School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fuerte Elementary	37-67991-6037642	May 30, 2023	August 8, 2023

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)

Additional Targeted Support and Improvement
Asian Subgroup

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.

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Comprehensive Needs Assessment Components

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

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

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.
Annual Gallup Student Survey (5th-8th Grade Students)
Annual Gallup Parent Survey
Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys.Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.
Please refer to the sections "Student Performance Data: Annual Gallup Parent Survey Data" and "Student Performance Data: Annual Gallup Student Survey Data" for additional information.

May 2022 Staff Gallup Survey- Total number of Staff Responding the Gallup Staff Survey was _____
Engaged %
Not Engaged %
Actively Disengaged %
Our lowest performing Q was _____.
Our highest performing Q was _____.

Based on this data, identified needs are….

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

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:
Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices
Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement
Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation
Summative Evaluation: CVUSD Certificated Appraisal From is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on these observations and evaluations, identified needs are….

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)

Use of state and local assessments to modify instruction and improve student achievement (ESEA)
State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)
*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

22-23 Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

Based on this data, identified needs are….

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

During the 20-21 school year, district priority standards were identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, Staff Meeting, release time, Additional Planning Time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs..
A greater need to understand current instructional resources and standards
How to effectively apply these resources in an online or blended environment.
Differentiation of standards in order to personalize learning for all students
Additional time to plan when initiating new instructional models

Based on this data, identified needs are collaboration time and additional professional learning opportunities during grade level team and staff meetings.

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

Instructional Coaches and District Level Program Specialists will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy, Student Development, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

Based on this data, identified needs are additional professional learning in the area of reading and writing for all staff. Select staff will also engage in CGI Math professional learning.

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

Teachers are provided grade level collaboration time during early release Mondays.

Based on professional learning data, staff asked for planning time and professional learning around online and blended environment instructional practices. Our leadership team will support this need by providing resources for teachers to explore during their planning time and during staff meetings.

Teaching and Learning

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

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math
[Add additional intervention programs]

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)
180 instructional minutes in TK/kindergarten.
230 instructional minutes in grades 1 to 3
240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

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

Standards Aligned CVUSD Adopted Curriculum: (TK)
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)
English Language Arts/ELD   Nat Geo "Reach for Reading"
Spanish Language Arts/ELD   Houghton Mifflin "Wonders/Maravillas"
Mathematics   Houghton Mifflin "Go Math"
Science   MacMillian/McGraw-Hill, California Science
Social Studies   Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)
English Language Arts/ELD   McGraw Hill, Study Sync
Mathematics   Houghton Mifflin "Go Math"
Science   Amplify Science
Social Studies   Teacher's Curriculum Institute "History Alive"

Opportunity and Equal Educational Access

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

Current adoptions for English Language Arts and Mathematics provide instructional support for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELA Teacher Toolbox and Online Lessons
iReady Math Teacher Toolbox and Online Lessons
Adaptive Programs (ST Math, Khan Academy, Beable)
School Counselor
Community Liaison
Special Education Classroom Assistant
CTC Reading and Writing Units of Study (TK-5) and CTC Phonics (K-2)

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments (Quantitative Data & Qualitative Data)
Science of Reading, LETRS Training
Barton Reading and Spelling System

Parental Engagement

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

School Counselor
School Guidance Tec
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

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, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:
Instructional Coach
School Counselor
Community/Parent Liaison
Bilingual Facilitator
Newcomer Teacher
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)
Support Teachers
After-school Tutoring

Fiscal support (EPC)

Supplemental Concentration Funds

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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on June 9, 2020 was the accumulating input meeting for the SPSA development this year.
The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in

two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): The meeting in May is the accumulating input meeting when the SPSA is reviewed with input from the ELAC committee and Needs Assessment outcomes. During this meeting, we review all areas of the SPSA and revised sections that need editing. We make sure the budget aligns with expenditures. Final SPSA plan approval, including budget approval, occurs in September following a final SSC review meeting in August to address any last-minute needs or budgetary changes that occurred over the Summer.
The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We refine an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year to provide input. The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teachers' success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The site staff meets multiple times throughout the year to gather input on goals, monitor progress, and discuss action items. They also poll students to gather qualitative and quantitative data for the Site Needs Assessment.

Resource Inequities

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

Asian Subgroup - We evaluated why our Asian students had a disproportionate rate of absenteeism and found the reason behind it was due to family needs. In an effort to address this inevitability, we are instituting Attendance with Care meetings to inform and educate families.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.75%	0.59%	4	5	4
African American	2.4%	2.69%	2.81%	16	18	19
Asian	4.2%	5.37%	5.33%	28	36	36
Filipino	%	%	0%			0
Hispanic/Latino	19.4%	18.66%	17.04%	128	125	115
Pacific Islander	0.5%	0.90%	1.48%	3	6	10
White	64.3%	62.54%	62.96%	425	419	425
Multiple/No Response	2.7%	1.79%	1.93%	18	12	13
			Total Enrollment	661	670	675

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	119	146	136
Grade 1	94	106	121
Grade 2	110	98	109
Grade3	116	115	97
Grade 4	113	118	111
Grade 5	109	87	100
Grade 8			1
Total Enrollment	661	670	675

Conclusions based on this data:

1. Fuerte Elementary's White population has decreased approximately 2% each year since 2019-20.

2. Fuerte Elementary's total enrollment has increased slightly each year since 2019-20.

3. Fuerte Elementary's kindergarten enrollment continues to increase with the addition of TK.

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	94	87	70	14.20%	13.0%	10.4%
Fluent English Proficient (FEP)	33	31	28	5.00%	4.6%	4.1%
Reclassified Fluent English Proficient (RFEP)	9	4	6	9.6%	4.76%	9.09%

Conclusions based on this data:

1. The number of English learners has remained steady with slightly fewer in 2021-22.

2. The number of Fluent English Proficient remained steady from 2019-22.

3. The number of Reclassified Fluent English Proficient increased from 2019-20 to 2020-21.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# 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	117	114		0	113		0	113		0.0	99.1	
Grade 4	109	118		0	117		0	117		0.0	99.2	
Grade 5	108	88		0	88		0	88		0.0	100.0	
All Grades	334	320		0	318		0	318		0.0	99.4	

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

Grade Level	Overall Achievement for All Students											
	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
Grade 3		2440.			29.20			28.32			24.78			17.70	
Grade 4		2469.			23.08			25.64			23.93			27.35	
Grade 5		2548.			39.77			28.41			15.91			15.91	
All Grades	N/A	N/A	N/A		29.87			27.36			22.01			20.75	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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		21.24			65.49			13.27	
Grade 4		21.37			58.97			19.66	
Grade 5		34.09			53.41			12.50	
All Grades		24.84			59.75			15.41	

Grade Level	Writing Producing clear and purposeful writing								
	% 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		16.81			58.41			24.78	
Grade 4		15.38			60.68			23.93	
Grade 5		34.09			51.14			14.77	
All Grades		21.07			57.23			21.70	

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		15.04			77.88			7.08	
Grade 4		12.82			76.07			11.11	
Grade 5		14.77			78.41			6.82	
All Grades		14.15			77.36			8.49	

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		27.43			56.64			15.93	
Grade 4		16.24			67.52			16.24	
Grade 5		36.36			56.82			6.82	
All Grades		25.79			60.69			13.52	

Conclusions based on this data:

1. The average percentage of students in the Above Standard category of reading of students dropped from 44% in 2018-19 to 26% in Reading.

2. The average percentage of students in the Above Standard category of reading of students dropped from 33% to 22% in Writing.

3. The percentage of students in the Above Standard category of reading of students dropped from 36% to 14% in Listening.

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	117	114		0	113		0	113		0.0	99.1	
Grade 4	109	117		0	116		0	116		0.0	99.1	
Grade 5	108	88		0	88		0	88		0.0	100.0	
All Grades	334	319		0	317		0	317		0.0	99.4	

* 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		2458.			37.17			27.43			13.27			22.12	
Grade 4		2479.			18.97			30.17			33.62			17.24	
Grade 5		2538.			35.23			20.45			22.73			21.59	
All Grades	N/A	N/A	N/A		29.97			26.50			23.34			20.19	

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		43.36			38.05			18.58	
Grade 4		20.69			59.48			19.83	
Grade 5		35.23			44.32			20.45	
All Grades		32.81			47.63			19.56	

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		37.17			40.71			22.12	
Grade 4		22.41			54.31			23.28	
Grade 5		26.14			59.09			14.77	
All Grades		28.71			50.79			20.50	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.51			53.10			12.39	
Grade 4		18.10			59.48			22.41	
Grade 5		26.14			60.23			13.64	
All Grades		26.18			57.41			16.40	

Conclusions based on this data:

1. The percentage of students in the Above Standard category of students dropped from 44% to 31% in Overall Math.

2. The percentage of students in the Above Standard category of students dropped from 57% to 33% in Concepts and Procedures.

3. The percentage of students in the Above Standard category of students dropped from 48% to 29% in Problem Solving and Modeling.

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	*	1425.0		*	1448.8		*	1369.5		9	11	
1	1413.4	*		1436.6	*		1389.6	*		11	8	
2	1463.4	1463.2		1458.9	1484.4		1467.4	1441.7		14	13	
3	1496.7	1492.6		1512.5	1508.8		1480.5	1475.9		22	13	
4	1521.1	1509.8		1535.0	1520.9		1506.6	1498.2		21	23	
5	1528.0	1527.8		1545.8	1534.7		1509.6	1520.4		14	14	
All Grades										91	82	

| 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	*	9.09		*	54.55		*	27.27		*	9.09		*	11	
1	0.00	*		18.18	*		54.55	*		27.27	*		11	*	
2	14.29	7.69		42.86	53.85		28.57	15.38		14.29	23.08		14	13	
3	9.09	15.38		45.45	38.46		40.91	30.77		4.55	15.38		22	13	
4	19.05	17.39		57.14	39.13		19.05	30.43		4.76	13.04		21	23	
5	14.29	14.29		35.71	57.14		42.86	21.43		7.14	7.14		14	14	
All Grades	13.19	13.41		40.66	43.90		36.26	24.39		9.89	18.29		91	82	

| 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	*	9.09		*	72.73		*	18.18		*	0.00		*	11	
1	9.09	*		36.36	*		36.36	*		18.18	*		11	*	
2	35.71	30.77		21.43	38.46		35.71	15.38		7.14	15.38		14	13	
3	45.45	61.54		40.91	15.38		13.64	7.69		0.00	15.38		22	13	
4	61.90	39.13		28.57	43.48		9.52	17.39		0.00	0.00		21	23	
5	35.71	42.86		57.14	50.00		7.14	7.14		0.00	0.00		14	14	
All Grades	37.36	35.37		37.36	39.02		20.88	18.29		4.40	7.32		91	82	

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		*	18.18		*	54.55		*	27.27		*	11	
1	0.00	*		9.09	*		45.45	*		45.45	*		11	*	
2	14.29	0.00		28.57	23.08		28.57	53.85		28.57	23.08		14	13	
3	4.55	0.00		13.64	15.38		54.55	53.85		27.27	30.77		22	13	
4	0.00	0.00		28.57	26.09		52.38	34.78		19.05	39.13		21	23	
5	0.00	0.00		7.14	21.43		64.29	64.29		28.57	14.29		14	14	
All Grades	5.49	0.00		18.68	21.95		49.45	46.34		26.37	31.71		91	82	

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	*	27.27		*	72.73		*	0.00		*	11	
1	18.18	*		63.64	*		18.18	*		11	*	
2	35.71	7.69		57.14	84.62		7.14	7.69		14	13	
3	22.73	46.15		72.73	38.46		4.55	15.38		22	13	
4	33.33	34.78		57.14	56.52		9.52	8.70		21	23	
5	21.43	21.43		78.57	71.43		0.00	7.14		14	14	
All Grades	24.18	26.83		65.93	63.41		9.89	9.76		91	82	

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	*	18.18		*	63.64		*	18.18		*	11	
1	0.00	*		81.82	*		18.18	*		11	*	
2	28.57	46.15		50.00	46.15		21.43	7.69		14	13	
3	72.73	69.23		27.27	15.38		0.00	15.38		22	13	
4	85.71	52.17		14.29	43.48		0.00	4.35		21	23	
5	92.86	71.43		0.00	28.57		7.14	0.00		14	14	
All Grades	57.14	48.78		35.16	40.24		7.69	10.98		91	82	

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		*	90.91		*	9.09		*	11	
1	0.00	*		36.36	*		63.64	*		11	*	
2	7.14	7.69		71.43	69.23		21.43	23.08		14	13	
3	9.09	0.00		50.00	61.54		40.91	38.46		22	13	
4	14.29	0.00		66.67	56.52		19.05	43.48		21	23	
5	7.14	0.00		57.14	85.71		35.71	14.29		14	14	
All Grades	9.89	2.44		59.34	64.63		30.77	32.93		91	82	

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	*	9.09		*	54.55		*	36.36		*	11	
1	0.00	*		63.64	*		36.36	*		11	*	
2	28.57	0.00		42.86	76.92		28.57	23.08		14	13	
3	13.64	0.00		77.27	84.62		9.09	15.38		22	13	
4	0.00	8.70		90.48	73.91		9.52	17.39		21	23	
5	0.00	7.14		92.86	71.43		7.14	21.43		14	14	
All Grades	9.89	4.88		72.53	71.95		17.58	23.17		91	82	

Conclusions based on this data:

1. No kindergartners scored in the Well Developed range in Reading in 2019-20 or 21-22.

2. The percentage of kindergartners who scored in the Well Developed range dropped from 36% in 2019-20 to 9% in 2021-22.

3. There were no students who scored in Level 4 in Written Language in 2021-22.

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**
670	**23.6**	**13.0**	**0.1**
Total Number of Students enrolled in Fuerte Elementary.	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	87	13.0
Foster Youth	1	0.1
Homeless	2	0.3
Socioeconomically Disadvantaged	158	23.6
Students with Disabilities	71	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	18	2.7
American Indian	5	0.7
Asian	36	5.4
Filipino		
Hispanic	125	18.7
Two or More Races	12	1.8
Pacific Islander	6	0.9
White	419	62.5

Conclusions based on this data:

1. Fuerte does not have an identified Filipino population.

2. Fuerte's student population is predominantly White.

3. Approximately 25% of Fuerte's population is socioeconomically disadvantaged.
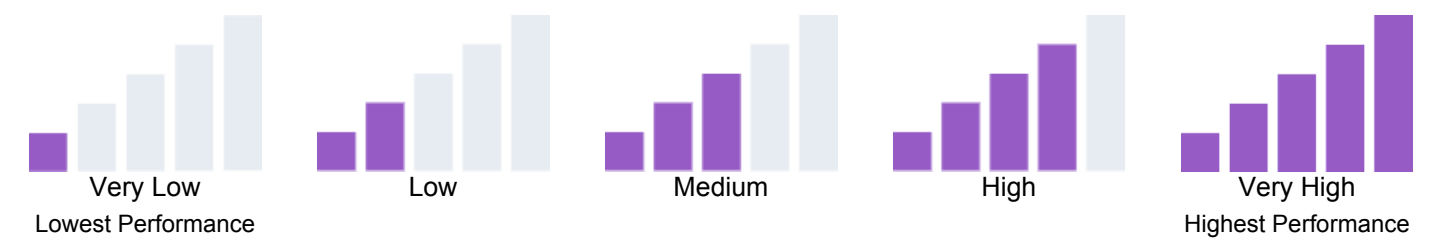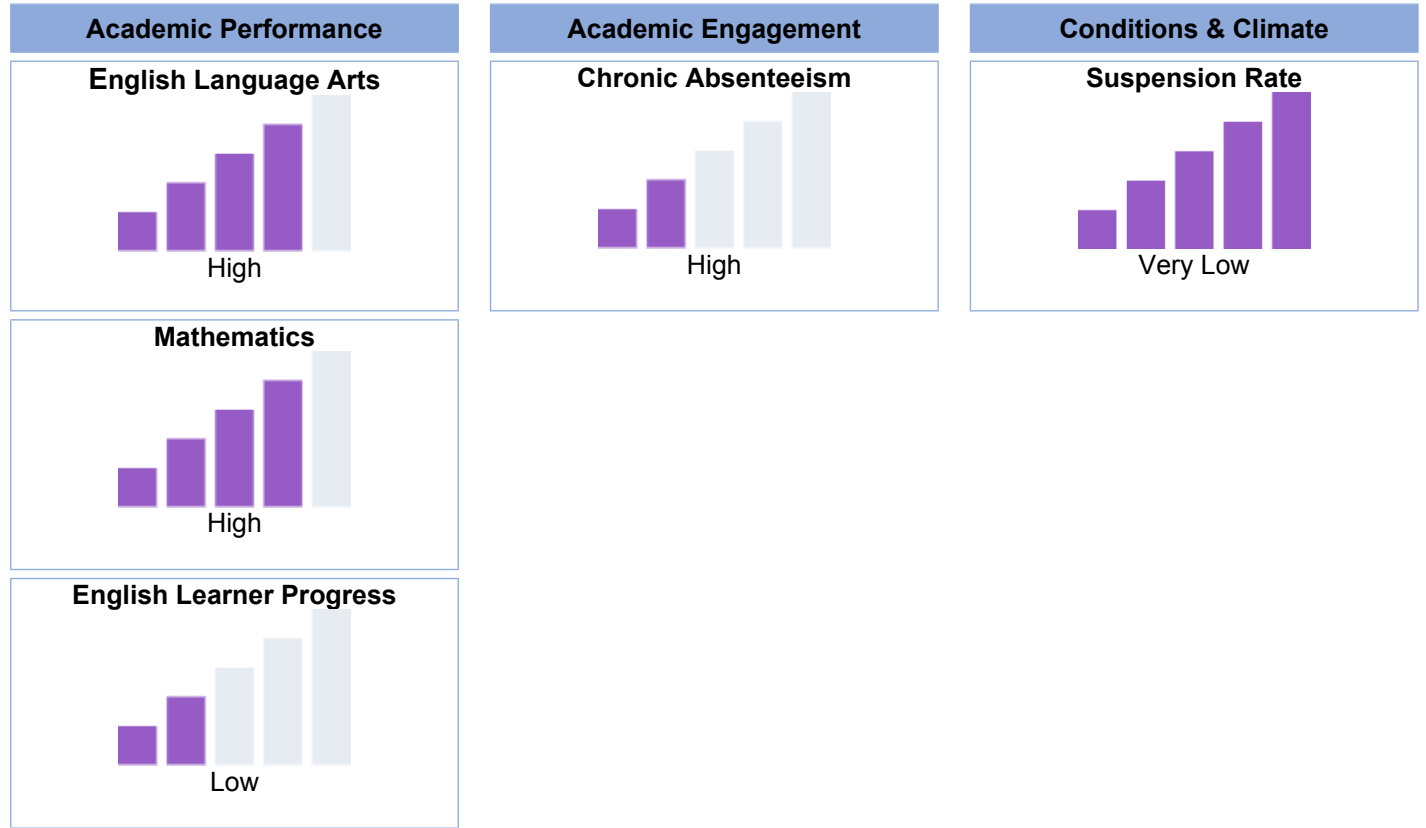
School and Student Performance Data

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** High	**Suspension Rate** Very Low
Mathematics High		
English Learner Progress Low		

Conclusions based on this data:

1. Fuerte Elementary's Academic Performance in ELA and Math is High.

2. Fuerte Elementary's Suspension rate falls in the Very Low range.

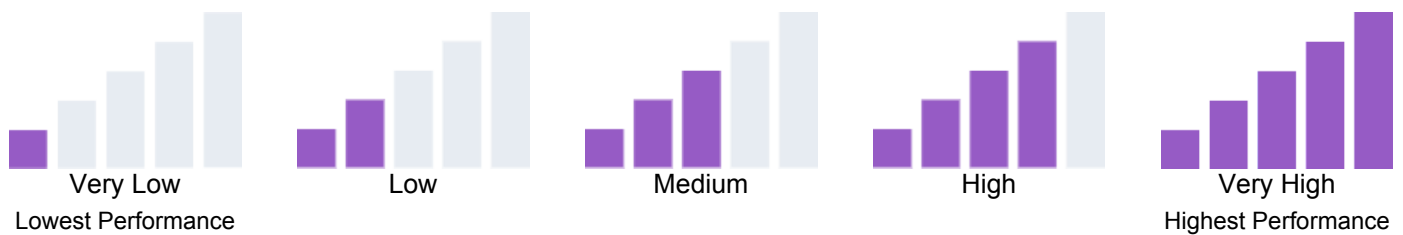3. Fuerte Elementary's Chronic Absenteeism falls in the High range.
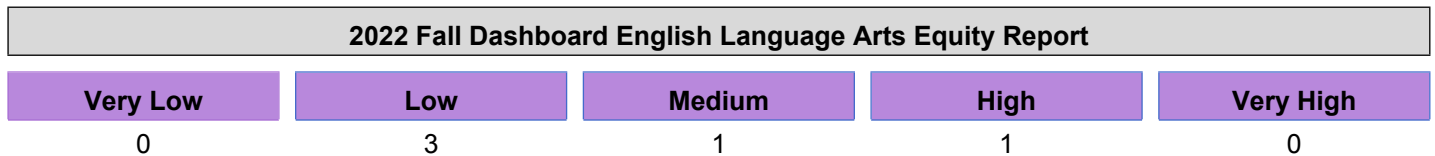
School and Student Performance Data

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.
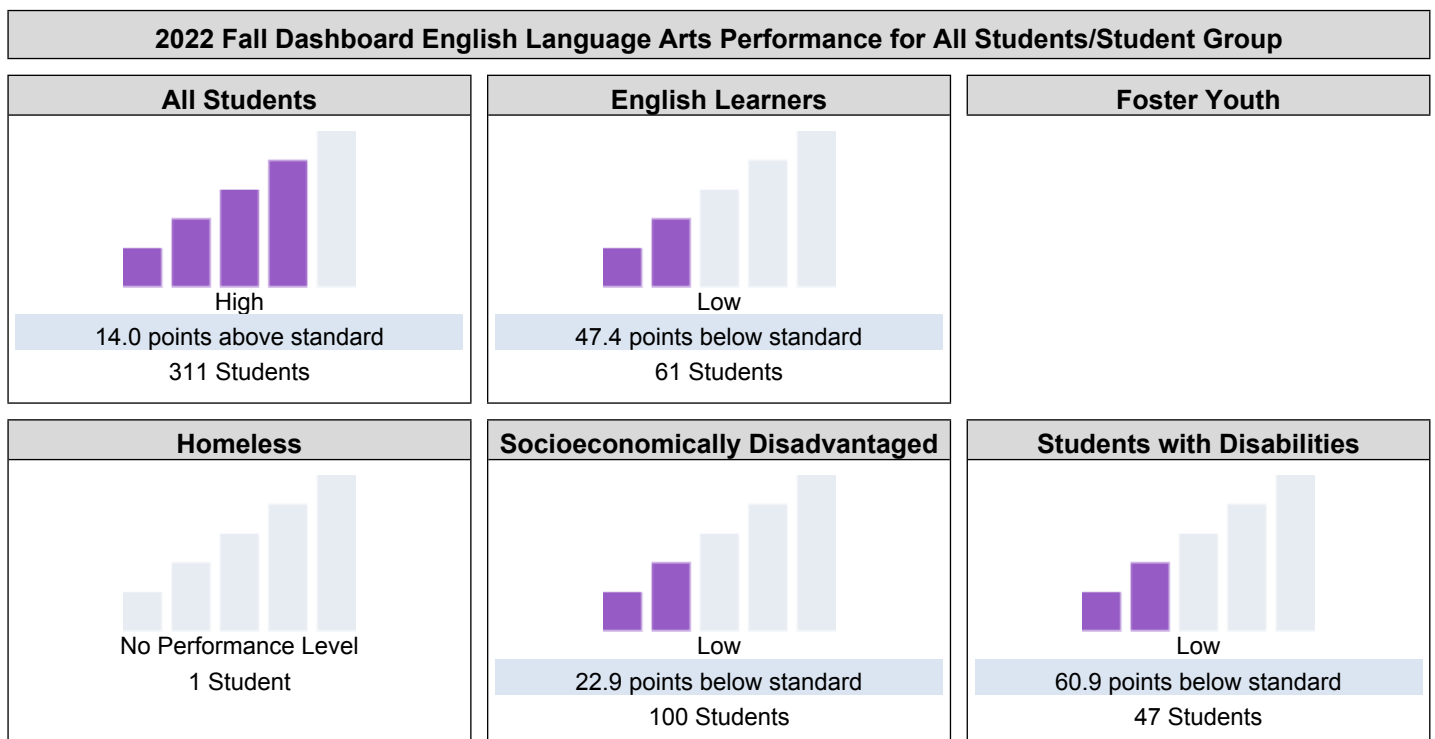
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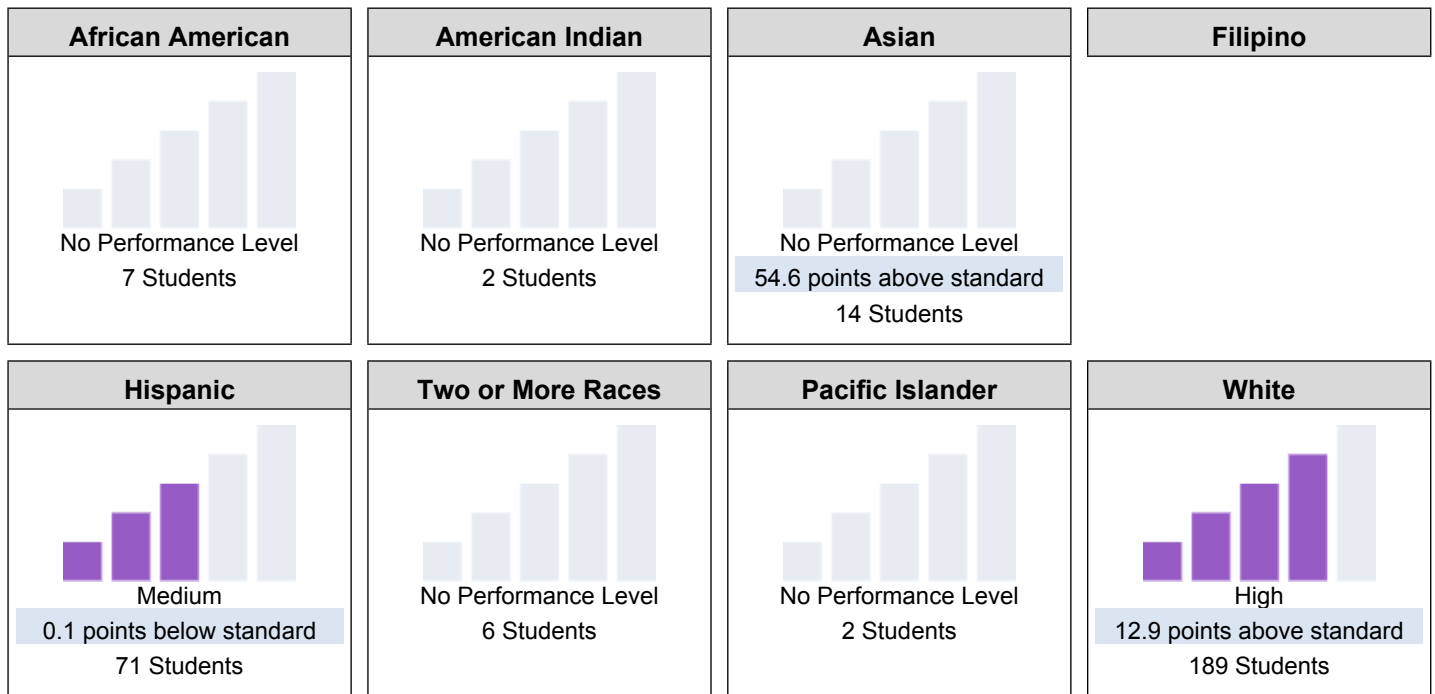

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report					
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	1	1	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
High	Low	
14.0 points above standard	47.4 points below standard	
311 Students	61 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
1 Student	22.9 points below standard	60.9 points below standard
	100 Students	47 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
7 Students

American Indian

No Performance Level
2 Students

Asian

No Performance Level
54.6 points above standard
14 Students

Filipino

Hispanic

Medium
0.1 points below standard
71 Students

Two or More Races

No Performance Level
6 Students

Pacific Islander

No Performance Level
2 Students

White

High
12.9 points above standard
189 Students

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

74.3 points below standard

50 Students

Reclassified English Learners

75.0 points above standard

11 Students

English Only

28.5 points above standard

239 Students

Conclusions based on this data:

1. All Students scored in the High range in ELA.

2. The Students with Disabilities subgroup is in the Low range.

3. The Reclassified English Learner scores 75 points above standard while the English only group scored only 29 points above standard.

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).
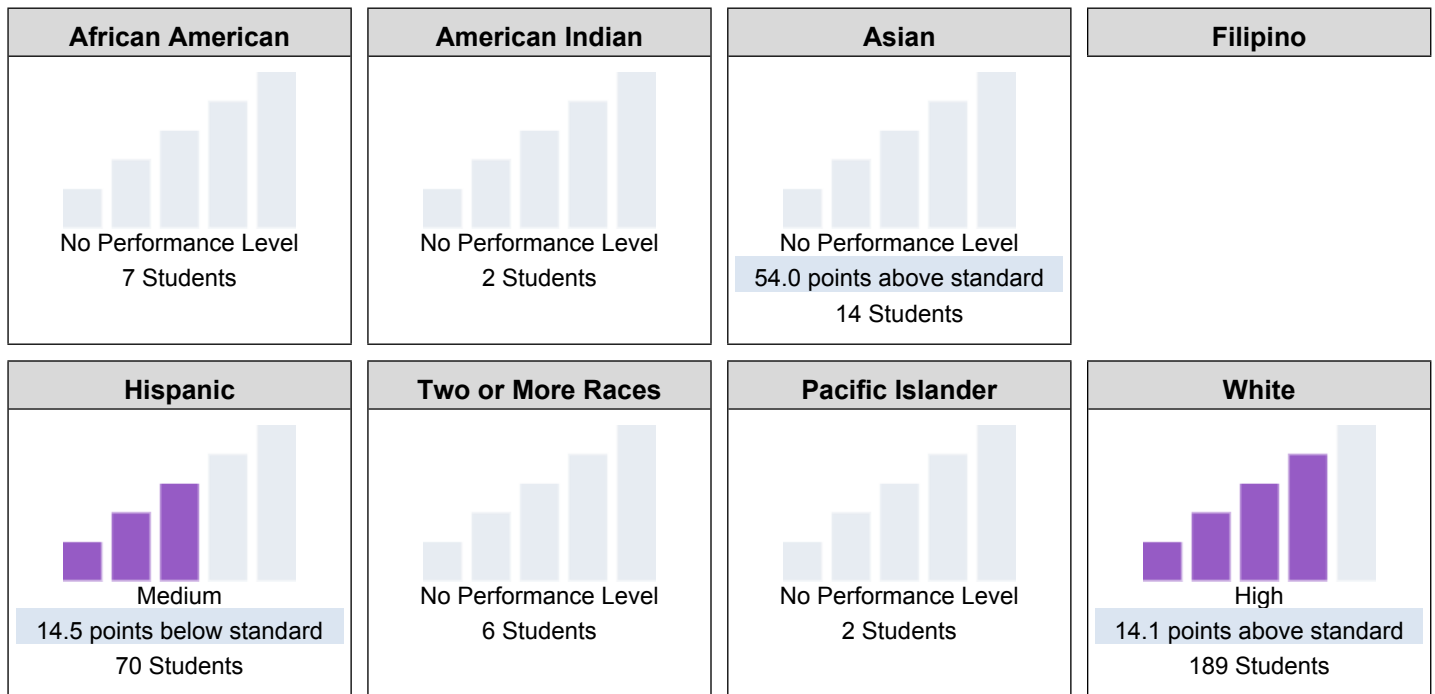
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	1	1	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	Low	
9.0 points above standard	39.5 points below standard	
310 Students	60 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Low
1 Student	29.2 points below standard	51.6 points below standard
	99 Students	47 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
7 Students	2 Students	54.0 points above standard	
		14 Students	

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	High
14.5 points below standard	6 Students	2 Students	14.1 points above standard
70 Students			189 Students

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
59.1 points below standard	48.1 points above standard	21.8 points above standard
49 Students	11 Students	239 Students

Conclusions based on this data:

1. All Students scored in the High range in Math.

2. The Current English Learner subgroup scored in the Low range.

**3.** The Students with Disabilities subgroup scored in the Low range.

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

English Learner Progress

Low

39.7 making progress towards English language proficiency

Number of EL Students: 68 Students

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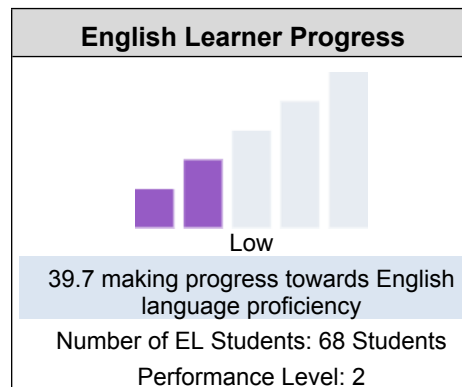
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
27.9%	32.4%	2.9%	36.8%

Conclusions based on this data:

1. The highest percentage of English learners progressed at least one ELPI level.

2. 28% decreased one ELPI level.

3. 40% of ELs are making progress toward English language proficiency.

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.
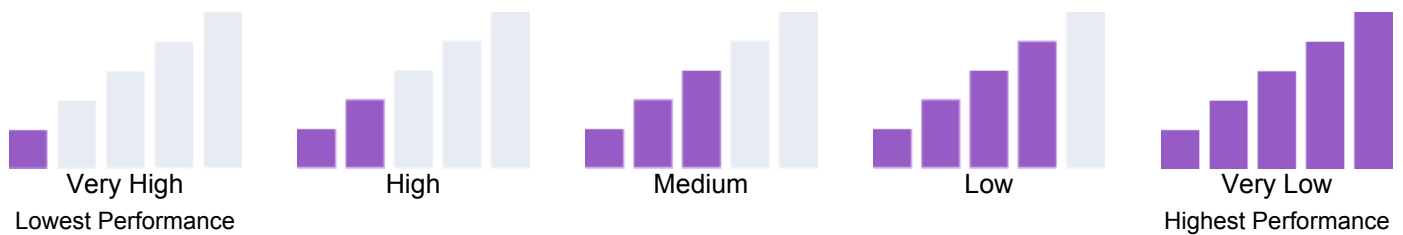
Conclusions based on this data:

1.

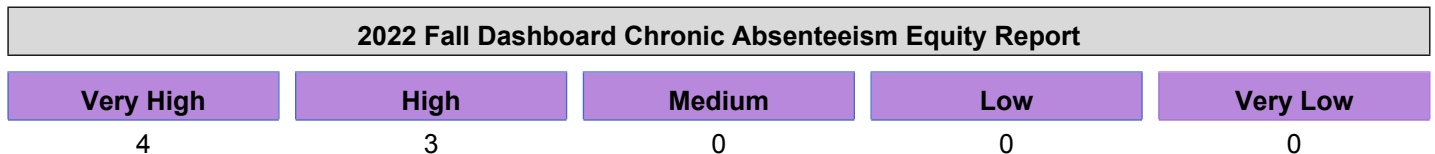# School and Student Performance Data

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).
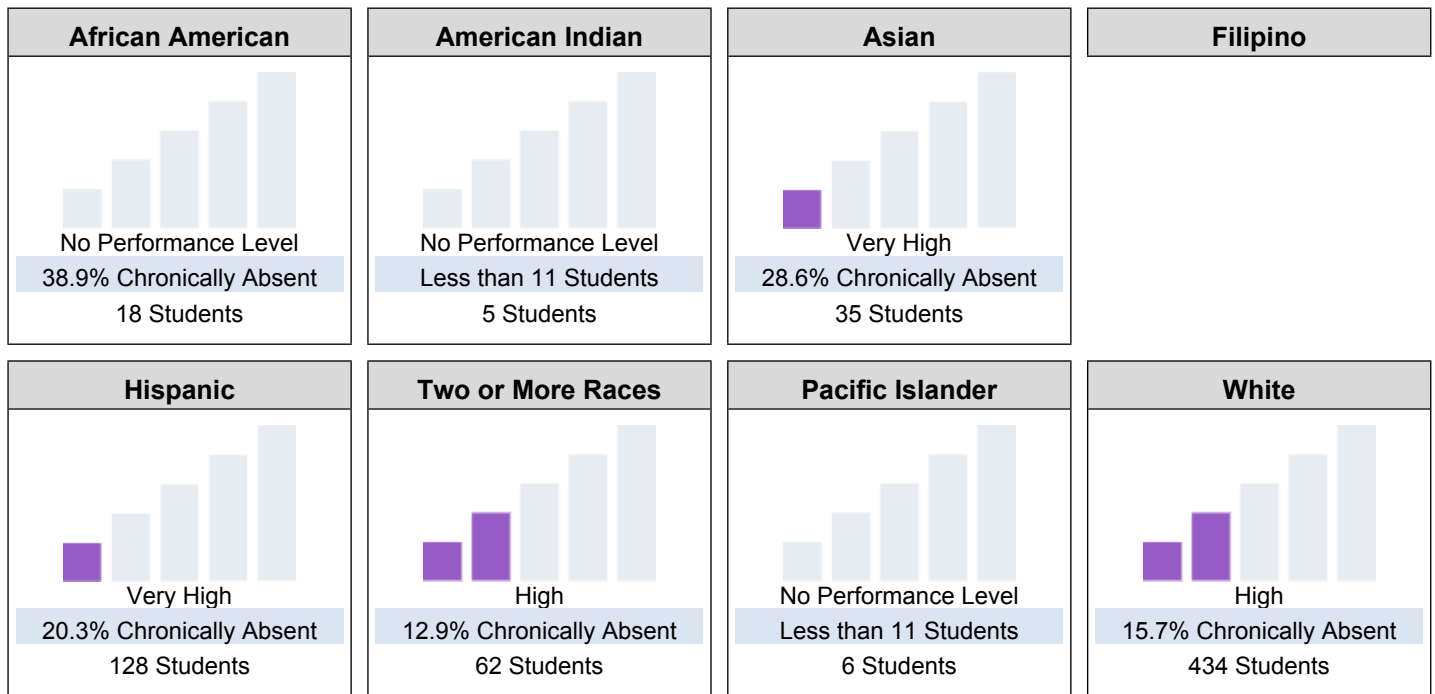

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	3	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	High	No Performance Level
17.9% Chronically Absent	19.5% Chronically Absent	Less than 11 Students
688 Students	87 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	26.9% Chronically Absent	26.4% Chronically Absent
2 Students	212 Students	91 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very High	
38.9% Chronically Absent	Less than 11 Students	28.6% Chronically Absent	
18 Students	5 Students	35 Students	

Hispanic	Two or More Races	Pacific Islander	White
Very High	High	No Performance Level	High
20.3% Chronically Absent	12.9% Chronically Absent	Less than 11 Students	15.7% Chronically Absent
128 Students	62 Students	6 Students	434 Students

Conclusions based on this data:

1. The Hispanic subgroup has the highest percentage of chronically absent students (by race/ethnicity) with 20% chronically absent.

2. The Socioeconomically Disadvantaged subgroup has the highest percentage of chronically absent students, with 27% of students chronically absent.

3. The Students with Disabilities subgroup has the second highest percentage of chronically absent students, with 26% of students chronically absent.
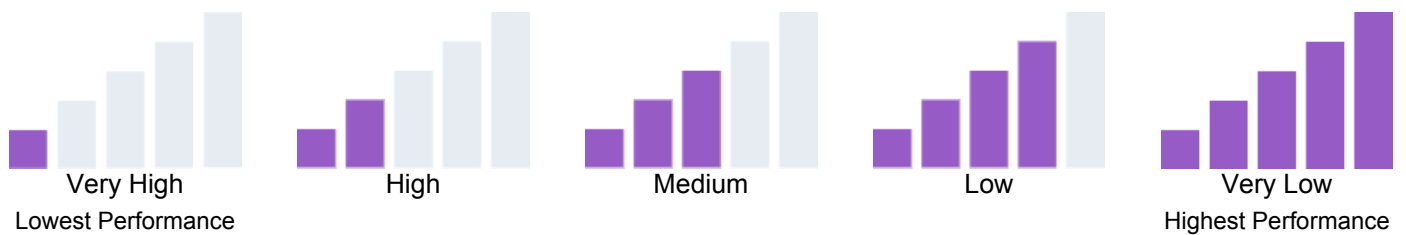
School and Student Performance Data

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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

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).

Very High	High	Medium	Low	Very Low

Lowest Performance | | | | Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	1	1	5

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.3% suspended at least one day	0% suspended at least one day	Less than 11 Students
698 Students	91 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Medium
Less than 11 Students	0% suspended at least one day	2.2% suspended at least one day
2 Students	217 Students	93 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	
18 Students	5 Students	35 Students	

Hispanic	Two or More Races	Pacific Islander	White
Low	Very Low	No Performance Level	Very Low
0.8% suspended at least one day	0% suspended at least one day	Less than 11 Students	0.2% suspended at least one day
131 Students	62 Students	6 Students	441 Students

Conclusions based on this data:

1. Students in the socioeconomically disadvantaged and two or more races subgroups fell in the Very Low range.

2. The Students with Disabilities subgroup had the highest percentage of students who were suspended at least once, at 2% (dropped from 3.4%).

3. Overall, suspensions were Very Low with only .3% suspended once.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	20	44	34
Tier 3 % of students (Two or More Grade Levels Below)	8	19	11

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	45	32	36
Tier 3 % of students (Two or More Grade Levels Below)	27	60	44

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	29	44	42
Tier 3 % of students (Two or More Grade Levels Below)	18	32	23

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	23	33	34

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	39	41	37

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	10	44	35
	Tier 3 % of students (Two or More Grade Levels Below)	10	22	13
Black or African American	Tier 2 % of students (One Grade Level Below)	20	44	39
	Tier 3 % of students (Two or More Grade Levels Below)	13	11	11
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	20	42	32
	Tier 3 % of students (Two or More Grade Levels Below)	7	20	11

Conclusions based on this data:

1. Tier I students increased from 47% of students at grade level in diagnostic 1 to 63% of students at grade level in diagnostic 2.

2. While ELs only increased by 1% for those who performed at grade level from diagnostic 1 to 2, the number of ELs two or more grade levels below decreased from 51% in diagnostic 1 to 34% in diagnostic 2.

3. Students with Disabilities increased from 25% at grade level in diagnostic 1 to 31% at grade level in diagnostic 2.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	53	69
English Learner % of Students On Track to Meet Typical Growth Goal	42	67
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	45	65
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	43	56

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	59	50
Black or African American % of Students On Track to Meet Typical Growth Goal	31	56
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	55	73

Conclusions based on this data:

1. Students with Disabilities had a higher rate of growth than All Students, at 60%.

2. English Learners had a lower rate of growth than All Students, at 41%.

3. Black Students had the highest rate of growth, at 81%.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	27	57	51
Tier 3 % of students (Two or More Grade Levels Below)	5	18	9

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	54	44	50
Tier 3 % of students (Two or More Grade Levels Below)	18	52	37

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	42	58	56
Tier 3 % of students (Two or More Grade Levels Below)	12	29	19

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	32	39	42

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	25	45	35

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	7	48	35
	Tier 3 % of students (Two or More Grade Levels Below)	7	15	10
Black or African American	Tier 2 % of students (One Grade Level Below)	53	71	67
	Tier 3 % of students (Two or More Grade Levels Below)	0	24	17
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	27	56	49
	Tier 3 % of students (Two or More Grade Levels Below)	4	19	9

Conclusions based on this data:

1. Tier I students increased from 38% of students at grade level in diagnostic 1 to 51% of students at grade level in diagnostic 2.

2. Students with Disabilities increased from 11% at grade level in diagnostic 1 to 25% at grade level in diagnostic 2.

3. EL students decreased from 17% of students at grade level in diagnostic 1 to 14% of students at grade level in diagnostic 2.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	48	53
English Learner % of Students On Track to Meet Typical Growth Goal	44	45
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	40	46
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	44	43

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	41	63
Black or African American % of Students On Track to Meet Typical Growth Goal	25	54
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	52	53

Conclusions based on this data:

1. All Students, and each subgroup English Learners and Students with Disabilities did not meet our growth goal of 50%.

2. Black Students had the highest rate of growth, at 71%.

3. Asian Students had the lowest rate of growth at 14%.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	35	55	9
19-20 Parent Survey	48	48	4
20-21 Parent Survey	46	50	4
21-22 Parent Survey	43	51	6

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.41	94	6
I feel proud to be a parent at my child's school.	4.59	94	6
This school is perfect for my child.	4.32	84	16

Conclusions based on this data:

1. Our overall parent engagement increased from 35% fully engaged in 2018 to 48% fully engaged in 2019.

2. Our overall parent disengagement decreased from 9% actively disengaged in 2018 to 4% actively disengaged in 2019.

3. While 95% are proud to be a parent at Fuerte in 2019, only 85% feel the school is perfect for their child.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	80	20	--
19-20 Student Survey	71	29	--
20-21 Student Survey	74	26	--
21-22 Student Survey	--	--	--

Gallup Student Engagement Items

2021-22 Mean Scores	Fuerte Elementary Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.60	3.89
At this school, I get to do what I do best every day	4.32	3.55
My teachers make me feel my schoolwork is important	4.67	4.01
I feel safe in this school.	4.63	3.84
I have fun at school.	4.53	3.77
I have a best friend at school	4.74	4.44
In the last seven days, someone has told me I have done good work at school.	4.19	3.58
In the last seven days, I have learned something interesting at school.	4.61	3.82
The adults at my school care about me.	4.71	3.91
I have at least one teacher who makes me excited about the future.	4.74	4.02

Fuerte Elementary

Conclusions based on this data:

1. Overall, our student engagement decreased from 80% fully engaged in 2018 to 71% fully engaged in 2019.

2. Students rated, "At this school, I get to do what I do best every day" lowest in 2019 at 3.57.

3. Students rated, "I have a best friend at school" the highest and was the only descriptor that increased in 2019 at 4.79.

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

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

Goal # 1 All students will engage in a Modern Curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. Students, staff, and community will use a common language and build leadership skills around Modern Curriculum.By June 2023, 90% of all students in Grades K-5 will complete the RIASEC interest survey and will complete assigned Beable courses in World of Work. In addition, we will increase our student engagement score by 2%.

Identified Need

After analyzing our school's Gallup Student Data, our lowest performing engagement metric has consistently been "At this school, I get to do what I do best everyday (3.59). An identified need is to create strength based classroom that celebrates an environment where are students can achieve their best self. Increasing engagement in the classroom will lower chronic absenteeism which currently is at 17.9% as per the California Accountability Dashboard. In addition, with higher engagement comes higher performance in academic standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Walkthroughs/implementation - Leader in Me	21/22 Number of Walkthroughs 1 Classrooms have evidence of common language-80%implementation Leadership Notebooks - 50% implementation Student-Led Conferences - 90%	22/23 Number of Walkthroughs 2 All classrooms will have evidence of common language 100% Leadership Notebooks -75% implementation Student-Led Conferences - 100%
Beable RIASEC Interest Survey	As of May 2022, 88% of students in grades 3-5 have completed the Career Interest Survey.	By June 2023, 90% of students will complete the Career Interest Survey on Beable. (Grades 2-5).
Student Gallup Survey	May 2021: At this school, I get to do what I do best everyday. Mean Score: 3.97	By June 2023: At this school, I get to do what I do best everyday. Mean Score: 4.0

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	May 2022: At this school, I get to do what I do best everyday. Mean Score: 3.59	
TEDx Club	During the 2022-23 school year, we had 20 students participate in our site TEDx Club.	By June 2023, we will have 25 students participate in Fuerte's site Tedx club.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff and students will work together on the Leader In Me program to prepare students for the World of Work, their future career, and life and leadership skills through multiple activities throughout the year.
Professional Learning for Staff
Coaching for Staff
On line learning resources
Leadership Day

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	S/C 1000-1999: Certificated Personnel Salaries Release time for staff to attend professional learning and coaching
0	S/C 2000-2999: Classified Personnel Salaries Additional time for staff to attend professional learning and coaching
1000	S/C 1000-1999: Certificated Personnel Salaries

	Additional time for staff to attend professional learning and coaching
1000	S/C 4000-4999: Books And Supplies Online learning materials
2000	S/C 1000-1999: Certificated Personnel Salaries Art Teacher (supplementing Prop 28 and VAPA funds)

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

All Students

Strategy/Activity

Students will benefit from art and music instruction as a way to prepare students for the World of Work, their future career and life and leadership skills through art 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)

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.

Online Resources were utilized in class. Due to being short staffed and getting back to "normal," we were unable to host a Leadership Day and only completed one walkthrough. We plan to host a Leadership Day in 2024.

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

Due to challenges around release time being short staffed, full implementation and training of Leader in Me program was not possible. However, we plan to continue professional learning and full implementation of the program.

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

We will continue with this goal in full next year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. Social and emotional learning and leadership skills will be a focus school-wide. Specifically, Fuerte will focus on students' well-being, connection to and engagement in school, and building upon student's unique strengths and leadership skills.

Identified Need

When students feel safe, respected, and welcome at school, they want to be at school. Creating a positive climate and culture that empowers students and makes them feel values will help improve student attendance. Our Student Gallup score dropped significantly in the area of "When I'm angry, I am good at explaining why" (3.15). The strategies that we have implemented below to meet our second goal are all focused on improving the climate and culture of the school and ensuring that students have access to social and emotional support. We expect to see a significant improvement in the attendance rate as a result of these strategies and will specifically monitor the subgroup of students with disabilities to ensure they are more successful academically, socially, and behaviorally at Fuerte.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Needs Assessment Scaled Level of Concern (Social Emotional Well-Being)	21/22 Not Concerned (30%)	22/23 Not Concerned (50%)
Gallup Student Data Gr. 5 At this school, I get to do what I do best. When I am angry or upset, I am very good at explaining what is bothering me to other people.	May 2022 Do Best/Score 4.32 Angry/Explaining 4.2	May 2023 Do Best/Score 3.59 Angry/Explaining 3.15
Gallup Parent Data Fully Engaged	May 2022 43%	May 2023 28%
Gallup Staff Data Engaged	May 2022 Overall Engaged	May 2023 Engaged

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Opinions Count	81% Opinions Count 4.44	82% Opinions Count 4.6

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, Asian students

Strategy/Activity

With the support of school staff, a counselor, and a guidance technician, social and emotional wellbeing will be targeted daily focus for every student through school-wide SEL lessons, school-wide leadership activities, school messaging, small group supports, parent outreach and forum groups. We will focus on Tier I classroom lessons (at least 3 lessons/trimester/class) and track data on Tier II friendship groups (schedule, number of behavior referrals/infractions entered in Zangle) to inform student needs

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

Amount(s)	Source(s)
30,000	S/C 2000-2999: Classified Personnel Salaries Guidance Tech
0	S/C 4000-4999: Books And Supplies
10,000	S/C 1000-1999: Certificated Personnel Salaries Counselor (.10 FTE) Salary Increase 2/8/22

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

All Students, Asian Students

Strategy/Activity

Attendance with Care meetings. Invite parents to informational attendance meeting with counselor, principal and office team. During the meeting, the staff will review Independent Study Contracts,

reasons for excused absences, and strategies for improved attendance. This meeting will be supportive and informative.

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	

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.

School staff worked together to focus on SEL and well-being of students, staff and parents. Counseling lessons were whole group at grade and classroom level, small group and individual. Class and grade level lessons were inconsistent, hence the desire to track data and schedules. Important to note is the Gallup Student Data platform was unreliable and only captured less than 30 of our 100 students.

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

No changes in budget or plan. We will use data to design plan for next year.

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

No changes were made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

By June 2024, all students will improve academic achievement in ELA from 84.8% meeting/exceeding standard to 90% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 80% of students are making Typical Growth on Diagnostic #3. In addition, 80% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

Identified Need

Based on our local assessment data, collected in February 2022 (iReady Diagnostic #2), 55% of students are at or above grade level in ELA and 45% of students are at or above grade level in math. On that same assessment in February of 2022, 75% of students were on track to make one year's growth in Reading, compared with 75% of our non-English Learner students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Reading Strand Gr. 3 Reading Strand Gr. 4 Reading Strand Gr. 5	21/22 Gr. 3 86.73% exceeded or met Gr. 4 80.34% exceeded or met Gr. 5 87.5% exceeded or met	22/23 Gr. 3 88% exceeded or met Gr. 4 85% exceeded or met Gr. 5 89% exceeded or met
Mathematics CAASPP Gr. 3 Gr. 4 Gr. 5	21/22 Gr. 3 64.6% exceeded or met Gr. 4 49.14% exceeded or met Gr. 5 55.68% exceeded or met	22/23 Gr. 3 69% exceeded or met Gr. 4 55% exceeded or met Gr. 5 60% exceeded or met
IReady ELA & Math Growth Results (All Students)	As of Diagnostic #2 (Feb 2023): All Students ELA	By Diagnostic #3 (June 2023), 80% of students will meet their "Typical Growth" goal in ELA and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	75% of students met their "Typical Growth" goal Math 45% of students met their "Typical Growth" goal	
IReady ELA & Math Diagnostic Results (ELA & Math)	As of Diagnostic #2 (Feb 2023): All Students ELA On/Above Grade Level: 55% Math On/Above Grade Level: 45%	By Diagnostic #3 (June 2023), 75% of students will be On/Above Grade Level in ELA and Math.
IReady ELA & Math Growth Results (English Learners)	As of Diagnostic #2 (Feb 2023): All Students ELA 75% of students met their "Typical Growth" goal Math 38% of students met their "Typical Growth" goal	By Diagnostic #3 (June 2023), 80% of EL students will meet their "Typical Growth" goal in ELA and Math.
IReady ELA & Math Growth Results (Special Education)	As of Diagnostic #2 (Feb 2023): All Students ELA 59% of students met their "Typical Growth" goal Math 34% of students met their "Typical Growth" goal	By Diagnostic #3 (June 2023), 80% of Special Education students will meet their "Typical Growth" goal in ELA and Math.
ELPAC Data	57% of EL Students scored in the Moderately Developed to Well Developed range for overall language development.	Continue to measure and respond to changes in EL Students' language development data to maintain or improve results by shifting 3-

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		5% of students to the next performance level.

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

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

All Students

Strategy/Activity

Hourly teacher to provide pull-out support for at-risk students in the area of ELA (reading)

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)
15,000	S/C 1000-1999: Certificated Personnel Salaries

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

EL Students

Strategy/Activity

Hourly English Language Facilitator (ELF) duties to include data analysis, collaboration with teachers, and small group support for our Newcomers.

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)
7000	S/C 1000-1999: Certificated Personnel Salaries

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

All Students

Strategy/Activity

Teachers will engage in Professional Learning and Coaching cycles to analyze student data and plan instruction in reading and writing. Grade level teams will also collaborate to analyze student data and plan instruction to improve student results in reading, writing, speaking, listening and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,193	S/C 1000-1999: Certificated Personnel Salaries Additional Collaboration Time/Release Time
5000	S/C 5800: Professional/Consulting Services And Operating Expenditures Professional Learning consultation through independent consultant.

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

Students in grades 3, 4, & 5

Strategy/Activity

Teachers will have access to Literably, a digital assessment to measure progress for students, in order to track growth and progress in the area of Reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	S/C 4000-4999: Books And Supplies Digital assessment app

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 implementation successful in Tiered systems for reading intervention. ELF successful in maintaining the same percentage of students who met their stretch growth goal. Students met stretch growth goal by February in Reading!

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

Intended implementation carried out.

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 may need be made to this goal for next year, depending on budget.

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	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$80,693.00

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 ($)

Subtotal of additional federal funds included for this school: $

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
S/C	$80,693.00

Subtotal of state or local funds included for this school: $80,693.00

Total of federal, state, and/or local funds for this school: $80,693.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	80,693	0.00
S/C Carryover		

Expenditures by Funding Source

Funding Source	Amount
	0.00
S/C	80,693.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	42,193.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	S/C	42,193.00
2000-2999: Classified Personnel Salaries	S/C	30,000.00
4000-4999: Books And Supplies	S/C	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	S/C	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	40,000.00
Goal 3	36,693.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kristen Goodrich	Principal
Lisa Langston	Classroom Teacher
Gretchen Swain	Classroom Teacher
Erica Levesque	Other School Staff
Jennifer Gall	Other School Staff
Wendy Berzanski	Parent or Community Member
Ashtynne Calvert	Parent or Community Member
Dee Mecham	Parent or Community Member
Nichole Beaver	Parent or Community Member
Heidi Borum	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 5/30/23.

Attested:

	Principal, Kristen Goodrich on 5/30/23
	SSC Chairperson, Wendy Berzanski on 5/30/23

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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