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.74	9.86		35.96	29.58		57.30	60.56
Grade 4		9.59	4.48		20.55	40.30		69.86	55.22
Grade 5		1.14	5.26		30.68	36.84		68.18	57.89
All Grades		5.60	6.67		29.60	35.38		64.80	57.95

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.25	7.04		40.45	33.80		57.30	59.15
Grade 4		4.11	5.97		39.73	47.76		56.16	46.27
Grade 5		3.41	0.00		53.41	42.11		43.18	57.89
All Grades		3.20	4.62		44.80	41.03		52.00	54.36

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.49	8.45		53.93	47.89		41.57	43.66
Grade 4		5.48	7.46		41.10	58.21		53.42	34.33
Grade 5		1.14	3.51		57.95	54.39		40.91	42.11
All Grades		3.60	6.67		51.60	53.33		44.80	40.00

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Conclusions based on this data:

1. We did see effective growth in Math from 2022 to 2023. This is a credit to our Students and Staff for the hard work and focus in Math. We still see that 78.98% of our Students are below grade level in math and we need to continue to address this as a Staff. In the next five months we will be focusing on grade level collaboration to develop lessons that focus on Standards and increasing the direct instruction and focus on mastery in each lesson. Teachers will be provided with time to develop common plans and analyze data every month from January to May. Our instructional plans will focus on a question of the week in Math that focus on core content standards. This question will be formatted as a CAASPP test question and extended amounts of time will be spent working through each question as a class. Teachers will be encouraged to implement similar questions in all forms of assessments for the remainder of the school year. Follow up training will be provided by District TOSA and Site Teacher Leaders to address math instruction. Classroom visits will be made by site administration to provide feedback on classroom lessons. A focus on developing lesson utilizing our Core Curriculum, Go Math, will be implemented by classroom teachers. Teachers will also be able to supplement these standards based lessons using core curriculum with other District approved, supplementary curriculum. Teachers will be encouraged to implement groups in their classrooms

to focus on Standards at Students' current levels. Our Intervention Strategist will be utilized to provide additional instruction to students who are far below grade level. Our Educational Specialist will provide inclusion and pull out support to Students receiving Special Education Services.

2. In Math, flexible grouping strategies have been implemented by our Staff to increase the DOK levels and a focus on mastery. Students have been divided into Green, Yellow and Red groups to differentiate and focus the instruction in more focused ways. Data will be reviewed on a frequent basis and the groups will be fluid and flexible to ensure that the Students are getting the instruction they need.
3. Services are provided by Classroom Teachers during the normal instructional day that enables all Students to meet the content standards. An after school intervention program called "Fox Focus" has been developed to provide additional instructional opportunities to Students who are not meeting grade level standards in Math. Teachers will be utilized to coordinate Fox Focus; develop and review curriculum, analyze data, develop student rosters and communicate with parents. The Standards Plus Curriculum will be utilized during the Fox Focus time. Universal Access allows students at each grade level to be flexibly grouped for instruction based on their identified Math proficiency level.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1406.3	1415.1	*	1425.4	1436.8	*	1361.6	1364.5	*	12	17	10
1	*	1417.3	*	*	1423.8	*	*	1410.2	*	9	12	8
2	*	*	1439.3	*	*	1469.8	*	*	1408.3	8	9	13
3	1483.6	1475.1	*	1477.5	1471.8	*	1489.2	1477.8	*	14	12	9
4	1492.5	1495.3	*	1496.7	1487.8	*	1488.1	1502.1	*	15	12	10
5	*	1521.3	1519.9	*	1511.4	1521.6	*	1530.8	1517.7	9	13	11
All Grades										67	75	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	17.65	*	8.33	29.41	*	50.00	35.29	*	16.67	17.65	*	12	17	*
1	*	0.00	*	*	8.33	*	*	41.67	*	*	50.00	*	*	12	*
2	*	*	0.00	*	*	30.77	*	*	38.46	*	*	30.77	*	*	13
3	7.69	8.33	*	30.77	25.00	*	46.15	50.00	*	15.38	16.67	*	13	12	*
4	6.67	8.33	*	26.67	41.67	*	53.33	41.67	*	13.33	8.33	*	15	12	*
5	*	16.67	27.27	*	41.67	27.27	*	33.33	27.27	*	8.33	18.18	*	12	11
All Grades	21.21	10.81	18.03	25.76	29.73	29.51	37.88	39.19	27.87	15.15	20.27	24.59	66	74	61

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	23.53	*	25.00	29.41	*	33.33	29.41	*	16.67	17.65	*	12	17	*
1	*	0.00	*	*	25.00	*	*	33.33	*	*	41.67	*	*	12	*
2	*	*	23.08	*	*	23.08	*	*	46.15	*	*	7.69	*	*	13
3	15.38	33.33	*	53.85	33.33	*	7.69	8.33	*	23.08	25.00	*	13	12	*
4	20.00	25.00	*	60.00	33.33	*	13.33	25.00	*	6.67	16.67	*	15	12	*
5	*	33.33	36.36	*	41.67	45.45	*	25.00	9.09	*	0.00	9.09	*	12	11
All Grades	24.24	21.62	32.79	43.94	32.43	27.87	22.73	25.68	26.23	9.09	20.27	13.11	66	74	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00	*	25.00	29.41	*	41.67	41.18	*	33.33	29.41	*	12	17	*
1	*	0.00	*	*	8.33	*	*	16.67	*	*	75.00	*	*	12	*
2	*	*	0.00	*	*	15.38	*	*	30.77	*	*	53.85	*	*	13
3	7.69	8.33	*	30.77	8.33	*	38.46	50.00	*	23.08	33.33	*	13	12	*
4	6.67	0.00	*	13.33	41.67	*	26.67	33.33	*	53.33	25.00	*	15	12	*
5	*	8.33	9.09	*	33.33	18.18	*	33.33	54.55	*	25.00	18.18	*	12	11
All Grades	15.15	5.41	1.64	27.27	24.32	29.51	25.76	33.78	37.70	31.82	36.49	31.15	66	74	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	47.06	*	83.33	23.53	*	8.33	29.41	*	12	17	*
1	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
2	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
3	38.46	41.67	*	38.46	41.67	*	23.08	16.67	*	13	12	*
4	26.67	58.33	*	66.67	41.67	*	6.67	0.00	*	15	12	*
5	*	25.00	36.36	*	75.00	45.45	*	0.00	18.18	*	12	11
All Grades	33.33	37.84	27.87	59.09	48.65	57.38	7.58	13.51	14.75	66	74	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	5.88	*	50.00	76.47	*	25.00	17.65	*	12	17	*
1	*	0.00	*	*	50.00	*	*	50.00	*	*	12	*
2	*	*	23.08	*	*	69.23	*	*	7.69	*	*	13
3	23.08	33.33	*	53.85	41.67	*	23.08	25.00	*	13	12	*
4	50.00	8.33	*	41.67	66.67	*	8.33	25.00	*	12	12	*
5	*	66.67	63.64	*	8.33	27.27	*	25.00	9.09	*	12	11
All Grades	27.42	20.27	37.70	56.45	52.70	44.26	16.13	27.03	18.03	62	74	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	5.88	*	58.33	64.71	*	41.67	29.41	*	12	17	*
1	*	0.00	*	*	50.00	*	*	50.00	*	*	12	*
2	*	*	0.00	*	*	53.85	*	*	46.15	*	*	13
3	7.69	8.33	*	61.54	50.00	*	30.77	41.67	*	13	12	*
4	0.00	0.00	*	40.00	66.67	*	60.00	33.33	*	15	12	*
5	*	25.00	18.18	*	50.00	36.36	*	25.00	45.45	*	12	11
All Grades	18.18	9.46	3.28	45.45	56.76	55.74	36.36	33.78	40.98	66	74	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	29.41	*	41.67	29.41	*	41.67	41.18	*	12	17	*
1	*	8.33	*	*	41.67	*	*	50.00	*	*	12	*
2	*	*	0.00	*	*	53.85	*	*	46.15	*	*	13
3	15.38	16.67	*	61.54	58.33	*	23.08	25.00	*	13	12	*
4	6.67	0.00	*	66.67	75.00	*	26.67	25.00	*	15	12	*
5	*	25.00	18.18	*	75.00	63.64	*	0.00	18.18	*	12	11
All Grades	18.18	17.57	19.67	54.55	54.05	52.46	27.27	28.38	27.87	66	74	61

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- Overall, students tested mostly as Level 2 and 3 in Overall Language. The Percentage of Level 3 and Level 4 Students increased by 7.00% from 2022 to 2023. 47.54% of Students in All Grades scored at Level 3 and Level 4, making them excellent candidates for Reclassification in the 2023/2024 School Year.
- The number of English Learners decreased from 2022 (75 Students) to 2023 (61 Students). We attribute this drop to the dedicated work of our Staff in reclassifying many of our Students who are English Learners. Our Staff will continue work on increasing the implementation of EL and SDAIE Strategies in the Classroom during whole group and small group lessons.
- Overall, Fitzgerald Staff will continue to concentrate on helping our language learners build the skills necessary to show proficiency in academic English. Focused ELD must not only focus on basic vocabulary development, but most also focus on building the skills necessary to help students at all levels master the skills needed to be able to use their language for specific functions with a high level of proficiency. Reclassified Students will have the opportunity to engage in Project Based Learning Opportunities when they demonstrate they are at or above grade level in specific content areas and/or lessons to ensure continued achievement and engagement. Staff will continue to include a daily schedule for ELD instruction to include designated and integrated instructional time.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
406	73.6	14.5	3.7
Total Number of Students enrolled in Dr. Edward M. Fitzgerald Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	14.5
Foster Youth	15	3.7
Homeless	33	8.1
Socioeconomically Disadvantaged	299	73.6
Students with Disabilities	38	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	8.1
Asian	5	1.2
Filipino	2	0.5
Hispanic	333	82
Two or More Races	16	3.9
White	17	4.2

Conclusions based on this data:

1. Based on the data from 2022/2023, Fitzgerald has a large percentage of students who are socioeconomically disadvantaged (73.6%), which also include 8.1% of homeless students and 3.7% of students who are foster youth.

In addition to support in academics, additional intervention in the areas of Social Emotional Learning will be addressed.

2. The data shows that the student group population of students with disabilities is at 9.4%. Based on this data, additional targeted supports need to be given to Students with Disabilities. We have a professional, dedicated Staff who do an amazing job of focusing on the needs of Special Education Students at our school site. Our RUSD Special Education Department does an excellent job providing us with the support we need to serve our Students with Special Needs. In addition, a framework for the Response to Intervention continues to be implemented in an attempt to decrease the number of referrals for special education initial assessments.
3. The Fitzgerald Staff will continue to focus on improving the academic achievement for Students in our Socio-Economically Disadvantaged, Special Education and EL Student groups. Our Staff are aware of these Student groups in our classrooms and provided differentiated learning opportunities in the classroom and in pullout groups. These groups of Students will also be targeted for the Fox Focus intervention program to increase skills in ELA and Math. We will continue to look at reducing all achievement gaps with our students in each of our Ethnicity and significant subgroups. Implementation of Project Based Learning Opportunities for Students with Disabilities who demonstrate they are at or above grade level in specific content areas and/or lessons to ensure continued achievement and engagement.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. The overall performance of students' academic performance in English Language Arts is in the Orange area. A majority of students are not meeting grade level expectations as measured by the CAASPP and the Orange indicator shows that students will need to continue to work with our Students in helping them make academic progress. Our Staff will focus on identifying the Core Focus Standards at each grade level, working as a team to implement differentiated educational strategies and continue to focus on mastery with instruction and student work during the 2023/2024 School Year. Our Staff will implement the Core curriculum with fidelity, develop common

graphic organizers for all genres of writing and implement CAASPP Testing formats in their weekly assessments at all grade levels. Grade level meetings have been scheduled and implemented during the 2023/2024. This will continue in the 24/25 school year. Grade level teams have effectively looked at long range planning, common formative assessments and use data to make instructional decisions.

2. Academic engagement as measured by Chronic Absenteeism shows that we need to continue to work with students and families who have chronic absences. Our attendance has improved greatly in the first trimester of the 2023/2024 school year, placing us fourth out of all Rialto USD schools. We have a very effective independent study program for Students who miss three or more days of school. Our Attendance Clerk does an excellent job following up with Student and Parents on the contracts and in the verification of work. Saturday Step up has been very effective during the 2023/2024 School year with over 100 days of Student absences recovered. Our Principal and Staff engaged in the Rialto USD home visit program in December 2023 in which personal visits and encouragement was provided to Students and Parents to attend school. More will be done to continue to improve student attendance, including interventions such as AIM, SART, and SARB. In addition improving school culture to increase engagement in students and parents.
3. The overall performance of students' academic performance in Mathematics is in the Yellow range. Our school made improvements in Math during the 2022/2023 School Year. We still have some students who are not meeting grade level expectations as measured by the CAASPP and the Yellow indicator shows that we still need to focus our instruction, planning, intervention and Instructional Specialist groups in Math. The Fox Focus began in January 2024 and we have dedicated one additional day of instruction each week focused specifically with Students in grades 3-5 in the Yellow Group on Math instruction. We have 90 Students enrolled in Fox Focus in 2024 and we plan to continue this program based on a review of data during the Summer of 2024. Grade level teams have started to develop targeted instruction during the school day with Green, Yellow and Red groups. Students engaged in a rotation format and this helped to develop their confidence in math. This instructional format came from the ideas of our Teachers during grade level meetings. The format was shared with the Staff at a PLC meeting in March 2024.

School and Student Performance Data

Academic Performance English Language Arts

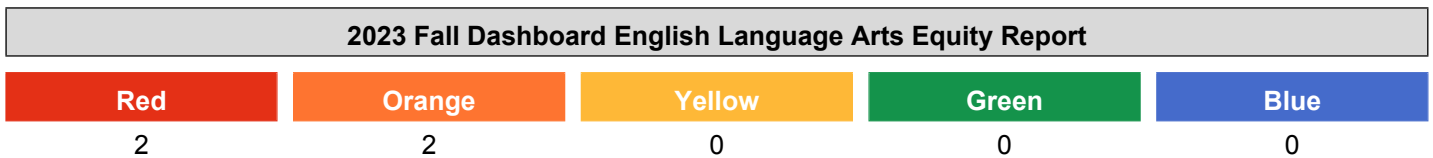
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 65.3 points below standard Decreased -11.3 points 179 Students	English Learners  Orange 59.9 points below standard Decreased -9.6 points 35 Students	Foster Youth Less than 11 Students 5 Students
Homeless 65 points below standard Decreased Significantly -17.1 points 18 Students	Socioeconomically Disadvantaged  Red 77.1 points below standard Decreased -12.1 points 132 Students	Students with Disabilities 154 points below standard Decreased Significantly -34 points 23 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>87.1 points below standard</p> <p>Maintained +1.3 points</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>70.7 points below standard</p> <p>Decreased Significantly - 15.5 points</p> <p>147 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>108.3 points below standard</p> <p>Decreased Significantly -37.9 points</p> <p>24 Students</p>	<p>45.6 points above standard</p> <p>11 Students</p>	<p>66.8 points below standard</p> <p>Decreased -11 points</p> <p>141 Students</p>

Conclusions based on this data:

- The data shows that the largest student group with the greatest number of points below standard are with Students With Disabilities (SWD). We will continue our work with our staff to develop differentiated instructional strategies for SWD in the classroom and in pull out groups. Our teachers will use common, formative assessments and iReady diagnostic data to identify strengths and areas of need for SWD. Students with Disabilities will continue to receive differentiated instruction in the classroom and in small, pullout groups with our Specialists. Students with Disabilities will be assigned to after school tutoring and Fox Focus as appropriate to their present levels and goals in their IEP.
- The data indicates that the student group with the largest number of points below standard met are Students with Disabilities and English Learners. Based on this information, our instructional teams met and discussed strategies to address the needs of these two groups. Educational Specialists have developed schedules for small group instruction for Students with Disabilities that will occur in the general education classroom along with pull out groups to another classroom based on the needs of the Students. A school wide Master Schedule was developed in collaboration with our Educational Specialists to ensure that all Students with Disabilities receive the instruction they will need to improve academic achievement and meet their individual goals as listed in their IEPs. Classroom Teachers will develop schedules for daily ELD instruction in their classrooms. EL Students will be included in Reading Specialist groups, Intervention Specialist groups and our Fox Focus to provide small group, targeted academic instruction in both an integrated and designated manner.
- Summer Enrichment opportunities will be provided for all students in our significant subgroups to increase their academic achievement. Implementation of Project Based Learning Opportunities for students who demonstrate they

are at or above grade level in specific content areas and/or lessons can help to ensure continued achievement and engagement of our Students.

School and Student Performance Data

Academic Performance Mathematics

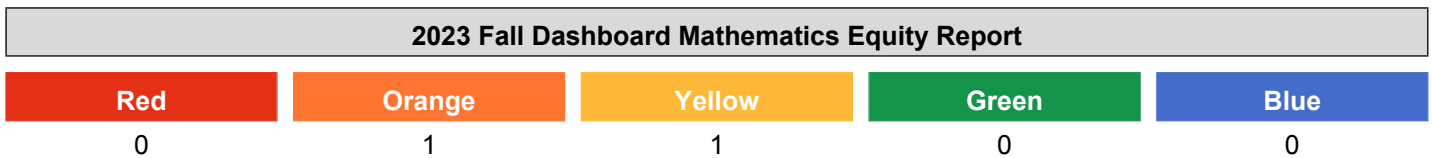
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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




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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>73.3 points below standard</p> <p>Increased +3.6 points</p> <p>179 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>62.8 points below standard</p> <p>Increased Significantly +23.7 points</p> <p>35 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p>Homeless</p> <p>82.4 points below standard</p> <p>Decreased -5.2 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>81.2 points below standard</p> <p>Maintained +1.2 points</p> <p>132 Students</p>	<p>Students with Disabilities</p> <p>138 points below standard</p> <p>Decreased Significantly -27.7 points</p> <p>23 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>103.5 points below standard</p> <p>Maintained -0.2 points</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>77.5 points below standard</p> <p>Maintained +0.5 points</p> <p>147 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>91.8 points below standard</p> <p>Increased Significantly +18.3 points</p> <p>24 Students</p>	<p>0.5 points above standard</p> <p>11 Students</p>	<p>76.2 points below standard</p> <p>Maintained -0.7 points</p> <p>141 Students</p>

Conclusions based on this data:

- The data shows that the largest student group with the greatest number of points below standard are with Students With Disabilities (SWD). We will continue our work with our staff to develop differentiated instructional strategies for SWD in the classroom and in pull out groups. Our teachers will use common, formative assessments and iReady diagnostic data to identify strengths and areas of need for SWD. Students with Disabilities will continue to receive differentiated instruction in the classroom and in small, pullout groups with our Specialists. Students with Disabilities will be assigned to after school tutoring and Fox Focus as appropriate to their present levels and goals in their IEP.
- These data show that Reclassified English Learners scored 0.5 points above standard. This is very encouraging as it indicates that the program, services and Staff who provide instruction to our English Learners is working. EL students made a significant increase in their math achievement but are still 91.8 points below standard. These data show again that our Staff, Programs and instructional format are working, but still need to focus on EL Students at their level. We will continue to focus on the differentiated opportunities for EL Students in the classroom and with additional instructional opportunities such as small group instruction, Intervention Group instruction and enrollment in Fox Focus, Tutoring and Summer Enrichment.
- We will continue our focus on academic instruction with our grade level teams. Grade levels will be provided with half day release time to collaborate and plan on effective instructional practices and grouping strategies for our EL Students. We will develop and review in class data to inform our instruction. iReady diagnostic data will be utilized as another form of data on EL Student progress in math.

School and Student Performance Data

Academic Performance English Learner Progress

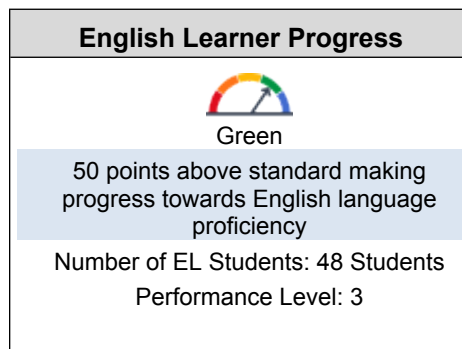
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	20	0	24

Conclusions based on this data:

- The data shows that during the 2022/2023 School Year, 20% of English Learners Maintained ELPI Level 1, 2L, 2H, 3L, or 3H. 24% of our EL Students progressed at least one level. 4% of our Students decreased a level during the 2022/2023 school year.
- This is very encouraging as it indicates that the program, services and Staff who provide instruction to our English Learners is working. These data show again that our Staff, Programs and instructional format are working, but still need to focus on EL Students who did decrease one ELPI level. We will continue to focus on the differentiated opportunities for EL Students in the classroom and with additional instructional opportunities such as small group instruction, Intervention Group instruction and enrollment in Fox Focus, Tutoring and Summer Enrichment.
- We will continue our focus on academic instruction with our grade level teams. Grade levels will be provided with half day release time to collaborate and plan on effective instructional practices and grouping strategies for our EL Students. We will develop and review in class data to inform our instruction. iReady diagnostic data will be utilized as another form of data on EL Student progress in both ELA and Math.

School and Student Performance Data

Academic Performance College/Career Report

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

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

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High
High
Medium
Low
Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Report by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 17.8% Chronically Absent Declined Significantly -17.7 438 Students	English Learners Green 9.9% Chronically Absent Declined -28 71 Students	Foster Youth 12.5% Chronically Absent Declined -13.8 16 Students
Homeless Yellow 17.9% Chronically Absent Declined -20.4 39 Students	Socioeconomically Disadvantaged Yellow 20.7% Chronically Absent Declined Significantly -18.9 323 Students	Students with Disabilities Orange 24.5% Chronically Absent Declined -7.4 49 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 17.6% Chronically Absent Declined -29.1 34 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.9% Chronically Absent Declined Significantly -17.9 361 Students	43.8% Chronically Absent Increased 10.4 16 Students	 No Performance Color 0 Students	20% Chronically Absent Declined -4.2 20 Students

Conclusions based on this data:

1. These data show that overall, the chronic absenteeism for ALL students is 17.8%. This is a tremendous improvement over last school year as we reduced our Chronic Absentee rate by 17.7%. Subgroups range from a low of 9.9% for English Learners to a high of 24.5% for Students with Disabilities. This range is also a tremendous improvement over the 22/23 school year in all categories.
2. As a staff we need to continue to develop engaging and supportive environments in all of our classes. Our Teachers and Support Staff have done an excellent job in the 2023/2024 School Year of creating positive and nurturing environments in and out of the classroom. We have done more celebrating and recognizing positive attendance at school on a weekly basis. We have implemented positive attendance drawings and trimester awards for Perfect and Excellent Attendance. We implemented a monthly recognition of the Class with the best attendance at our monthly, schoolwide "Pawsitivity" assembly. Our Staff have participated in the District Attendance and Home Visit program in an effort to increase positive school attendance. We have a very active and focused Step Up Program that has recovered over 150 Student absences to date. Our Attendance Clerk also does an excellent job working with Parents and Staff to initiate and complete Independent Study Agreement for absence that last longer than three days.
3. Our Staff will continue to work on ways to encourage positive attendance with our Students and Families. Weekly perfect attendance drawings have been done to help motivate all students to come to school in smaller, more focused timeframes. Student names are read aloud and celebrated for the whole school during morning, school wide announcements. Perfect attendance awards and special recognition and rewards are planned and presented for all students and families at our Trimester awards. We will continue to work with staff during the 24/25 School Year to develop additional ways to increase engagement in the classroom and reward positive attendance. We will also continue to promote Saturday Step up as an attendance recovery method and allow students into Perfect Attendance drawings if they attend and make up all absences.

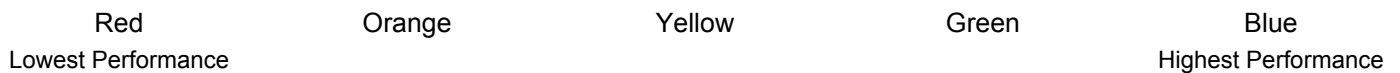
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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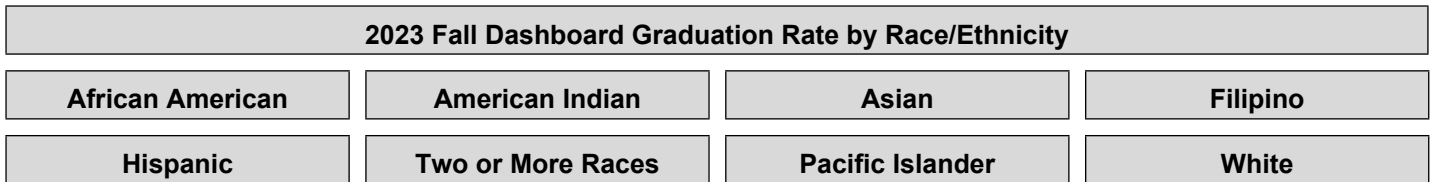
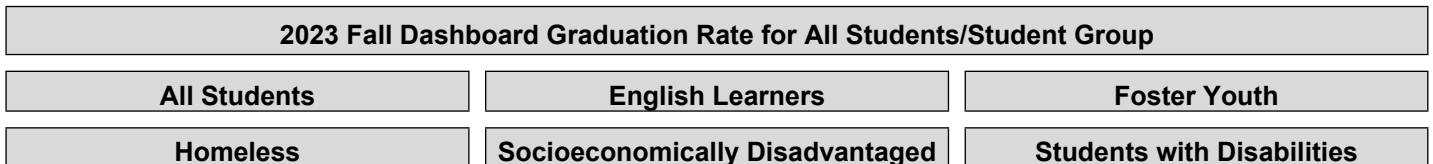
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

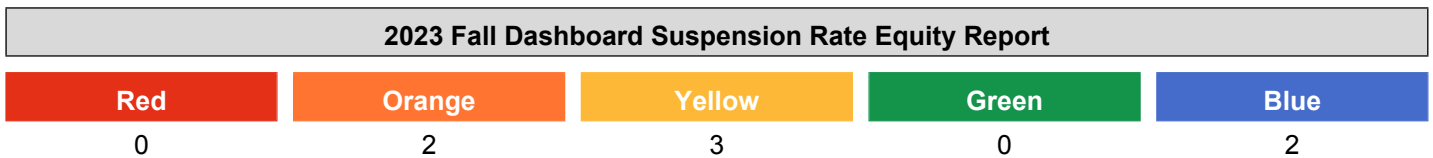
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 0.9% suspended at least one day Increased 0.9 455 Students	 Orange 1.4% suspended at least one day Increased 1.4 72 Students	4.5% suspended at least one day Increased 4.5 22 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 0% suspended at least one day Maintained 0 40 Students	 Yellow 0.9% suspended at least one day Increased 0.9 335 Students	 Blue 0% suspended at least one day Maintained 0 54 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.6% suspended at least one day Increased 2.6 38 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.8% suspended at least one day Increased 0.8 373 Students	0% suspended at least one day Maintained 0 16 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 20 Students

Conclusions based on this data:

1. The dashboard shows that 0.9% of the overall student population has been suspended at least once during the 2022/2023 school year. The band for All Students is Yellow, showing a 0.9% increase from the prior school year. Having a 0.9% suspension rate is very low. In 2022 the suspension rate was 0% for all Student groups. We discussed this as a Staff. While we as a Staff agree to implement PBIS procedures and focus on Student's positive and wanted behaviors, we also recognize that a safe environment for Students and Staff is very important. After all Tier I and Tier II resources have been exhausted, we will implement a Student suspension to ensure that all Students and Staff are safe on a daily basis.
2. The student group with the highest suspension rate is Foster Youth students. The suspension rate for Foster Youth Students was 4.5% as compared to the next student group at 2.6% for African American Students. We saw a reduction in suspension rate for both Student groups as compared to the 2022/2023 school year. Implementation of the PBIS framework to fidelity and a focus on recognizing wanted behaviors more frequently than unwanted behaviors was made a focus of our Staff during the 2022/2023 school year. During the 2023/2024 school year we implemented more PBIS Strategies to include blue slips, designed to find and acknowledge wanted Student behaviors. We also implemented our on-line PBIS Store where students could redeem PBIS points for fun items and activities here at Fitzgerald.
3. During the 2023/2024 School Year we are experiencing an unusual amount of unwanted Student behaviors that resulted in an increase in Student Suspensions. We have been working to implement Tier I and Tier II interventions such as Parent Meetings, enrolling Students in our School Counseling and Therapeutic Behavior Services during the school day, development of individual behavior contracts and a Check In, Check Out system with many of our students. We have seen a reduction in the number of days of suspension for all students in the Second Trimester of this school year. We will be starting a Peer Mentors and Conflict Resolution Program with Student Teams. We are looking to get this going for PBIS next year. Current 2nd, 3rd and 4th grade teachers, will send the names of 2 boys and 2 girls per class who they feel would be good candidates for this Program.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

PUPIL OUTCOMES

Increasing Student's Academic Achievement in ELA and Mathematics

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

2023/2024 iReady Data show that as of November 2023, 73% of our Students are one grade level or more below in Reading and 82% are one or more grade levels below in Math. 2023 CAASPP Data show that as of May 2023, 72% of our Students are one grade level or more below in ELA and 79% are one or more grade levels below in Math. Based on these data we need to focus on professional development for all staff, implementation of a targeted intervention program and purchase supplemental materials to supplement the Core Curriculum in ELA and Math TK-5.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Assessment	<p>Fall/Winter 2023 iReady Reading, Overall School-Wide Reading Assessment:</p> <p>Fall: 15% of students scored “On or Above Grade Level” (Green) Winter: 27% of students scored “On or Above Grade Level” (Green) Result: +12 %</p> <p>Fall: 39% of students scored “One Grade Level Below” (Yellow) Winter: 43% of students scored “One Grade Level Below” (Yellow) Result: +4 %</p> <p>Fall: 46% of students scored “Two Grade Levels or more Below” (Red) Winter: 30% of students scored “Two Grade Levels or more Below” (Red) Result: -16%</p>	<p>Spring 2024 iReady Reading, Overall School-Wide Reading Assessment:</p> <p>Spring: 57% of students will score “On or Above Grade Level” (Green) Result: +30%</p> <p>Spring: 28% of students will score “One Grade Level Below” (Yellow) Result: -15%</p> <p>Spring: 15% of students will score “Two Grade Levels or more Below” (Red) Result: -15%</p>
iReady Math Assessment	<p>Fall/Winter 2023 iReady Reading, Overall School-Wide Reading Assessment:</p> <p>Fall: 5% of students scored “On or Above Grade Level” (Green) Winter: 17% of students scored “On or Above Grade Level” (Green) Result: +12 %</p> <p>Fall: 46% of students scored “One Grade Level Below” (Yellow) Winter: 56% of students scored “One Grade Level Below” (Yellow) Result: +10 %</p> <p>Fall: 48% of students scored “Two Grade Levels or more Below” (Red) Winter: 26% of students scored “Two Grade Levels or more Below” (Red) Result: -22%</p>	<p>Spring 2024 iReady Math, Overall School-Wide Reading Assessment:</p> <p>Spring: 55% of students will score “On or Above Grade Level” (Green) Result: + 38%</p> <p>Spring: 35% of students will score “One Grade Level Below” (Yellow) Result: -21%</p> <p>Spring: 10% of students will score “Two Grade Levels or more Below” (Red) Result: -16%</p>
Reclassification Rate	2022-2023: 4 Students Reclassified	2023-2024: 6 Students Reclassified
CAASPP Results - ELA	<p>English Language Arts (ELA)</p> <p>Standard Exceeded: Level 4 - All Students</p> <p>2017/2018: 19.50% 2018/2019: 14.49% 2021/2022: 8.73% 2022/2023: 8.81% Percent Change: +0.08%</p>	<p>English Language Arts (ELA)</p> <p>Standard Exceeded: Level 4 - All Students</p> <p>2024/2025: 20.0% Percent Change: + 11.19%</p> <p>Standard Met: Level 3- All Students</p>

	<p>Standard Met: Level 3- All Students</p> <p>2017/2018: 23.00% 2018/2019: 21.74% 2021/2022: 20.24% 2022/2023: 18.65%</p> <p>Percent Change: -1.59%</p> <p>Standard Nearly Met: Level 2- All Students</p> <p>2017/2018: 25.00% 2018/2019: 20.29% 2021/2022: 24.60% 2022/2023: 20.21%</p> <p>Percent Change: -4.39%</p> <p>Standard Not Met: Level 1- All Students</p> <p>2017/2018: 32.50% 2018/2019: 43.48% 2021/2022: 46.43% 2022/2023: 52.33%</p> <p>Percent Change: +5.90</p>	<p>2024/2025: 30.0% Percent Change: + 11.35%</p> <p>Standard Nearly Met: Level 2- All Students</p> <p>2024/2025: 18.0% Percent Change: -8.21%</p> <p>Standard Not Met: Level 1- All Students</p> <p>2024/2025: 32.0% Percent Change: -20.33%</p>
<p>CAASPP Results - Math</p>	<p>Mathematics</p> <p>Standard Exceeded: Level 4 - All Students</p> <p>2017/2018: 12.50% 2018/2019: 7.21% 2021/2022: 2.80% 2022/2023: 4.62%</p> <p>Percent Change: + 1.82%</p> <p>Standard Met: Level 3- All Students</p> <p>2017/2018: 19.00% 2018/2019: 15.87% 2021/2022: 11.60% 2022/2023: 16.41%</p> <p>Percent Change: + 4.81%</p> <p>Standard Nearly Met: Level 2- All Students</p> <p>2017/2018: 32.50% 2018/2019: 33.17% 2021/2022: 25.60% 2022/2023: 23.08%</p> <p>Percent Change: -2.52%</p>	<p>Mathematics</p> <p>Standard Exceeded: Level 4 - All Students</p> <p>2024/2025: 15.0% Percent Change: + 10.38%</p> <p>Standard Met: Level 3- All Students</p> <p>2024/2025: 30.0% Percent Change: + 13.59%</p> <p>Standard Nearly Met: Level 2- All Students</p> <p>2024/2025: 20.0% Percent Change: -8.21%</p> <p>Standard Not Met: Level 1- All Students</p> <p>2024/2025: 35.0% Percent Change: -20.33%</p>

	<p>Standard Not Met: Level 1- All Students</p> <p>2017/2018: 36.00%</p> <p>2018/2019: 43.75%</p> <p>2021/2022: 60.00%</p> <p>2022/2023: 55.90%</p> <p>Percent Change: -4.1%</p>	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students who are at-risk of failing and are not making adequate progress.	0.00 0.00
1.2	1.2 To address students who are at-risk of not meeting grade-level standards, small group strategies in the area of Reading, Mathematics, and ELD will be provided to Students during and after the school day who are scoring below grade level, as shown by iReady Diagnostic assessments, CAASPP scores and common, formative assessments. Through the use of these student data, Classroom Teachers, Reading Specialists, Instructional Specialists and Education Specialists will identify students for additional intervention in: Math - Number and Operations, Algebra and Algebraic Thinking, Geometry and Measurement and Data. English Language Arts - Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension and Writing Strategies. English Language Learners identified as potential reclassification candidates (Levels 3 and 4) will receive additional support in the classroom by Classroom Teachers implementing ELD and SDAIE Strategies in small groups. Areas of need will be identified through the ELPAC data, Student Performance, and iReady data, and/or District Writing Prompt.	All Students below grade level, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students will receive targeted support in ELA and Mathematics.	30,000.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Afterschool intervention in ELA and mathematics: 8 teachers (1st - 5th) providing 1 hour of afterschool intervention 2 days/week for 8 weeks each cycle. 2 cycles per academic year. (Not to exceed 700 hours) 5,000 Title I 5000-5999: Services And Other Operating Expenditures ASCD Intuitional Membership 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. 10,000 Title I

	<p>Students will receive intervention services in their identified areas of need during and after the regular school day in a small group setting.</p> <p>Staff will be provided with books that focus on curriculum, instruction and leadership. These books and topics will be a focus of Staff Meetings and Leadership meetings. Materials will be selected as they support our school goals.</p> <p>An intuitional membership with ACSD will be purchased to provide current, researched based strategies for staff in the delivery of curriculum and implementation of instructional techniques and strategies during the school year.</p>		<p>4000-4999: Books And Supplies Curriculum Associates (iReady) Phonics for Reading - Intervention Program, Fox Focus from students in grades 3-5th 10,000 Title I 4000-4999: Books And Supplies Supplemental supplies to support intervention programs. We are currently using Standards Plus for our Intervention Programs 5,000 Title I 4000-4999: Books And Supplies Current books will be purchased to support curriculum, and instructional techniques and strategies for Staff to be used in a book study format.</p>
<p>1.3</p>	<p>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 during and after the school day, teacher coaching, parent workshops, and the analysis of student data to assist teachers in planning for instruction of students not meeting grade level standards. We will meet with the Strategist during the Summer months to help develop the Master Schedule to ensure that all Specialist schedules, support services and intervention opportunities are aligned during the school day and year.</p>	<p>All Students below grade level, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students will receive targeted support in ELA and Mathematics.</p>	<p>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)</p>
<p>1.4</p>	<p>1.4 To address students who are at-risk of not meeting grade-level standards, Summer Academic Enrichment 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:</p> <p>Math - Number and Operations, Algebra and Algebraic Thinking, Geometry and Measurement and Data. English Language Arts - Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension and Writing Strategies.</p> <p>Students will receive intervention services in their identified areas of need during June, 2024 in a small group setting.</p>	<p>All Students below grade level, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students</p>	<p>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,</p>

			school supplies, and other materials to facilitate lessons.
1.5	<p>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.</p> <p>1.5 (b) Ancillary equipment/materials in order to support distance learning and the use of online programs.</p>	All students will be served by this strategy.	<p>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 1000.00 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Student headphones to facilitate online supplemental instructional support</p>
1.6	1.6 To address students who are above, at or below grade-level standards, teachers will meet weekly in Professional Learning Communities to review student data, create intervention plans, and progress monitor student learning. Teachers will be provided with subs for during the school day release time to engage in grade level PLCs or vertical collaboration.	All students will be served by this strategy.	<p>10,000.00 Title I 1000-1999: Certificated Personnel Salaries Subs for Grade level release days</p>
1.7	1.7 To provide opportunities for students to collaborate and drive their own learning, across all curricular content areas and ability levels, project-based learning (PBL) opportunities will support and accelerate instruction for Students in reading, writing, mathematics, problem-solving and critical thinking.	All students will be served by this strategy.	<p>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 PBL Materials</p> <p>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</p>

1.8	1.8 To support SWD who are not meeting grade-level standards and are identified as tier 3 students, collaboration time between Education Specialists and Classroom Teachers will be provided to plan instruction in order to support each student's diverse learning needs as identified in the IEP .	Students with Disabilities (SWD) will receive priority for targeted support for this strategy.	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)
1.9	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 Small Group Reading instruction that are focused on Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension and Number and Operations, Algebra and Algebraic Thinking, Geometry and Measurement and Data.	All students will served by this strategy.	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.
1.10	1.10 To support students with limited English proficiency a Bilingual Instructional Assistant will provide academic support in the classroom.	English Learner students will be served by this strategy.	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
1.11	1.11 Study trips, assemblies, at school presentations 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 literacy, math, science, and social studies that will be used to engage and support learning.	All students will be served by this strategy/activity.	10,000 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.
1.12	Special Education - inclusion topics and ideas Effective Classroom Management Strategies for Students with Tier II and Tier III concerns. Effective Classroom Management Strategies for Students without taking away recess Assessing Students for Learning Understanding and Organizing Subject Matter for Student Learning	All Students will be served by this strategy/activity	General Fund 0001-0999: Unrestricted: Locally Defined Address professional development activities as identified by Staff via survey in April/May 2024. Topics will be reviewed and training received during Staff

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

We will see an increase in CAASPP Scores for ELA and Math in all grade levels and in significant Student groups.

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

Staffing costs are projected to increase over the 24/25 school year. There may also be a reduction in site budget that could impact the proposed expenditures.

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

No changes at this time, we will review data and adjust this goal after the CAASPP scores are available for the 23/24 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

CONDITIONS OF LEARNING

All Fitzgerald Elementary School students are provided with access and opportunities for increased achievement as supported by Professional Learning Communities (PLC) 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 five grade level PLC meetings during the 2024/2025 school year. These meetings will focus on Long Range planning, backwards mapping of common, formative data points for ELA, Math and CAASPP. Teachers will plan to review data to make instructional decisions at the grade level throughout the school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

A total of 12 EL students which is 16.2% of the total EL student population have not improved their overall EL level for two or more years, based on the Summative ELPAC Assessment. These Long Term English Learners (LTEL) will be a focus for the 24/25 School Year.

29% of African American (AA) Students produced results that were Two or More Grade Levels Below on the Winter 2023 iReady Reading Diagnostics report.

49% of Special Education (SWD) Students produced results that were Two or More Grade Levels Below on the Winter 2023 iReady Reading Diagnostics report.

44% of Special Education (SWD) Students produced results that were Two or More Grade Levels Below in Mathematics on the Winter 2023 iReady Diagnostics report.

On the 2022/2023 CAASPP in ELA, All Students scoring at Level 1 (Standard Not Met) and Level 2 (Standard Nearly Met) categories were 72.54%. This represents a 15.04% increase from 2017/2018.

On the 2022/2023 CAASPP in Mathematics, Students scoring at Level 1 (Standard Not Met) and Level 2 (Standard Nearly Met) categories were 79.55%. This represents a 11.05% increase from 2017/2018.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Notes and Documentation	For the 2023-2024 academic school year, Monthly PLC minutes reflect an increasing focus on student achievement.	Our Staff will focus on identifying the Core Focus Standards at each grade level, working as a team to implement differentiated educational strategies and continue to focus on mastery with instruction and student work during the 2024/2025 School Year. Our Staff will implement the Core curriculum with fidelity, develop common graphic organizers for all genres of writing and implement CAASPP Testing formats in their weekly assessments at all grade levels. Grade level meetings have been scheduled and implemented during the 2023/2024. This will continue in the 24/25 school year. Grade level teams have effectively looked at long range planning, common formative assessments and use data to make instructional decisions.
Professional Development Attendance for Teachers	Staff will identify areas of Professional Development needed to support academic instruction in ELA and Math at a Mastery Level.	Teachers will engage in monthly PLC meetings that focus on ELA and Math data in real time to drive and differentiate instruction on a weekly basis. Professional development opportunities will be identified and scheduled during non-student hours whenever possible.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>A Professional Development Plan will be created based on students' needs. as identified through data analysis and Fitzgerald's Strategic Plan. Focus areas include:</p> <p>2.1(a) Support for teachers to improve ELA and Math instruction and intervention practices</p> <p>2.1(b) District Provided Professional Development to develop the effective implementation of curriculum and intervention supports</p> <p>2.1(c) Develop the capacity of teachers to provide appropriate support to All Students, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students will receive targeted support in ELA and Mathematics within an inclusive learning environment</p>	All Students, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students will receive targeted support in ELA and Mathematics.	<p>5000.00 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) 5000.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Sub coverage for teachers to attend professional</p>

	<p>2.1 (d) Support for students in Mathematics - Number and Operations, Algebra and Algebraic Thinking, Geometry and Measurement and Data.</p> <p>2.1 (e) Support collaborative planning, instructional grouping and the utilization of data with teachers through the PLC model.</p> <p>2.1 (f) Provide an after school intervention program called "Fox Focus" to provide additional instructional opportunities to Students who are not meeting grade level standards in ELA and Math. Teachers will be utilized to coordinate Fox Focus; develop and review curriculum, analyze data, develop student rosters and communicate with parents. The Standards Plus, or other researched based Curriculum will be utilized during the Fox Focus time. Universal Access allows students at each grade level to be flexibly grouped for instruction based on their identified reading proficiency level.</p>	<p>development opportunities at our school site, District or at an off site conference. 1000.00 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration fees for Professional Development 5000.00 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 10 hours per person) 500.00 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration Fees for Professional Development 500.00 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Travel costs to attend Professional Development 17,182.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Hourly rate for teachers to attend 2-days of professional development and/or Grade level Planning Meetings prior to the start of the school year, including leadership team to prep and plan. Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI)</p>
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			<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty for teachers to prep for presenting on-site professional development</p>
2.2	2.2 Project Clerk salary will provide support with processing documents for professional development, Title I Parent Involvement, and Title I Programs.	All students will be served by this strategy.	<p>29,062.00 Title I 2000-2999: Classified Personnel Salaries Project Clerk Salary and Benefits</p>
2.3	2.3 Teachers will attend professional development in order to better support English Learners both in designated and integrated ELD strategies.	English Learners will be served by this strategy.	<p>675.00 EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Registration fee to attend CAFE conference in Spring of 2025 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 CAFE conference</p>
2.4	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.	All students will be served by this strategy.	<p>Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures</p> <p>Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p> <p>Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures</p>

2.5	2.5 Administrator will attend professional development conference(s) to support growth in school leadership, instructional leadership, and culturally-relevant practices. Professional consulting services will be selected and implemented as needed for Leadership, instructional and curriculum support. Principal will opt to attend local and/or virtual classes in lieu of travel to avoid these expenses.	All students will be served by this strategy.	7,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration fee for ACSA Academy Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

During the 2023/2024 School Year, the focus was placed on our Student's academic achievement based on lower than expected achievement on the 2023 CAASPP, 2023/2024 iReady Math and Reading Scores and Staff observation of Student's academic skill level, especially Students in the Third, Fourth and Fifth grades who were most impacted by learning loss in the 2020 and 2021 school years. Our School Community spent time developing our Strategic Plan for 2024-2027 and focused on grade level planning, data analysis and student grouping strategies. We have seen local data that supports the increase of Student Achievement in Reading and Math in all grade levels.

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

Consultants and off site travel was not implemented during the 23/24 school year with the exception of two teachers attending the CBE Conference. We will continue to attend RUSD training on site and at the Chavez/Huerta Center for our PD needs.

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

In the 2023/2024 school year we cut back on the services provided by outside consultants and reduced the number of off site training registrations, fees and travel expenses to focus more time and resources on the grade level PLC process. We looked at classroom data, iReady Data and CAASPP data to help provide information concerning instructional decisions during this school year. This will result in changes to Goal 2.1 and 2.4. School Principal will not leave campus for ACSA training during the school year. School Principal will attend an ACSA Academy that meets after school hours or virtually and be responsible for their own travel and other expenses not related to the registration costs.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

ENGAGEMENT

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 events such as Coffee with the Principal, Back to School Night, Open House, Trimester Awards, Parent Summit, English Learner Advisory Council and Strategic Plan Meetings will increase overall by 50% as measured by sign-in sheets.

We will continue to monitor Student discipline data with the use of our MTSS/PBIS and Synergy System for the number of Major and Minor referrals and Suspension rate data.

The percentage of suspensions as reported on the School Summary Report will be reviewed and compared to the 2023-2024 academic year. Our goal will be to not increase by more than 1.5% for the 2024-2025 school year, while ensuring that a safe and suitable environment exists for all Students and Staff.

The school's chronic absenteeism rate will decrease from 35.5% to 20.0%, as measured on the 2024 CA School Dashboard, the last report measure. In addition, All Students to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students student groups will improve its chronic absenteeism rate in the 2024/2025 School Year.

We will continue to focus on these engagement, attendance, and disciplinary data goals while bringing back a balance of fun activities and outside the classroom activities for our students and families at our school. We will work without Staff to increase the number of after school clubs, on-site educational experiences and assemblies and parent engagement nights. We are planning to re-implement our PTA during the 2024/2025 school year. We will work with Staff to develop a Student Performance group to participate in District events. We will plan for our Students to participate in off site field trips in a similar manner with that of other District schools.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Chronic Absenteeism Rate is at 17.8% for all students, which moved down to the "Yellow" level as measured by the CA School Dashboard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024-2025 Parent Sign-In Sheets	During the 2023-2024 school year, we had low parent participation in school events such as Coffee with the Principal, Back to School Night, Parent Summit and Open House	Increase attendance at school events by 15% as evidenced by sign in sheets
Number of Major and Minor Referrals during the school year		
Overall Suspensions for 2023-2024	1.9% Suspension Rate based on Student Data from Synergy	Reduce Suspension Rate by 1.0% during the 24/25 school year
Overall Chronic Absenteeism for 2022-2023	17.8% from the 2023-2024 CA Dashboard	15.0% or less for All Student Groups
Chronic Absenteeism for Students with Disabilities for 2023-2024	24.5% from the 2023-2024 CA Dashboard	20.0% or less from Students with Disabilities in 24/25 school year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>3.1 To increase student engagement, attendance, and decrease discipline incidents, the following supports will be put in place:</p> <p>3.1(a) Positive Behavior Intervention Support (PBIS) will be fully implemented at Tier 1 and Tier 2 to ensure that students make progress in social-emotional learning and behavior supports.</p> <p>3.1(b) Acknowledgment system to help support PBIS implementation throughout the school day.</p> <p>3.1(c) Data system to measure the progress of PBIS implementation.</p> <p>3.1(d) Student and Parent survey to measure student wellness, family engagement, and school climate.</p> <p>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.</p>	All students are served by this strategy	<p>2,123.50</p> <p>Title I</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>PBIS Rewards to monitor discipline data and improve school climate by monitoring incentive programs</p> <p>700.00</p> <p>Title I</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Panorama Ed used as a screener to identify Tier 2 students needing support in Social Emotional Learning</p> <p>1,300.20</p> <p>Title I</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Go Guardian to maintain a safe online learning environment while students utilize technology</p> <p>1,500.00</p> <p>Comprehensive Support and Improvement (CSI)</p> <p>4000-4999: Books And Supplies</p> <p>Materials and supplies to facilitate implementation of</p>

			<p>the PBIS plan for student activities</p> <p>Title I 4000-4999: Books And Supplies Materials for SEL Program</p> <p>Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Assemblies for students to facilitate the implementation of the PBIS plan.</p>
3.2	3.2 Increase parent/family communication through used of app-based technology, so that teachers and administrator can send messages to parents/families.	All students will be served by this strategy.	<p>900.00 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Parent Square used as parent/family communication tool.</p>
3.3	<p>3.3(a) Parent engagement workshops will be provided to build leadership within the school community and among parents.</p> <p>3.3(b) Parent engagement workshops to support parents with being able to support their students at home, building on the home-school connection.</p> <p>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.</p> <p>3.3 (d) Parent Engagement Workshop to address the social emotional learning needs of students and families that will help support learning at home.</p>	All parents and parents of English Learners will be served by this strategy.	<p>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</p>
3.4	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 ELA, math, science, and social studies that will be used to engage and support learning.	All Students below grade level in ELA and Mathematics, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster	<p>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)</p>

		Youth and Special Education Students	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
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Planning for these activities will be done in May and during Summer months before the school year begins. All activities will be effectively spread out during the year to increase parent involvement. Parents and Staff will be given a survey concerning topics they would like to see implemented during the school year. Effectiveness will be measured by Staff and Parent participation through sign in sheets. Activities and workshops will be reviewed at the conclusion of the event and at the end of the year with another survey to Staff, Students and Parents.

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

There was an increase in Staff costs this year to provide extended learning opportunities and parent engagement opportunities for District events and additional hours to support our intervention program, Fox Focus.

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

We will be increasing the amount of offerings for parent involvement, student assemblies and extra curricular opportunities for Students and Parents in the 24/25 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.6			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1			None Specified None Specified

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.4			
6.5			
6.6			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

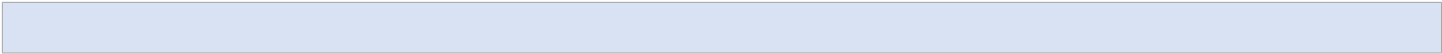
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

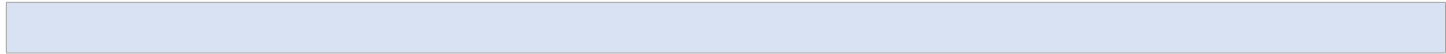
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$107,061.44
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$254,067.34
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$89,281.00
Title I	\$142,506.70
Title I Part A: Parent Involvement	\$1,663.00

Subtotal of additional federal funds included for this school: **\$233,450.70**

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: **\$254,067.34**

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	-35,445.26
EL Supplemental	20,616.64	0.00
None Specified		
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)	89,281.00
EL Supplemental	20,616.64
Title I	142,506.70
Title I Part A: Parent Involvement	1,663.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	117,244.00
2000-2999: Classified Personnel Salaries	46,664.64
4000-4999: Books And Supplies	39,514.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	45,644.70

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	62,182.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	8,099.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	19,000.00
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	53,460.00
2000-2999: Classified Personnel Salaries	Title I	29,062.00
4000-4999: Books And Supplies	Title I	31,415.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
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	174,111.64
Goal 2	72,169.00
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
Adam Bailey	Principal
Rose Jarbigian	Other School Staff
Stacy Pineiros	Classroom Teacher
Genet Gebremikael	Classroom Teacher
Kayla Salazar	Parent or Community Member
Adam Angulo	Parent or Community Member
Windy Gomez	Parent or Community Member
Jose Rodriguez	Parent or Community Member
Megan Orlando	Classroom Teacher
Claudia Camacho	Parent or Community Member
	Parent or Community Member
	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 2, 2024.

Attested:

Principal, Adam Bailey on May 2, 2024

SSC Chairperson, Adam Angulo on May 2, 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 (LCAP) process.

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

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

Olga Grayson
5/2/24

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 2, 2024.

Attested:

MB 5/2/24

Principal, Adam Bailey on May 2, 2024

Adam Angulo 5-2-24

SSC Chairperson, Adam Angulo on May 2, 2022