



School Plan for Student Achievement (SPSA)

School Name: Dr. Edward M. Fitzgerald Elementary School

Principal Name: Adam Bailey

County-District-School (CDS) Code: 36-67850-6111728

Schoolsite Council (SSC) Approval Date:

Local Board Approval Date:

School Information

Fitzgerald Elementary serves students and families from preschool through grade five. Fitzgerald is located in North Rialto. For the 2022-2023 academic year, Fitzgerald Elementary had an enrollment of 496 students. The Mission of Dr. Edward Fitzgerald Elementary School, the diverse family of foxes on the hunt for success, is to build a foundation that cultivates and empowers each student to thrive academically and socially in the global community through a vital system distinguished by: high expectations for all, a safe and nurturing learning environment, innovative and relevant instruction, exploration and appreciation of diversity in our community, and teamwork.

Purpose and Description

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

Schoolwide Program

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for students who are not meeting academic standards. The SWP creates engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. In order to meet our student achievement goals, we have implemented all ten school-wide plan components. These include a comprehensive needs assessment; reform strategies to close achievement gaps and increase proficiency; instruction by highly qualified teachers; ongoing professional development; strategies to increase parent involvement; transition plans for students between preschool, elementary, middle, and high school; teacher involvement in decisions regarding academic assessments; and streamlined coordination between state and federal programs and services. 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.

This plan also meets the requirements for support and improvement plans (CSI, ATSI, TSI). We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status. The plan includes the goals and annual measurable outcomes that were identified as a result of the analysis. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status. Our plan includes a section on how the district has addressed resource inequities through budgeting.

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

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.

Table of Contents

SPSA Title Page	1
School Information	2
Purpose and Description.....	2
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	6
Analysis of Current Instructional Program.....	7
Educational Partner Involvement	18
Resource Inequities	18
School and Student Performance Data	20
Student Enrollment.....	20
CAASPP Results.....	23
ELPAC Results	27
Student Population.....	30
Overall Performance	32
Academic Performance	34
Academic Engagement.....	40
Conditions & Climate.....	43
Goals, Strategies, & Proposed Expenditures.....	45
Goal 1.....	45
Goal 2.....	57
Goal 3.....	64
Goal 4.....	70
Goal 5.....	71
Goal 6.....	72
Goal 7.....	74
Budget Summary	75
Budget Summary	75
Other Federal, State, and Local Funds	75
Budgeted Funds and Expenditures in this Plan.....	76
Funds Budgeted to the School by Funding Source.....	76
Expenditures by Funding Source	76
Expenditures by Budget Reference	76
Expenditures by Budget Reference and Funding Source.....	76

Expenditures by Goal77

School Site Council Membership78

Recommendations and Assurances79

Instructions.....80

 Instructions: Linked Table of Contents80

 Purpose and Description81

 Educational Partner Involvement81

 Resource Inequities81

Goals, Strategies, Expenditures, & Annual Review82

 Annual Review83

 Budget Summary84

 Appendix A: Plan Requirements86

 Appendix B:.....89

 Appendix C: Select State and Federal Programs91

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

For the Fall of 2022-2023 school year Fitzgerald sent out the Family Surveys - Title 1 Parent Survey and EL Parent Survey to parents using Panorama Ed and linked to the school's website, as well as parents were emailed and sent a text with a link to the survey. We had 81 parents take the Title 1 Parent Survey Survey and 2 parents of English learners took the EL Parent Survey. The results from the surveys are attached to this plan. Below is a summary and analysis of the results.

Title 1 Parent Survey

Parents in the areas of activities offered at school excluding Parent/Teacher conference, most were favorable in their responses to the survey. Parents want to be more involved with activities by sending out reminder before the event, a calendar being sent home regularly, and in person. Parents favor text messages, email, and messages from the Remind App to receive information about their child and school activities. From the data, parents had low participation in activities due to being virtually, but would like electronic reminders. 93% of parents who responded indicated they feel welcome at our school. 91% of parents responded that they feel welcome when they call the school. Parents would like increased communication regarding the availability of school programs and help interpreting the results of State and Local assessments.

EL Parent Survey:

A majority of the parents (2) had overall favorable responses to the survey. Both parents did attend at least one ELAC and DELAC meetings during the 22/23 School Year.

Classroom Observations

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

The Principal completes frequent informal observations of instruction. The Principal's goal is to visit every learning environment regularly and give teacher feedback. The purpose of a classroom observation is to give Teachers feedback on their planning, reading instruction, writing instruction, speaking & listening instruction, math instruction, and instructional environment. An observation feedback form allows the Principal to provide immediate feedback after an observation by sending an email summary to teachers. This feedback allows teachers to reflect, collaborate and modify instruction based on the feedback received. Informal and formal observations provide evidence that Fitzgerald Teachers are providing lessons and activities that are aligned with California State Standards. In addition to classroom observation feedback, the Principal also formally observes teachers who are scheduled for formal observations per the parameters in the current Collective Bargaining Agreement. Teachers who are not meeting the California Standards for the Teaching Profession (CSTP) are provided additional support by Site Administration, Induction programs or Peer Assistance and Review.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

For local assessment data, Fitzgerald Elementary utilizes iReady Reading and Math scores as Summative Data. These data provide information about our Student's achievement at fixed periods of time during the school year. The results are as follows:

Fall/Winter 2022 iReady Reading, Overall School-Wide Reading Assessment:

Fall: 14% of students scored "On or Above Grade Level" (Green)
Winter: 25% of students scored "On or Above Grade Level" (Green)
Result: +11 %

Fall: 38% of students scored "One Grade Level Below" (Yellow)
Winter: 45% of students scored "One Grade Level Below" (Yellow)
Result: +7 %

Fall: 47% of students scored "Two Grade Levels or more Below" (Red)
Winter: 30% of students scored "Two Grade Levels or more Below" (Red)

Result: -17%

These School Wide results show improvement in all categories from the beginning of the year. 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 (39) 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. We are seeking additional gains in all categories when our students are tested again in May 2023. Targeted interventions for Reading will be provided to students during our Summer Enrichment Program that runs from June 5, 2023 to June 19, 2023. Based on the Winter data, 229 students would qualify for Summer Enrichment. That number will certainly decline with our May 2023 testing and final decisions on Students enrolled in the Summer Enrichment Program will be made with those data in mind.

Fall/Winter 2022 iReady Math, Overall School-Wide Reading Assessment:

Fall: 4% of students scored "On or Above Grade Level" (Green)
Winter: 16% of students scored "On or Above Grade Level" (Green)
Result: +12 %

Fall: 48% of students scored "One Grade Level Below" (Yellow)
Winter: 55% of students scored "One Grade Level Below" (Yellow)
Result: +7 %

Fall: 48% of students scored "Two Grade Levels or more Below" (Red)
Winter: 29% of students scored "Two Grade Levels or more Below" (Red)
Result: -19%

These School Wide results show improvement in all categories from the beginning of the year. Our staff attribute these gains to effective classroom instruction, support from our Intervention Specialist and 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 (31) in the "Two Grade Levels or more Below" (Red) groups and the number of Students (199) in the "One Grade Level Below" (Yellow) .

Our Fitzgerald staff will continue to implement effective instructional strategies in small groups, and work with our Intervention Specialist to facilitate small group, differentiated instruction for our students in these groups.

We are seeking additional gains in all categories when our students are tested again in May 2023. Our Fitzgerald Staff will continue to monitor Students in Special Education, English Learners, Grade Level and Class specific data. Data for students in all demographic categories will be closely monitored to ensure that student achievement is increasing in each area. Targeted interventions for Math will be provided to students during our Summer Enrichment Program that runs from June 5, 2023 to June 19, 2023. Based on the Winter data, 273 students would qualify for Summer Enrichment. That number will certainly decline with our May 2023 testing and final decisions on Students enrolled in the Summer Enrichment Program will be made with those data in mind.

At Fitzgerald our Staff will also review and analyze Summative Data from the California Assessment of Student Performance and Progress (CAASPP). Our Fitzgerald Students in Grades 3-5 take these assessments yearly, typically in April and May each year. These Formative Assessments provide additional, valuable data to inform us concerning our students' achievement and the impact of our instruction throughout the school year.

The following data represent a three year survey (2017/2018, 2018/2019, 2021/2022) of data for "All Students" for Fitzgerald Elementary:

English Language Arts (ELA)

Standard Exceeded: Level 4 - All Students

2017/2018: 19.50%
2018/2019: 14.49%
2021/2022: 8.73%
Percent Change: -10.77%

Standard Met: Level 3- All Students

2017/2018: 23.00%
2018/2019: 21.74%
2021/2022: 20.24%
Percent Change: -2.76%

Standard Nearly Met: Level 2- All Students

2017/2018: 25.00%
2018/2019: 20.29%
2021/2022: 24.60%
Percent Change: -0.40%

Standard Not Met: Level 1- All Students

2017/2018: 32.50%
2018/2019: 43.48%
2021/2022: 46.43%
Percent Change: +13.93%

Clearly the COVID-19 Pandemic and Distance Learning had a negative impact on all areas of student achievement at Fitzgerald Elementary School in English Language Arts (ELA) during this three year period. Because of this, we also did not test students in the 2019/2020 School Year. We see that students that Met Standards, Level 3, only dropped by 2.76% as compared to the 13.93% increase that was recorded for students who did Not Meet Standards, Level 1. We will use these data to focus on the CA Content Standards at a mastery level to help get our students in Level 1 and Level 2 back up to grade level as soon as possible. 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.

Mathematics

Standard Exceeded: Level 4 - All Students

2017/2018: 12.50%
2018/2019: 7.21%
2021/2022: 2.80%
Percent Change: -10.77%

Standard Met: Level 3- All Students

2017/2018: 19.00%
2018/2019: 15.87%
2021/2022: 11.60%
Percent Change: -7.40%

Standard Nearly Met: Level 2- All Students

2017/2018: 32.50%
2018/2019: 33.17%
2021/2022: 25.60%
Percent Change: -6.90%

Standard Not Met: Level 1- All Students

2017/2018: 36.00%
2018/2019: 43.75%
2021/2022: 60.00%
Percent Change: +24.00%

Clearly the COVID-19 Pandemic and Distance Learning had a negative impact on all areas of student achievement at Fitzgerald Elementary School in Mathematics during this three year period. Because of this, we also did not test students in the 2019/2020 School Year. We see that students that Exceeded, Level 4, and those that met Standards, Level 3, dropped by 9.70% and 7.40%

respectively. This as compared to the 24.00% increase that was recorded for students who did Not Meet Standards, Level 1. In the 2021/2022 School Year, 85.60% scored at Levels 1 and 2. We will use these data to focus on the CA Content Standards at a mastery level to help get our students in Level 1 and Level 2 back up to grade level as soon as possible. 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 Intervention Specialists to help focus on Students in Grades 4 and 5 who scored in Levels 1 and 2 for extra practice and to differentiate lessons to help build numeracy skills in these foundational grades. Our classroom teachers will implement small grouping strategies that focus on mastery of the California, Mathematics Content Standards.

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

Grade Level Professional Learning Community (PLC) teams have identified essential standards for learning. Each PLC team creates a learning plan to measure student achievement and progress. The PLC team decides on a timeline of the learning cycle; the average learning cycle is 4-6 weeks. In order to measure student progress, Fitzgerald Staff utilize i-Ready progress monitoring, Wonders Unit Assessments, Go Math Chapter Tests, and teacher created, formative assessments. The Fitzgerald Leadership team and Grade Level PLCs then use this data to drive instruction and interventions. Teachers work in grade level teams during contract hours to review data and collaborate on how to differentiate their instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

There are 17 fully credentialed classroom teachers out of a total of 17. District-led professional development is offered to all teachers for all various areas, such as Math, Science, Technology, ELA, ELD, and Instructional Practices/Strategies. Professional Development opportunities are also provided throughout the school year on staff development and staff meeting days. New teachers are assigned by the district and given an Induction provider to work with for additional training and support. All teachers were provided training for the adopted English Language Arts and English Language Development Curriculum, Wonders published by McGraw-Hill Education. In addition, professional development is offered for the adopted Mathematics Curriculum, Go Math published by Houghton Mifflin. The teachers also have access to curriculum-related resources from the publisher online.

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

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

- Length of instruction - previews, reviews, short segments, frequent summaries, pre-testing, and post-testing, compacting, tiered assignments
- Small group and individual instruction - skill-based, need-based, interest-based
- Enrichment opportunities and study trips
- Differentiated instruction and materials - graphic organizers, leveled materials, challenging assignments, and tiered instruction
- Written information made accessible on audio and/or video
- Independent use of technology - computers, iPads, and Chromebooks
- EL and SDAIE strategies embedded in classroom instruction by all Classroom teachers
- Intervention aides
- Multiple modifications and additional opportunities for practice of skills and content knowledge.
- Implementation of Project Based Learning Opportunities for students who demonstrate they are at or above grade level in specific content areas and/or lessons to ensure continued achievement and engagement.

Evidence-based educational practices to raise student achievement

Research-based and evidence-based educational practices are used throughout the instructional day in order to raise student achievement. Teachers attend professional development opportunities in the areas of ELA and Mathematics. PLC teams meet regularly to review student data and create learning plans to address students' needs. CA Content Standards for ELA and Mathematics are reviewed and Core Focus Standards are developed by Staff to focus on instruction and achieve student mastery at each grade level.

Parental Engagement

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

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

- Tutoring Hub and Intervention Classes offered at Fitzgerald during the school year.
- Web-based sites for remediation, enrichment, and support, e.g. Think Central, Footsteps2Brilliance, iReady ELA/Math Instructional Component, IXL, Reflex
- Differentiated materials presented to students in small groups by Reading Specialists and Intervention Specialist.
- Differentiated materials purchased for leveled reading, e.g. SIPPS, iReady Teacher Toolbox, Scholastic Guided Reading, and decodable books
- Math manipulatives

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

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

Funding

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

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

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

Fiscal support (EPC)

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed and reviewed annually by the SSC 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. School level plan and data are shared at meetings with Fitzgerald Parents. Much of the 2023/2024 Single Plan was shared with Staff and Parents via a Google Doc where comments were reviewed and often added to the SPSA in real time.

Resource Inequities

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

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

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

need for after-school intervention and the number of available spaces requires our school to implement resources more strategically with students who show the most need.

This challenge is frequently present during many school years as and is related to the fluid nature of intervention programs. Intervention Programs are dependent on Certificated Staff who are qualified and willing to teach in the Program and also the specific number of students that qualify will fluctuate from one year to the next.

Fitzgerald's Summer Enrichment Program over the last three years has included a three-week summer session that encompasses extra days of ELA and Mathematics intervention. Students attend four hours of daily intervention in a smaller group (15-20 students/ group) during this time. Students invited to participate in summer intervention includes priority registration to students who are socio-economically disadvantaged, African-American, students with disabilities, and English learners who are identified as at risk of not meeting grade-level standards as measured by i-Ready results, CFAs, and teacher/parent recommendations. During the 2022/2023 School Year we had enough Certificated Staff sign up to teach during the summer for students in incoming Grades 1-5.

Fitzgerald has followed Rialto USD's plan for 1-1 implementation of Chromebooks (1st grade through 5th grade) and iPad (TK/K). At Fitzgerald, we have availability of technology and internet access for all students. Some students may experience difficulty having access to the internet in their homes. When this is the case our staff make sure to provide similar assignments that do not require technology to achieve progress towards mastery in all content areas.

School and Student Performance Data

Student Enrollment 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

Student Enrollment 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 the data, Fitzgerald's student enrollment has stayed consistent between 427 to 406 students. So far the amount of teachers have stayed the same but new teacher were hired to replace retiring teachers. The declining enrollment by grade, certain grade levels affects the number of FTE (Full-time Teacher Equivalency) Fitzgerald is given for the school year, meaning that the number of teachers assigned to the school has decreased each year. This has affected the number of classes offered at each grade level. The reduced number of teachers on staff has affected class size among certain grade levels based on enrollment. For example, the LCFF class-size reduction ratio for grades K-3 may mean that one grade level has a higher number of students enrolled per teacher than another. Such as, First Grade may average 30 students per class while, the remaining grade levels average 22 students per class, because the LCFF ratio is under 24 students can continue to enroll into a grade level until either the class size is capped at the contractual max of 32 or the LCFF ratio of 24 is met.
2. Based on the data, Fitzgerald enrollment by student groups have remained consistent over the past three years. The consistency in student population in the student groups will make it easier to predict and support those student

groups that have demonstrated a higher need based on data from other areas, including suspension, attendance, and academic achievement. Therefore, targeted intervention and supports can be used to implement and monitor progress in those student groups most at-risk.

3. The two largest student groups are Hispanic/Latino at 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 2023/2024 School Year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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		0	89		0	89		0.0	95.7	
Grade 4	83	76		0	74		0	74		0.0	97.4	
Grade 5	54	95		0	89		0	89		0.0	93.7	
All Grades	205	264		0	252		0	252		0.0	95.5	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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.			5.62			17.98			25.84			50.56	
Grade 4		2389.			6.76			13.51			20.27			59.46	
Grade 5		2477.			13.48			28.09			26.97			31.46	
All Grades	N/A	N/A	N/A		8.73			20.24			24.60			46.43	

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			58.43			35.96				
Grade 4		8.11			50.00			41.89				
Grade 5		11.24			67.42			21.35				
All Grades		8.33			59.13			32.54				

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			43.18			51.14	
Grade 4		1.35			50.00			48.65	
Grade 5		13.48			55.06			31.46	
All Grades		7.17			49.40			43.43	

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			71.91			23.60	
Grade 4		5.41			66.22			28.38	
Grade 5		7.87			67.42			24.72	
All Grades		5.95			68.65			25.40	

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			66.29			29.21	
Grade 4		6.76			56.76			36.49	
Grade 5		14.61			65.17			20.22	
All Grades		8.73			63.10			28.17	

Conclusions based on this data:

1. During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year. We are currently finishing our CAASPP Testing for students in grades 3-5 as of the time of this report. 2022/2023 Data will be available and analyzed during the Summer of 2023.
2. Clearly the COVID-19 Pandemic and Distance Learning had a negative impact on all areas of student achievement at Fitzgerald Elementary School in English Language Arts (ELA) during this three year period. Because of this, we also did not test students in the 2019/2020 School Year. We see that students that Met Standards, Level 3, only dropped by 2.76% as compared to the 13.93% increase that was recorded for students who did Not Meet Standards, Level 1. We will use these data to focus on the CA Content Standards at a mastery level to help get our students in Level 1 and Level 2 back up to grade level as soon as possible. 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. Implementation of Project Based Learning Opportunities for students who demonstrate they are at or above grade level in specific content areas and/or lessons to ensure continued achievement and engagement.
3. These School Wide results in 2022/2023 for IReady Reading and Writing show improvement in all categories from the beginning of the year. 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 (39) 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. We are seeking additional gains in all categories when our students are tested again in May 2023. Targeted interventions for Reading will be provided to students during our Summer Enrichment Program that runs from June 5, 2023 to June 19, 2023. Based on the Winter data, 229 students would qualify for Summer Enrichment. That number will certainly decline with our May 2023 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

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	68	93		0	89		0	89		0.0	95.7	
Grade 4	83	76		0	73		0	73		0.0	96.1	
Grade 5	54	95		0	88		0	88		0.0	92.6	
All Grades	205	264		0	250		0	250		0.0	94.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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.			2.25			14.61			23.60			59.55	
Grade 4		2400.			4.11			15.07			17.81			63.01	
Grade 5		2428.			2.27			5.68			34.09			57.95	
All Grades	N/A	N/A	N/A		2.80			11.60			25.60			60.00	

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			35.96			57.30	
Grade 4		9.59			20.55			69.86	
Grade 5		1.14			30.68			68.18	
All Grades		5.60			29.60			64.80	

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			40.45			57.30	
Grade 4		4.11			39.73			56.16	
Grade 5		3.41			53.41			43.18	
All Grades		3.20			44.80			52.00	

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			53.93			41.57	
Grade 4		5.48			41.10			53.42	
Grade 5		1.14			57.95			40.91	
All Grades		3.60			51.60			44.80	

Conclusions based on this data:

1. During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2021-2022 school year were based on iReady assessments given in the Fall and Winter of the 2021-2022 school year. We are currently finishing our CAASPP Testing for students in grades 3-5 as of the time of this report. 2022/2023 Data will be available and analyzed during the Summer of 2023.
2. Clearly the COVID-19 Pandemic and Distance Learning had a negative impact on all areas of student achievement at Fitzgerald Elementary School in Mathematics during this three year period. Because of this, we also did not test students in the 2019/2020 School Year. We see that students that Exceeded, Level 4, and those that met Standards, Level 3, dropped by 9.70% and 7.40% respectively. This as compared to the 24.00% increase that was recorded for students who did Not Meet Standards, Level 1. In the 2021/2022 School Year, 85.60% scored at Levels 1 and 2. We will use these data to focus on the CA Content Standards at a mastery level to help get our students in Level 1 and Level 2 back up to grade level as soon as possible. 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 Intervention Specialists to help focus on Students in Grades 4 and 5 who scored in Levels 1 and 2 for extra practice and to differentiate lessons to help build numeracy skills in these foundational grades. Our classroom teachers will implement small grouping strategies that focus on mastery of the California, Mathematics Content Standards. Implementation of Project Based Learning Opportunities for students who demonstrate they are at or above grade level in specific content areas and/or lessons to ensure continued achievement and engagement.
3. These School Wide results from iReady Mathematics show improvement in all categories from the beginning of the year. Our staff attribute these gains to effective classroom instruction, support from our Intervention Specialist and 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 (31) in the "Two Grade Levels or more Below" (Red) groups and the number of Students (199) in the "One Grade Level Below" (Yellow) . Our Fitzgerald staff will continue to implement effective instructional strategies in small groups, and work with our Intervention Specialist to facilitate small group, differentiated instruction for our students in these groups.
We are seeking additional gains in all categories when our students are tested again in May 2023. Our Fitzgerald Staff will continue to monitor Students in Special Education, English Learners, Grade Level and Class specific data. Data for students in all demographic categories will be closely monitored to ensure that student achievement is increasing in each area. Targeted interventions for Math will be provided to students during our Summer Enrichment Program that runs from June 5, 2023 to June 19, 2023. Based on the Winter data, 273 students would qualify for Summer Enrichment. That number will certainly decline with our May 2023 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

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	
1	*	1417.3		*	1423.8		*	1410.2		9	12	
2	*	*		*	*		*	*		8	9	
3	1483.6	1475.1		1477.5	1471.8		1489.2	1477.8		14	12	
4	1492.5	1495.3		1496.7	1487.8		1488.1	1502.1		15	12	
5	*	1521.3		*	1511.4		*	1530.8		9	13	
All Grades										67	75	

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	*	*		*	*		*	*		*	*		*	*	
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		*	41.67		*	33.33		*	8.33		*	12	
All Grades	21.21	10.81		25.76	29.73		37.88	39.19		15.15	20.27		66	74	

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	*	*		*	*		*	*		*	*		*	*	
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		*	41.67		*	25.00		*	0.00		*	12	
All Grades	24.24	21.62		43.94	32.43		22.73	25.68		9.09	20.27		66	74	

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	*	*		*	*		*	*		*	*		*	*	
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		*	33.33		*	33.33		*	25.00		*	12	
All Grades	15.15	5.41		27.27	24.32		25.76	33.78		31.82	36.49		66	74	

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	*	*		*	*		*	*		*	*	
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		*	75.00		*	0.00		*	12	
All Grades	33.33	37.84		59.09	48.65		7.58	13.51		66	74	

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	*	*		*	*		*	*		*	*	
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		*	8.33		*	25.00		*	12	
All Grades	27.42	20.27		56.45	52.70		16.13	27.03		62	74	

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	*	*		*	*		*	*		*	*	
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		*	50.00		*	25.00		*	12	
All Grades	18.18	9.46		45.45	56.76		36.36	33.78		66	74	

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	*	*		*	*		*	*		*	*	
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		*	75.00		*	0.00		*	12	
All Grades	18.18	17.57		54.55	54.05		27.27	28.38		66	74	

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 declined by 6.43% from 2021 to 2022. 40.54% of Students in All Grade scored at Level 3 and Level 4, among them excellent candidates for Reclassification in the 2023/2024 School Year.
- The number of English Learners increase from 2021 (67 Students) to 2022 (75 Students). Our Staff will 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.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
496	78.0	16.3	2.2
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	81	16.3
Foster Youth	11	2.2
Homeless	40	8.1
Socioeconomically Disadvantaged	387	78.0
Students with Disabilities	49	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	10.5
American Indian	0	0
Asian	5	1.0
Filipino	4	0.8
Hispanic	393	79.2
Two or More Races	14	2.8
Pacific Islander	0	0
White	28	5.6

Conclusions based on this data:

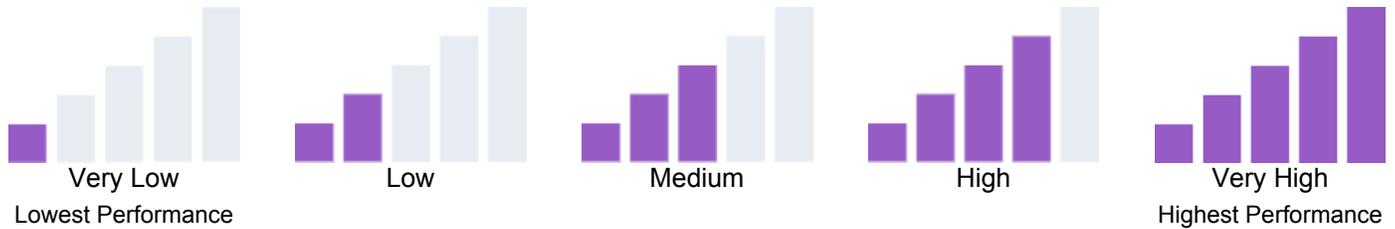
1. Based on the data from 2021/2022, Fitzgerald has a large percentage of students who are socioeconomically disadvantaged (78%), which also include 8.1% of homeless students and 2.2% of students who are foster youth. In addition to support in academics, additional intervention in the areas of Social Emotional Learning will be addressed.
2. The data shows that the student group population of students with disabilities is at 9.9%. Based on this data, additional targeted supports need to be given to Students with Disabilities. In addition, a framework for the Response to Intervention needs to be implemented to decrease the number of referrals for special education initial assessments.
3. The Fitzgerald Staff will focus improving the academic achievement for Students in our Socio-Economically Disadvantaged, Special Education and EL Student groups. We will also look at reducing all achievement gaps with our students in each of our Ethnicity and significant Groups. 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

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts <p>Low</p>	Graduation Rate <p>N/A</p>	Suspension Rate <p>Very Low</p>
Mathematics <p>Low</p>	Chronic Absenteeism <p>Very High</p>	
English Learner Progress <p>Low</p>		

Conclusions based on this data:

- The overall performance of students' academic performance in English Language Arts is Orange. A majority students are not meeting grade level expectations as measured by the CAASPP and the orange indicator shows that most students are not making academic progress. Our Staff will focus on identifying the Core Focus Standards at each grade level and focusing on mastery with instruction and student work during the 2023/2024 School Year.

2. Academic engagement as measured by Chronic Absenteeism show that there is a problem with students who have chronic absences. The indicator shows that Fitzgerald is in the Orange band and not making improvements. More needs to be done 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 Orange. A majority of students not meeting grade level expectations as measured by the CAASPP and the orange indicator shows that most students are not making academic progress.

School and Student Performance Data

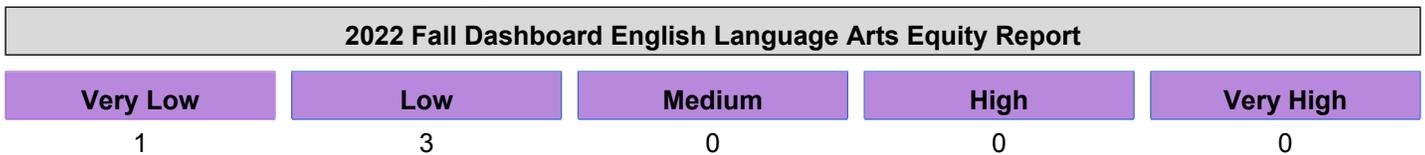
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

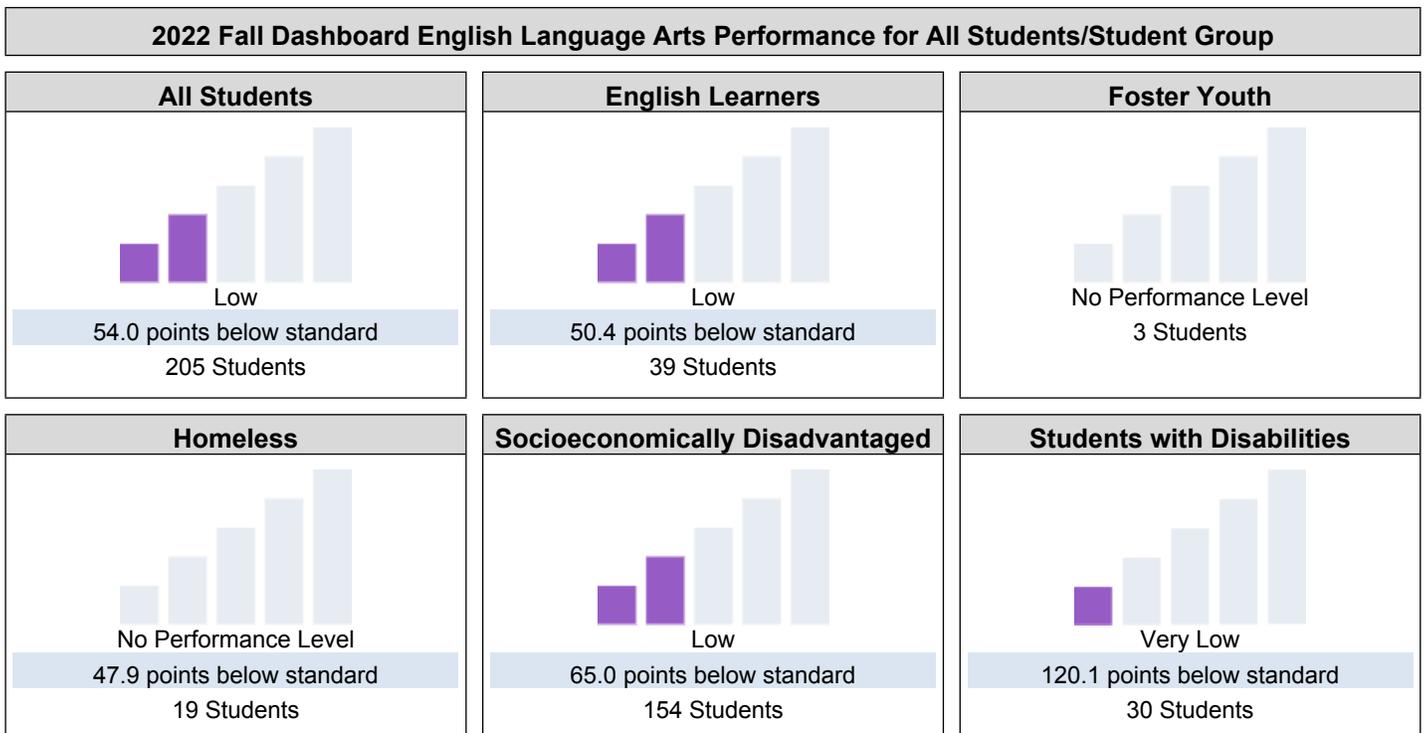
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



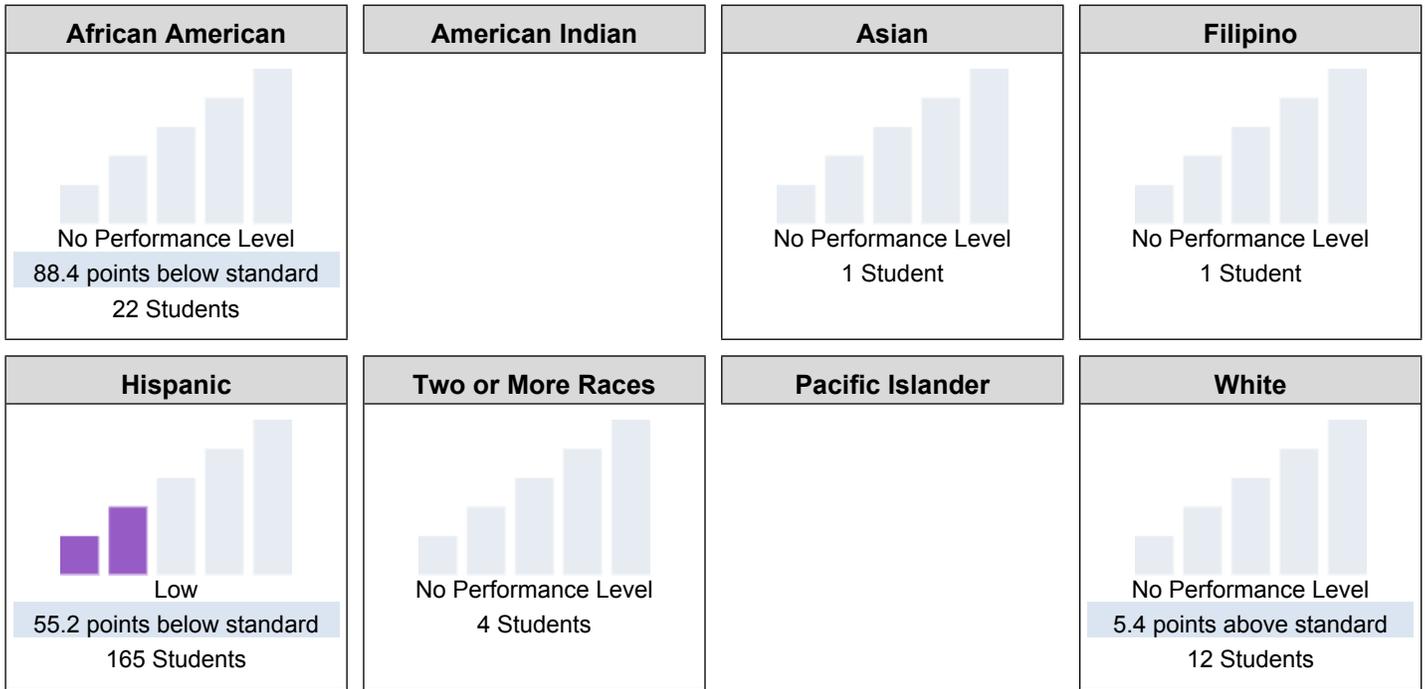
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.4 points below standard 29 Students	0 Points below Standard 10 Students	55.8 points below standard 160 Students

Conclusions based on this data:

1. The data shows that the largest student group with the greatest number of points below standard are with Students With Disabilities (SWD). We will 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.
2. The data indicates that the student group with the greatest decrease in distance from standard met is African American. Based on this information, the instructional team at Fitzgerald needs to identify the factors for this decline and examine all areas that could be a factor in student progress and performance.
3. Differentiated instructional opportunities, intervention classes, after school tutoring and Summer Enrichment opportunities need to 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 to ensure continued achievement and engagement.

School and Student Performance Data

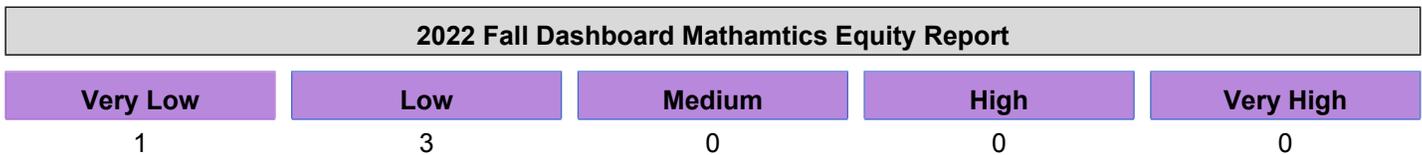
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

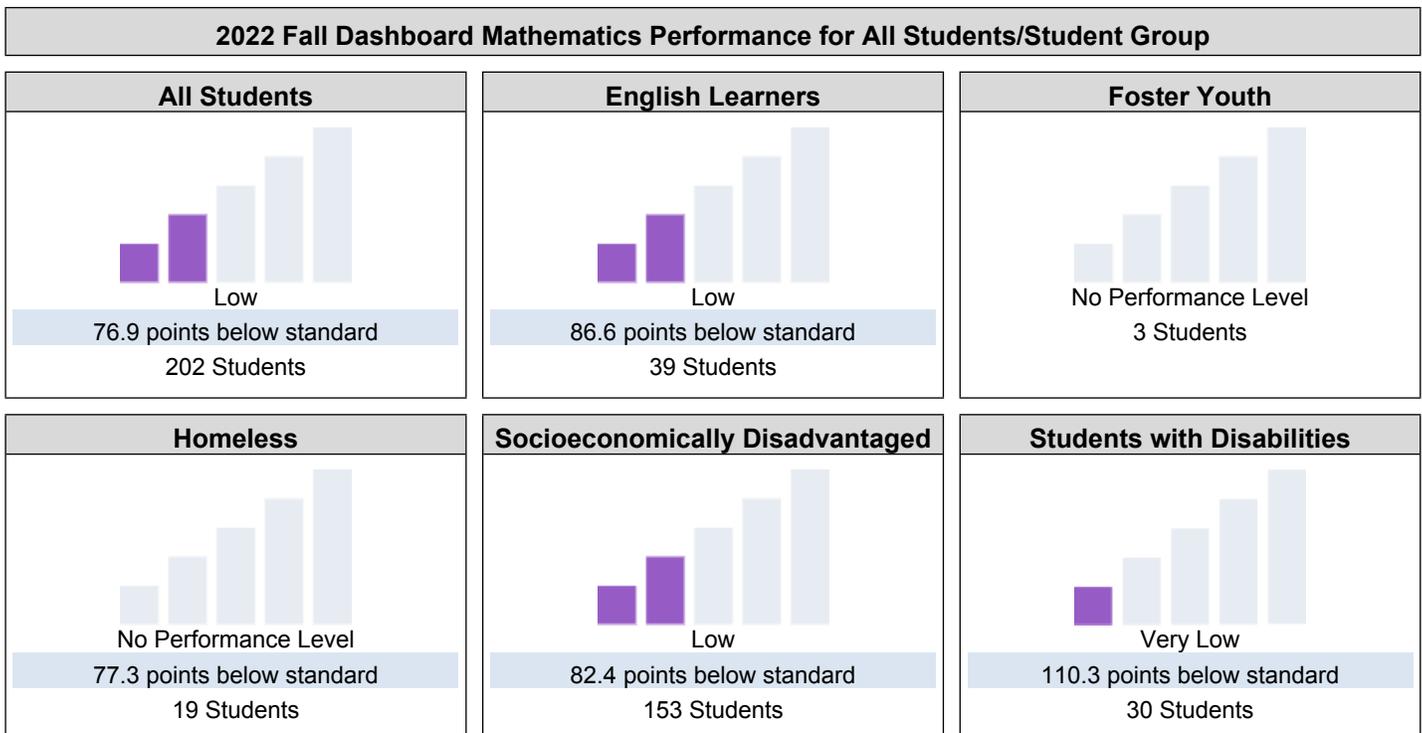
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



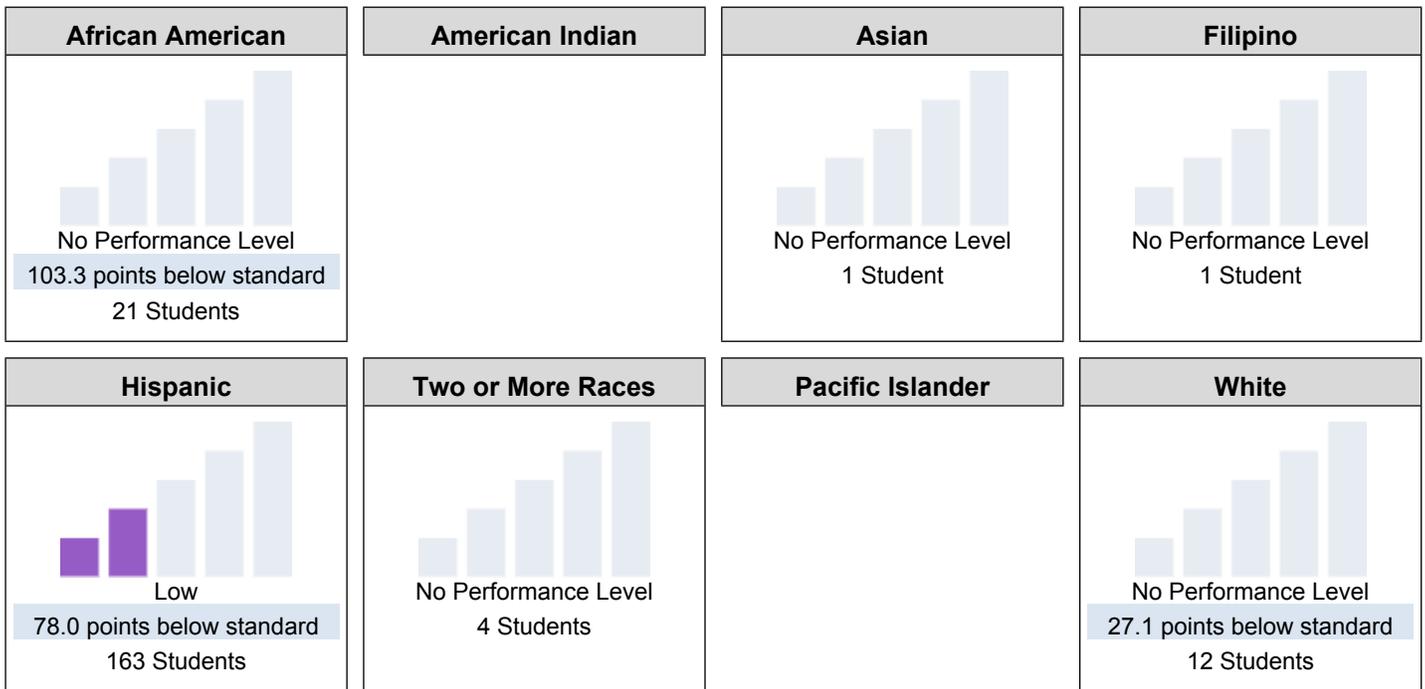
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">110.1 points below standard</p> <p>29 Students</p>	<p>10 Students</p>	<p style="background-color: #e6f2ff;">75.5 points below standard</p> <p>157 Students</p>

Conclusions based on this data:

1. The data shows that the largest student group with the greatest number of points below standard are with students with disabilities. The data also indicates that the current program in place to address students with disabilities needs are increasing their performance. Additional supports are needed to meet this student groups' needs.
2. The data shows that reclassified English Learners did not make progress as compared to English Learners. In fact, Reclassified students declined 38 points. Conclusions based on this data, is that more careful monitoring of RFEP students is needed. In addition, EL students made the greatest increase of the three student groups, although they are well below standard at 80.9 points below standard, as compared to RFEP students. This is a significant gap between the two other student groups. Additional target interventions are needed to support EL students' needs.
3. Differentiated instructional opportunities, intervention classes, after school tutoring and Summer Enrichment opportunities need to be provided for all students in our significant subgroups to increase their academic achievement.

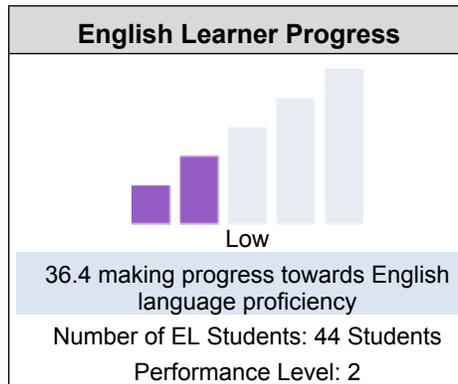
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
27.3%	36.4%	0.0%	36.4%

Conclusions based on this data:

1. The data shows that 36.4% of English Learners Maintained ELPI Level 1, 2L, 2H, 3L, or 3H. 36.4% of our EL Students progressed at least one level. We will use SDAIE and EL Strategies to address students who decreased a level during the school year.
2. Differentiated instructional opportunities, SDAIE and EL Strategies and lessons, intervention classes, after school tutoring and Summer Enrichment opportunities will be provided for targeted EL students to help address learning gaps and continue to progress all students towards reclassification.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. This section would not apply to students at the Elementary School level.

School and Student Performance Data

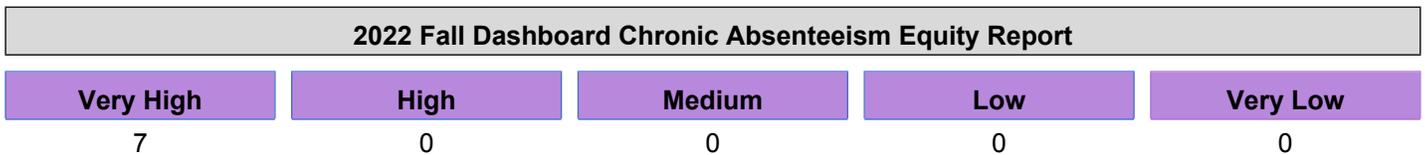
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

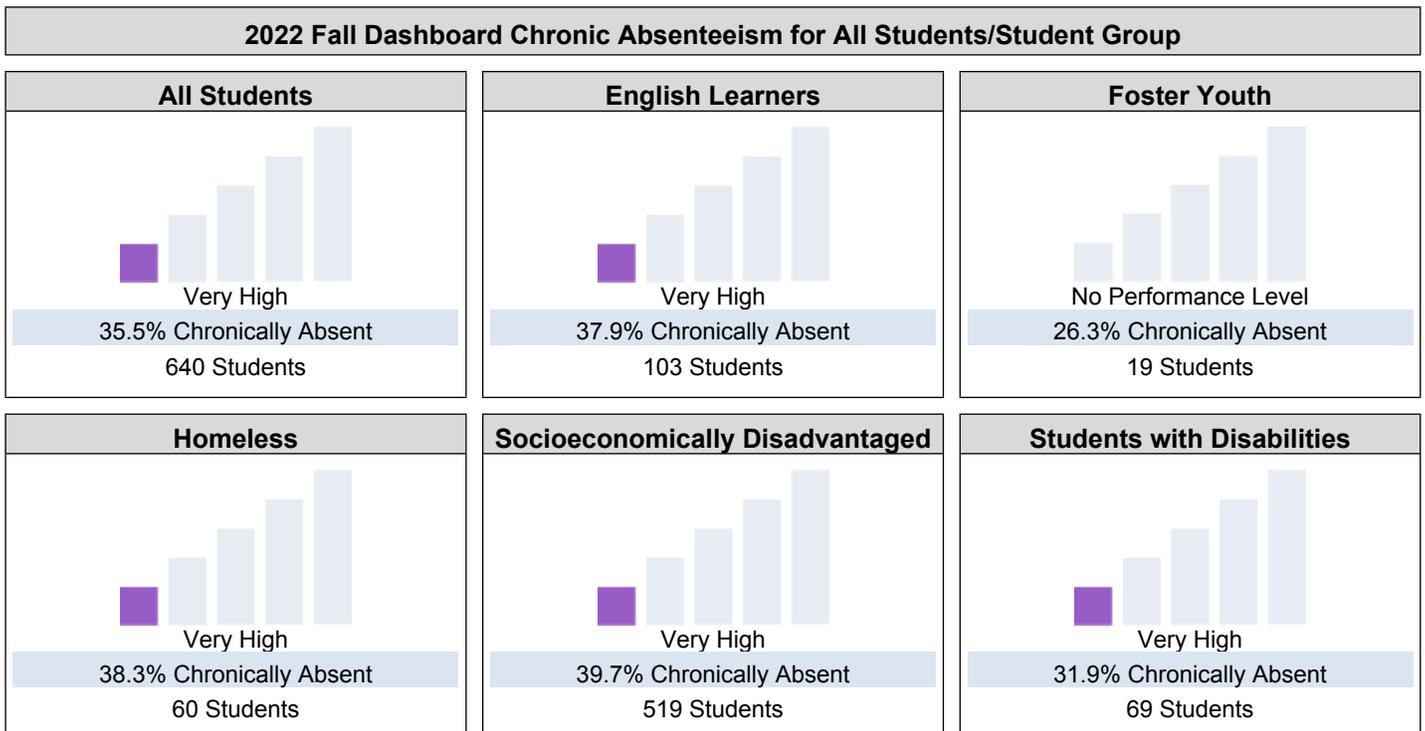
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



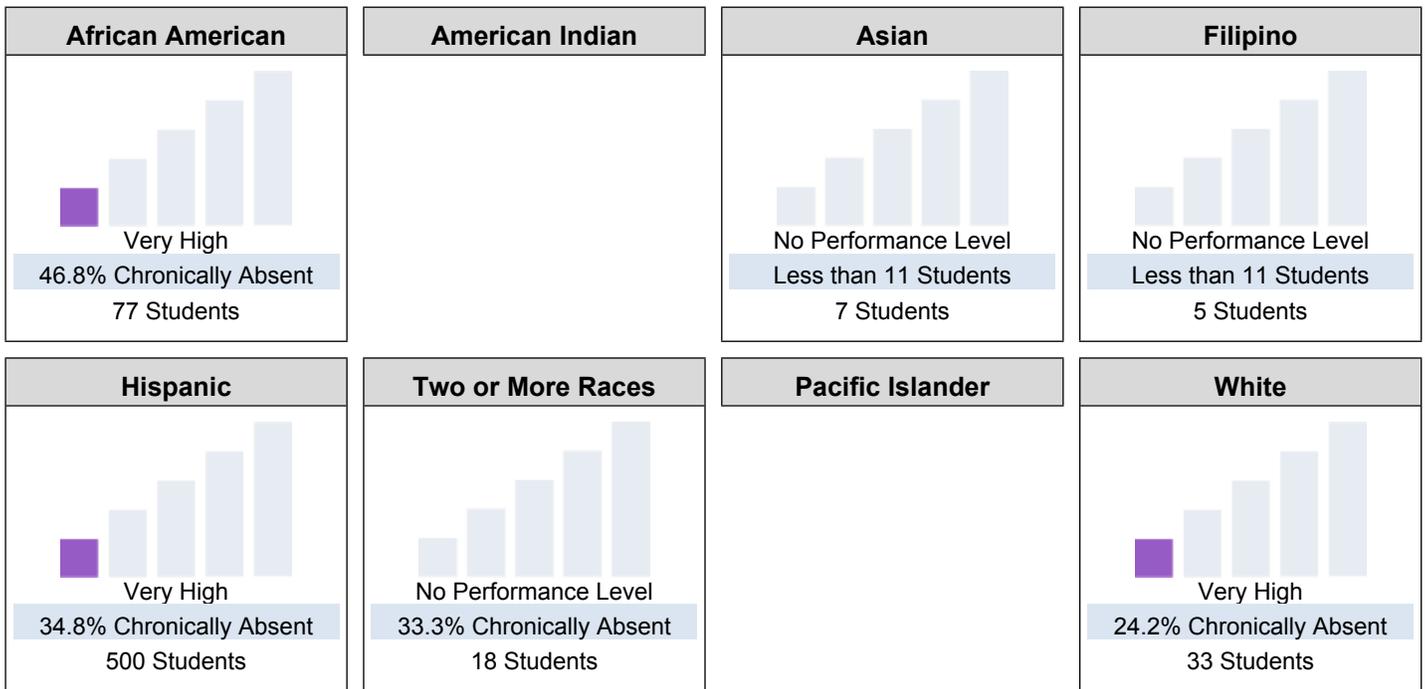
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. The data shows that overall, the chronic absenteeism for ALL students is 35.5%. Subgroups range from a low of 24.2% to a high of 46.8%. These high rates of absenteeism are having a negative impact on academic achievement for all students.
2. As a staff we need to continue to develop engaging and supportive environments in all of our classes. Our staff will continue to focus on progress of all students at every academic level. Celebrating and recognizing achievement at every level will help to motivate students to come to school more frequently. We will work with our staff obtain quantitative data on why our Students are missing school. Our staff will look at the top 5 needs/ top 5 incentives for positive attendance and proactive measures to improve attendance each month.
3. Our Staff will work on ways to encourage positive attendance. Weekly perfect attendance drawings could be done to help motivate all students to come to school in smaller, more focused timeframes. Student names could be read aloud and celebrated for the whole school during schoolwide announcements. Perfect attendance awards and special recognition and rewards can be planned for all students. We will work with staff during the 23/24 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.

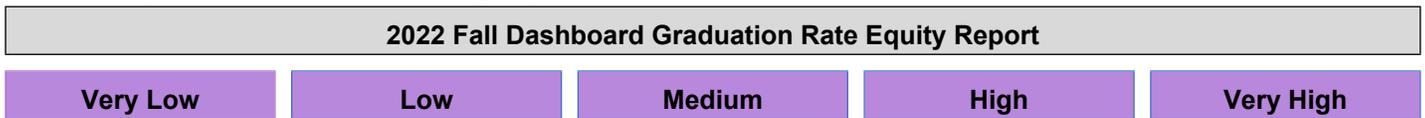
School and Student Performance Data

Academic Engagement Graduation Rate

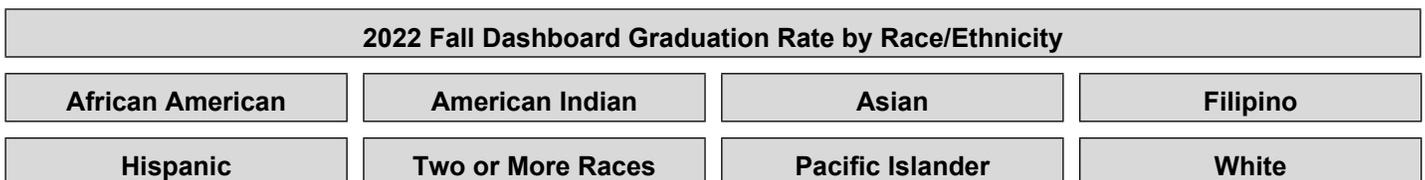
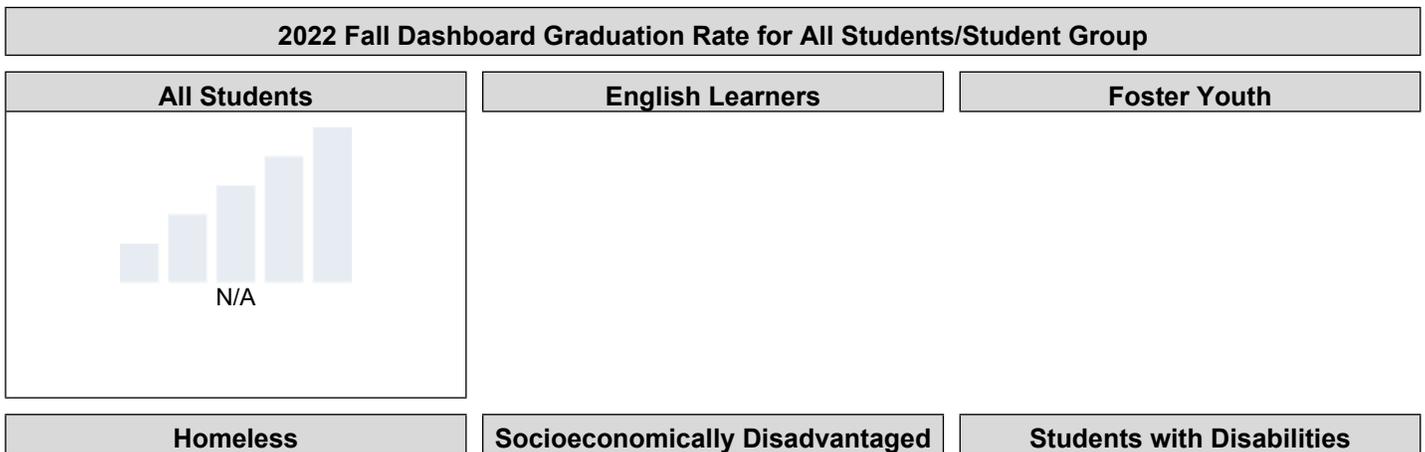
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



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. Graduation rate would not apply to Fitzgerald Elementary School.

School and Student Performance Data

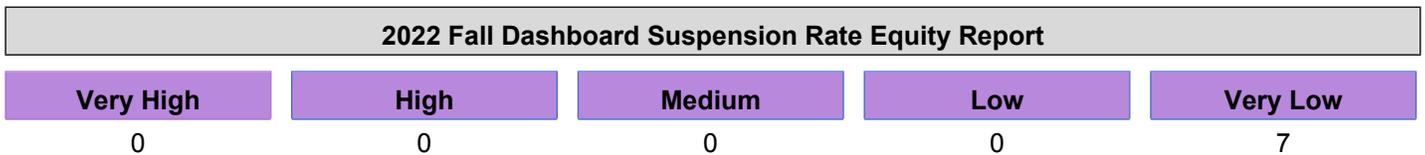
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

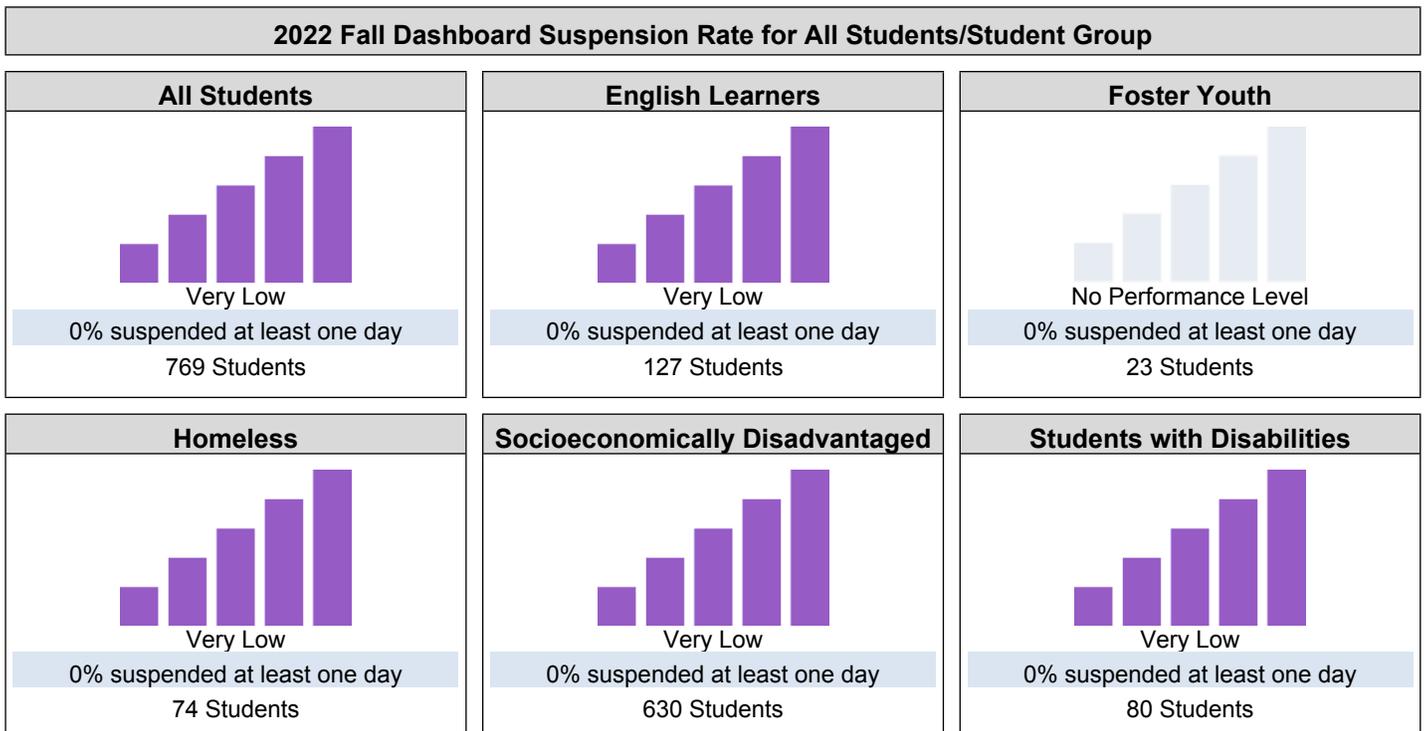
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



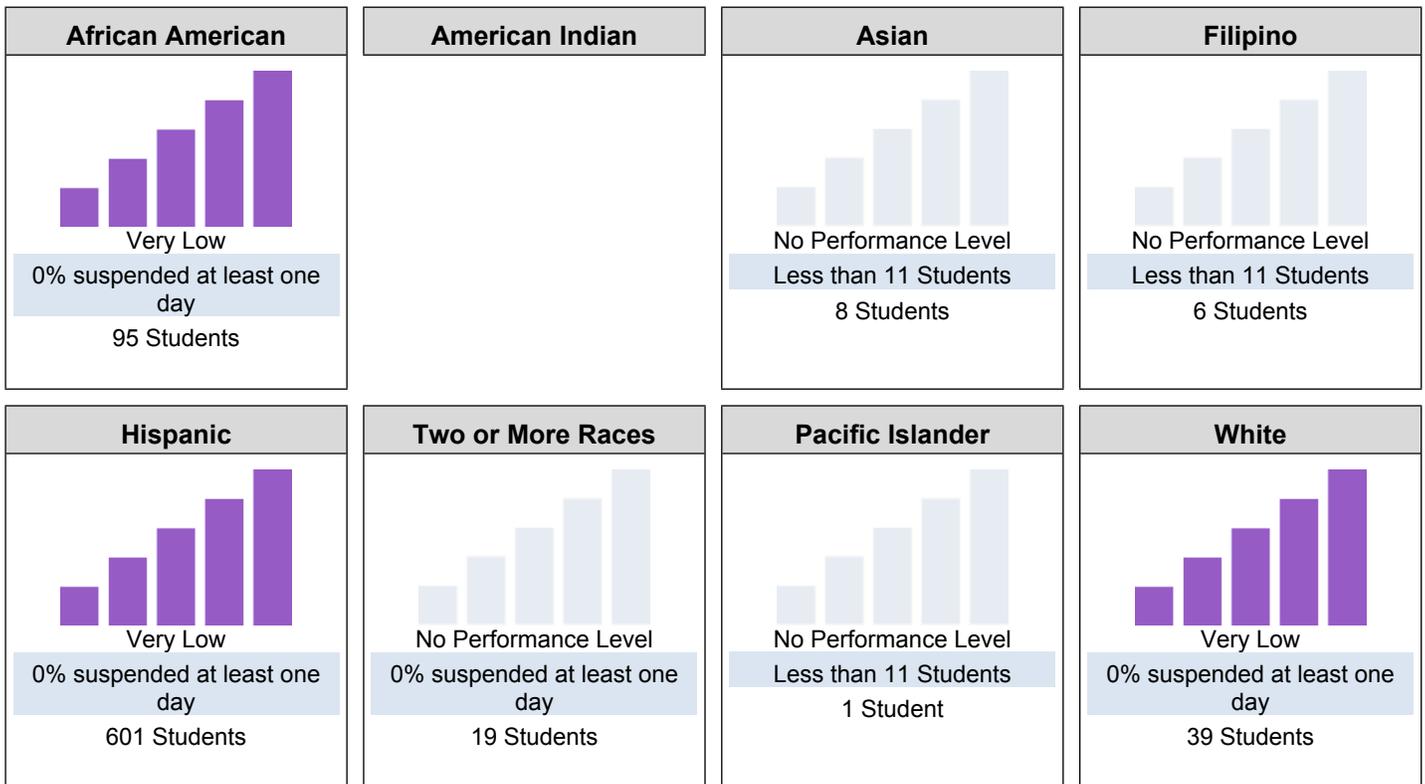
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The dashboard shows that 3% of the overall student population has been suspended at least once and has maintained over the past year. The band for All Students is Yellow, being that no improvement in Suspension rates have been made. In 2018 the suspension rate was 1.7% and for 2019 the rate was 3%.
2. The student group with the highest suspension rate is African American students. The suspension rate for African Americans was 5.8% as compared to the next student group at 3.3% for White. This disparity needs to be addressed and investigated as to the cause of suspensions. Implementation of the PBIS framework to fidelity and a better data collection system will need to be put in place in order to more accurately determine the disparity. Our Staff will review quantitative data regarding the reasons for suspension with our Students. We will review at the top 5 suspension codes and implement proactive measures to improve behavior and reduce triggers that may be causing suspensions.
3. The data shows that there was an increase in the number of White students who were suspended at least once. The White students had the second highest suspension rate at 3.3%; however, their total number per population is about half of the African American student population. Targeted interventions across all student groups are necessary and increased fidelity of the PBIS framework is needed to address future suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PUPIL OUTCOMES

LEA/LCAP Goal

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

Goal 1

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

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

During the 2019-2020 school year, CASPP testing was suspended by the State of California. In the 2020-2021 school year, the Rialto Unified School District chose to utilize a local assessment in lieu of CASPP testing. The Rialto Unified School district utilized the iReady testing assessment to assess student achievement. Goals for student achievement for the 2022-2023 school year were based on iReady diagnostic assessments for Reading and Math given in the Fall and Winter of the 2022-2023 School Year.

We also chose to review CAASPP results over a three year period of time to provide historical data and review trends for all student groups in ELA and Mathematics.

The data used to drive these goals are based on the Winter 2022 iReady assessment for Reading and Math. 373 students tested in Reading and Math during the Winter 2022 administration of iReady.

Reclassification:

For 2022- 2023, 6 students have been reclassified as fluent English proficient, two were part of the independent study program. The goal for 2022-2023 is to reclassify all 8 Level 4 Students and 11 of 22 Level 3 Students.

Identified Need

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 23/24 School Year.

26% of African American (AA) Students produced results that were Two or More Grade Levels Below on the Winter 2022 iReady Reading Diagnostics report.

69% of Special Education (SWD) Students produced results that were Two or More Grade Levels Below on the Winter 2022 iReady Reading Diagnostics report.

64% of Special Education (SWD) Students produced results that were Two or More Grade Levels Below in Mathematics.

61 Students in our Invisible (Important) Student Group are scoring Two or more grade levels below standards in Reading and Math.

On the 2021/2022 CAASPP in ELA, All Students scoring at Level 1 (Standard Not Met) and Level 2 (Standard Nearly Met) categories were 71.03%. This represents a 13.53% increase from 2017/2018.

On the 2021/2022 CAASPP in Mathematics, Students scoring at Level 1 (Standard Not Met) and Level 2 (Standard Nearly Met) categories were 85.06%. This represents a 17.10% increase from 2017/2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Assessment	<p>Fall/Winter 2022 iReady Reading, Overall School-Wide Reading Assessment:</p> <p>Fall: 14% of students scored "On or Above Grade Level" (Green) Winter: 25% of students scored "On or Above Grade Level" (Green) Result: +11 %</p> <p>Fall: 38% of students scored "One Grade Level Below" (Yellow) Winter: 45% of students scored "One Grade Level Below" (Yellow) Result: +7 %</p> <p>Fall: 47% of students scored "Two Grade Levels or more Below" (Red) Winter: 30% of students scored "Two Grade Levels or more Below" (Red) Result: -17%</p>	<p>Spring iReady Reading, Overall School-Wide Reading Assessment:</p> <p>Spring: 65% of students will score "On or Above Grade Level" (Green) Result: +40%</p> <p>Spring: 25% of students will score "One Grade Level Below" (Yellow) Result: -20%</p> <p>Spring: 10% of students will score "Two Grade Levels or more Below" (Red) Result: -20%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math Assessment	<p>Fall: 4% of students scored "On or Above Grade Level" (Green) Winter: 16% of students scored "On or Above Grade Level" (Green) Result: +12 %</p> <p>Fall: 48% of students scored "One Grade Level Below" (Yellow) Winter: 55% of students scored "One Grade Level Below" (Yellow) Result: +7 %</p> <p>Fall: 48% of students scored "Two Grade Levels or more Below" (Red) Winter: 29% of students scored "Two Grade Levels or more Below" (Red) Result: -19%</p>	<p>Spring iReady Math, Overall School-Wide Reading Assessment:</p> <p>Spring: 55% of students will score "On or Above Grade Level" (Green) Result: + 39%</p> <p>Spring: 35% of students will score "One Grade Level Below" (Yellow) Result: -20%</p> <p>Spring: 10% of students will score "Two Grade Levels or more Below" (Red) Result: -19%</p>
Reclassification Rate	2021-2022: 11 Students Reclassified	2022-2023: 6 Students Reclassified *see comment under goals
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% Percent Change: -10.77%</p> <p>Standard Met: Level 3- All Students</p> <p>2017/2018: 23.00% 2018/2019: 21.74% 2021/2022: 20.24% Percent Change: -2.76%</p> <p>Standard Nearly Met: Level 2- All Students</p>	<p>English Language Arts (ELA)</p> <p>Standard Exceeded: Level 4 - All Students</p> <p>2023/2024: 20.0% Percent Change: + 11.27%</p> <p>Standard Met: Level 3- All Students</p> <p>2023/2024: 40.0% Percent Change: + 19.76%</p> <p>Standard Nearly Met: Level 2- All Students</p> <p>2023/2024: 10.0% Percent Change: -14.60%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2017/2018: 25.00% 2018/2019: 20.29% 2021/2022: 24.60% Percent Change: -0.40%</p> <p>Standard Not Met: Level 1- All Students</p> <p>2017/2018: 32.50% 2018/2019: 43.48% 2021/2022: 46.43% Percent Change: -13.93%</p>	<p>Standard Not Met: Level 1- All Students</p> <p>2023/2024: 30.0% Percent Change: -16.43%</p>
CAASPP Results - Math	<p>Mathematics</p> <p>Standard Exceeded: Level 4 - All Students</p> <p>2017/2018: 12.50% 2018/2019: 7.21% 2021/2022: 2.80% Percent Change: -10.77%</p> <p>Standard Met: Level 3- All Students</p> <p>2017/2018: 19.00% 2018/2019: 15.87% 2021/2022: 11.60% Percent Change: -7.40%</p> <p>Standard Nearly Met: Level 2- All Students</p> <p>2017/2018: 32.50% 2018/2019: 33.17% 2021/2022: 25.60% Percent Change: -6.90%</p> <p>Standard Not Met: Level 1- All Students</p> <p>2017/2018: 36.00% 2018/2019: 43.75% 2021/2022: 60.00% Percent Change: -24.00%</p>	<p>Mathematics</p> <p>Standard Exceeded: Level 4 - All Students</p> <p>2023/2024: 15.0% Percent Change: + 12.2%</p> <p>Standard Met: Level 3- All Students</p> <p>2023/2024: 35.0% Percent Change: + 23.4%</p> <p>Standard Nearly Met: Level 2- All Students</p> <p>2023/2024: 10.0% Percent Change: -15.60%</p> <p>Standard Not Met: Level 1- All Students</p> <p>2023/2024: 30.0% Percent Change: -30.0%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	
0.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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.

Strategy/Activity

1.2 To address students who are at-risk of not meeting grade-level standards, small group Intervention in the area of Reading, Mathematics, and ELD will be provided to Students 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.

Students will receive intervention services in their identified areas of need during and after the regular school day in a small group setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30,000.00	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Afterschool intervention in ELA and mathematics: 5 teachers (1st - 5th) providing 1 hour of afterschool intervention 4 days/week for 8 weeks each cycle. 3 cycles per academic year. (Not to exceed 500 hours)
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher-in-Training Salary and Benefits to provide during school intervention support throughout the regular school day.
4,054.00	Title I 4000-4999: Books And Supplies Curriculum Associates (iReady) Phonics for Reading - Intervention Program from students in grades K-5th
500.74	Title I 4000-4999: Books And Supplies Supplemental supplies to support intervention programs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL students will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
35,558.00	Title I 1000-1999: Certificated Personnel Salaries Intervention Strategist Salary
1,602.00	EL Supplemental 1000-1999: Certificated Personnel Salaries Stipend for the Site English Learner Facilitator (SELF)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students below grade level, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students

Strategy/Activity

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:

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.

Students will receive intervention services in their identified areas of need during June of 2023 in a small group setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Summer Intervention: 5 teachers (1st - 5th), 4 hours/day for 15 days (14 days of instruction and 1 day for training and prep) (Not to exceed 300 hours.)
1,500.00	Title I 4000-4999: Books And Supplies

Supplemental materials and equipment to support Summer Intervention programs, such as literature, school supplies, and other materials to facilitate lessons.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,446.00	Title I 5800: Professional/Consulting Services And Operating Expenditures IXL Online Supplemental Instructional Support
15,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures i-Ready Online Supplemental Instructional Support
	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Student headphones to facilitate online supplemental instructional support

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

1.6 To address students who are at-risk of not meeting grade-level standards, teachers will meet weekly in Professional Learning Communities to review student data, create intervention plan, and

progress monitor student learning within a grade level PLC or vertical collaboration with other grade levels. No additional funds are needed to support this activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,799.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental materials and equipment to support PBL instructional lessons, such as science materials, art materials, construction materials, literature, and materials to facilitate PBL lessons.
2,800.00	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Mystery Science supply
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Sub days or Extra Duty hours (not to exceed 100 hours) for planning to support PBL lessons

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students with Disabilities (SWD) will receive priority for targeted support for this strategy.

Strategy/Activity

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 provided to plan instruction in order to support each student's diverse learning needs as identified in the IEP

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,902.00

Source(s)

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

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students will served by this strategy.

Strategy/Activity

1.9 To support student who are at-risk or not meet grade-level standard, Reading Specialists and the Intervention Strategist will support students in Small Group Reading instruction that is focused on Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension and Number and Operations, Algebra and Algebraic Thinking, Geometry and Measurement and Data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,915.00

Source(s)

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

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English learner students will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,326.64	EL Supplemental 2000-2999: Classified Personnel Salaries Salary and benefits for Bilingual Instructional Assistant
3,263.00	EL Supplemental 2000-2999: Classified Personnel Salaries Extra duty for Bilingual Instructional Assistant

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy/activity.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall implementation of the SPSA during the 2022-2023 academic year, did not yield the intended results. Several factors impacted the effectiveness of the plan.

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

Several factors impacted the intended implementation of the budgeted expenditures to implementing the strategies and activities from the 2022-2023 SPSA. Those factors included the shortage of substitutes available throughout the District. This greatly impacted the planned strategies, as the plan to hold data chats, conduct analysis of students' targeted growth areas, conduct lesson studies, and provide consistent in-school interventions were not able to be fully met. Due to the sub shortage, many of the planned activities needed to be held beyond the regular school day. Outside of the regular school day is considered voluntary for teachers. The school experienced a change in Principal mid-year. Some of the planned strategies were not fully implemented until the Administrative Team was complete in March 2023.

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

During the 2022-2023 academic year, Rialto schools were provided Teachers-in-Training to help alleviate the district-wide substitute shortages. This helped to cover classes that had no coverage when teachers were absent. Providing this daily coverage allowed the Intervention Strategist and Reading Specialists to provide needed intervention services. However, classroom coverage continues to be a concern. As a result, the changes made to the strategies and activities for this goal for the 2022-2023 SPSA include adjusting for the potential continued substitute shortage. One change made to this goal from the previous goal includes changing the indicator for measurable growth. Many of the strategies and actions continue to be similar to the 2021-2022 school plan; however, the adjustments include changes to the expenditure amounts to reflect more accurately what was spent during the 2022-2023 academic year. In addition, the greatest change to this strategy includes the addition of a Teacher-in-Training. The reason for this strategy is to ensure students will receive intervention services in their identified areas of need during the regular school day in a small group setting and increase teacher collaboration.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

CONDITIONS OF LEARNING

LEA/LCAP Goal

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

Goal 2

All Fitzgerald Elementary School students are provided with access and opportunities for increased achievement as supported by Professional Learning Communities (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 three professional development opportunities to improve instructional practices in self-identified areas of improvement in core content during the 2023-2024 school year.

Identified Need

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 23/24 School Year.

26% of African American (AA) Students produced results that were Two or More Grade Levels Below on the Winter 2022 iReady Reading Diagnostics report.

69% of Special Education (SWD) Students produced results that were Two or More Grade Levels Below on the Winter 2022 iReady Reading Diagnostics report.

64% of Special Education (SWD) Students produced results that were Two or More Grade Levels Below in Mathematics.

On the 2022/2022 CAASPP in ELA, All Students scoring at Level 1 (Standard Not Met) and Level 2 (Standard Nearly Met) categories were 71.03%. This represents a 13.53% increase from 2017/2018.

On the 2022/2022 CAASPP in Mathematics, Students scoring at Level 1 (Standard Not Met) and Level 2 (Standard Nearly Met) categories were 85.06%. This represents a 17.10% increase from 2017/2018.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Notes and Documentation	For the 2022-2023 academic school year, weekly PLC minutes reflect an increasing focus on student achievement.	100% of weekly PLC minutes will reflect an academic focus that includes specific targeted student data. All staff will focus on Core Academic Standards in ELA and Math during the 2023-2024 school year. A focus on mastery will be implemented and focused on during weekly grade level PLCs and during Vertical planning meetings with All Staff.
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 weekly 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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students, 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.

Strategy/Activity

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

2.1(a) Support for teachers to improve ELA and Math instruction and intervention practices

2.1(b) District Provided Professional Development to develop the effective implementation of curriculum and intervention supports

2.1(c) Develop the capacity of teachers to provide appropriate support to 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

2.1 (d) Support for students in Mathematics - Number and Operations, Algebra and Algebraic Thinking, Geometry and Measurement and Data.

2.1 (e) Support collective efficacy of teachers through the PLC model

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra Duty or Sub coverage for teachers to attend district or site provided professional development opportunities focused on literacy and numeracy, social emotional learning, and inclusive practices (48 sub days)
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Sub coverage for teachers to attend the California Assessment Conference
495.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration fees for California Assessment Conference
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty for teachers to attend district provided curriculum and intervention support professional development (not to exceed 60 hours)
238.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Registration Fee for the Southern California Kindergarten Conference
500.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Travel costs to attend the California Kindergarten Conference
17,182.00	Comprehensive Support and Improvement (CSI)

	1000-1999: Certificated Personnel Salaries Hourly rate for teachers to attend 2-days of professional development prior to the start of the school year, including leadership team to prep and plan
65,000.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultant cost from Corwin to provide PD in PLC+ for the 2022-2023 academic year
32,186.00	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Consultant from Scholastic to provide 14 days of literacy coaching
	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra duty for teachers to prep for presenting on-site professional development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
29,062.00	Title I 2000-2999: Classified Personnel Salaries Project Clerk Salary and Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
675.00	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Registration fee to attend CABE conference in Spring of 2023
1,250.00	EL Supplemental 5800: Professional/Consulting Services And Operating Expenditures Travel and lodging cost for instructional staff who supports EL students to attend CABE conference

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

12,000.00

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Travel and lodging costs for instructional staff to
attend PBL Works conference.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

600.00

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Registration fee for the ACSA Leadership
Summit

1,500.00

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Travel and lodging fee for admin to attend
ACSA Leadership Summit

3,000.00

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
ACSA Summer Leadership Institute Registration
fees, lodging, and travel costs

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Overall the implementation of the strategies/activities were near in alignment with the proposed expenditures. Professional development in all identified areas was executed and additional opportunities were made available to teachers to participate. However, the number of participants who planned to attend some opportunities was impacted by the lack of substitute coverage and teacher availability after regular school hours. The restrictions and travel and the virtual conference platforms also impacted the full execution of the strategies and actions for this goal.

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

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

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

Changes to this goal will include professional development opportunities focused on teacher efficacy and professional learning communities. Continued focus will be to support teachers in reading and math instructional practices within a small instructional group setting. In order to increase the number of Staff in attendance in Professional Development, we will attempt to schedule Professional Development Activities after school hours and on weekends.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ENGAGEMENT

LEA/LCAP Goal

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

Goal 3

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

The percentage of parent engagement at school-sponsored workshops and events will increase overall by 50% as measured by sign-in sheets.

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

Fitzgerald Elementary School will score at least an 85% on the Panorama Ed. for Positive Behavior Intervention and Support as measured by Students, Parents and Staff.

The percentage of suspensions as reported on the School Summary Report will be reviewed and compared to the 2022-2023 academic year. Our goal will be to not increase by more than 1.5% for the 2023-2024 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 2023/2024 School Year.

Identified Need

Chronic Absenteeism Rate is at 35.5% for all students, which is "Very High" as measured by the CA School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 Parent Sign-In Sheets	During the 2022-2023 academic year, under 100 parents attended workshops or	Increase parent workshops and training that are focused on academic and school climate outcomes during the school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school events monthly, both in-person and virtually.	year that have been identified by parents on surveys and at monthly parent meetings.
2022-2023 Self-Assessment Survey Question: Uses problem behavior data for active decision-making on a regular basis.	14% of staff members believed that this action was being implemented.	Work with our Staff to Increase perception average to 50% of staff members believe that this action is being implemented with a review of the Parent and Student Handbook and an alignment of expected outcomes and Parent Engagement to support school goals in engagement and academics.
2022-2023 Panorama Ed Survey	67% Implementation	85% Implementation
Overall Suspensions for 2022-2023	5% based on students	Less than 5% for the 2023-2024 School Year
Overall Chronic Absenteeism for 2022-2023	35.5% from the 2022-2023 CA Dashboard	20.0% or less for All Student Groups
Chronic Absenteeism for African American Students for 2022-2023	46.8% from the 2022-2023 CA Dashboard	20.0% or less.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students are served by this strategy

Strategy/Activity

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

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

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

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

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

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

900.00

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

EL Supplemental
2000-2999: Classified Personnel Salaries
Extra duty for classified staff members to
provide interpretation services for parent
workshops and meetings

513.00

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries

	Childcare for parents to attend parent workshops and meetings
250.00	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Light refreshments for in-person parent workshops and meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students below grade level in ELA and Mathematics, to include African American students, English Learners, Socio-Economically Disadvantaged, Homeless and Foster Youth and Special Education Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra Duty to certificated staff to provide extended learning opportunities beyond the regular school day (40 hours)
	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplies and materials, such as art supplies, gardening supplies, science supplies, and equipment (not limited to) to support the extended learning opportunity program

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The overall effectiveness of the strategies and activities with parent engagement was not as highly attended as expected. We will utilize Parent, Staff and Student surveys and information gained through in person meetings to develop trainings and workshops that are the most needed and relevant for our School Community to increase engagement with our Parents and School Community.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	None Specified None Specified
--	----------------------------------

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

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

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------

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

Expenditures by Goal

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

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 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
Denise Kohler	Parent or Community Member
Adam Angulo	Parent or Community Member
Genell Ervin	Parent or Community Member
Claudia Camacho	Parent or Community Member
Cheryl Farino	Classroom Teacher
Olga Garcia	Parent or Community Member
Maria Cortes	Parent or Community Member
Julian Gutierrez	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 25, 2023.

Attested:

Principal, Adam Bailey on May 25, 2023

SSC Chairperson, Denise Kohler on May 25, 2022

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

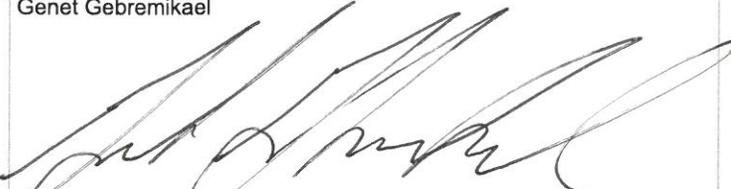
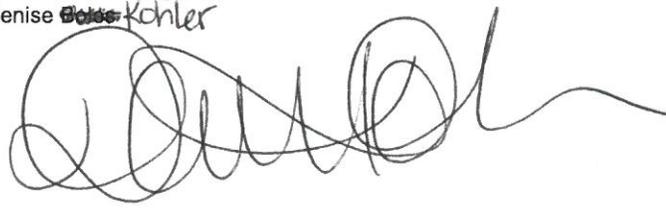
Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

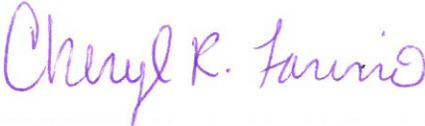
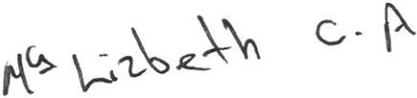
Developed by the California Department of Education, January 2019

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
- Secondary Students

<p>Adam Bailey</p> 	<input checked="" type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Rose Jarbigian</p>	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input checked="" type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Stacy Pineiros</p> 	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Genet Gebremikael</p> 	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Denise Boles Kohler</p> 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student
<p>Adam Angulo</p> 	<input type="checkbox"/> Principal <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member <input type="checkbox"/> Secondary Student

<p>Genell Ervin</p>	<p>Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student</p>
<p>Claudia Camacho</p> 	<p>Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student</p>
<p>Cheryl Farino</p> 	<p>Principal <input checked="" type="checkbox"/> Classroom Teacher Other School Staff <input type="checkbox"/> Parent or Community Member Secondary Student</p>
<p>Olga Garcia</p> 	<p>Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student</p>
<p>Maria Cortes</p> 	<p>Principal Classroom Teacher Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student</p>
<p>Julian Gutierrez</p> 	<p>Principal Classroom Teacher <input checked="" type="checkbox"/> Other School Staff <input checked="" type="checkbox"/> Parent or Community Member Secondary Student</p>

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.