School Year: **2022-23**

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
Fletcher Hills Elementary School	37-68197-609844	May 18, 2022	July 12, 2022

Purpose and Description

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

Schoolwide Program

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.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base 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).

Fletcher Hill's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2021-22 Annual Parent Survey was distributed to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Data from these surveys is included throughout our 2022-23 SPSA.

Consultations and connections with our educational partners took place through virtual Zoom meetings, in-person meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

As our 2021-22 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed. Additional technology was distributed in the spring based on student needs.

Surveys sent in preparation for or during the 2021-22 school year included (but were not limited to) topics such as :
- Staff/Parent Quarantine Questions/Concerns
- Student Technology Needs
- Student/Family Community Resources Needs
- Staff Technology Needs

Parent data indicated that 96% of families reported that Fletcher Hills provides high-quality instruction and 94% of families feel the school staff treats them with respect and that school staff is helpful. Parent data indicated a desire for more in-person school connections and family events to rebuild the sense of community at Fletcher Hills, post pandemic. Additionally, 93% of parents reported that their child feels welcome at school. Opportunities for growth at Fletcher Hills include 28% of families, who completed the survey, desiring that staff be more welcoming of their suggestions. An additional area for growth is to increase the perception of fair discipline at Fletcher Hills from 79%. Teacher data displayed the desire for more training and direction in the implementation and data analysis of iReady, student data chats, and high quality teaching strategies in the area of reading comprehension of informational text. All educational partners shared comments about the safety needed if COVID cases started to increase.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities.

Our school will continue to solicit input and feedback from our educational partners during the 2022-

23 school year and utilize the data to improve the work that we are doing in support of our students, families, and staff.

Classroom Observations

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

Daily principal Observations:
To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:
Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations, goal setting with feedback meetings.

District Walks:
To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Cohort Walks:
To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

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)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

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

Teachers use curriculum-embedded unit, weekly, and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

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

All teachers at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with students and staff and with feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include, but are not limited to: academic vocabulary, reading comprehension of literature and informational text, and mathematical numbers and operations.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online, face-to-face, and blended professional development. Professional development courses have included:
- Reading in the Upper Grades for Struggling Readers 3-6
- Building Thinking Classrooms Revisited
- Build Math Minds
- Engaging Students With Current Events
- Charts, Chants and More for English Learners
- I've Got a Newcomer in My Class. Now What?!
- De-fronting the Classroom
- Counting Collections TK-2
- Best Practices for i-Ready Personalized Instruction
- i-Ready Engaging Students through Data Chats
- i-Ready: Using Data to Plan Instruction
- Trauma Informed Care
- Grief & Loss
- Responding to Behavior Escalation
- Restorative Justice Practices Overview
- NGSS 101: Crosscutting Concepts & Practices K-8th Science
- Mirrored in Media 4-8
- Fostering Independent Musicians in Music / Choral Classroom
- Physical Literacy PART 1
- Intro to Chromebooks
- 504 Accommodation Plans

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators.

All staff development is focused on:
- Cultural proficiency and educational equity
- Use of local assessments to inform and modify instruction
- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices

Site level professional development includes site learning day presentations and PLC work. Teachers work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. Staff development at our school site in the 2022-23 school year will focus on continuing our work around equity, social emotional learning, data analysis, building teacher capacity in student goal setting, and reading comprehension strategies for informational text across all subjects.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. Response to Intervention support for classroom instruction includes but is not limited to Teachers on Special Assignment, and Special Education support staff.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

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

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

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

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

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

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

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

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

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

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments (when available), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2022-23 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:
Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Second Step curriculum for Social-Emotional Learning
i-Ready

Parental Engagement

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

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.
To support successful school and family interactions, the district is committed to engaging parents through:
- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

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)

All educational partners (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of federal funds (as applicable) and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

<u>Funding</u>

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

Our school does not receive any categorical funds.

Fiscal support (EPC)

Our school does not receive any categorical funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2022-23 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC/SSC # 4 Meeting, April 27, 2022 at 2:30; ELAC/SSC #5 Meeting, May 18, 2022 at 2:30
- Staff Meetings where the 2022-23 SPSA goals and metrics were discussed: March 22, 2022 at 3:15 and April 19, 2022 at 2:30
- Other meetings where the 2022-23 SPSA goals and metrics were discussed (PTA, etc.): March 1, 2022 at 8:30, April 19, 2022 at 9:00 and May 3, 2022 at 9:00

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

Resource Inequities

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities: staffing challenges and lack of funding, specifically to fund a full-time school-based social worker to provide additional support for social emotional needs and chronic absenteeism or a full-time intervention teacher/WIN teacher to support academic needs of all students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	108	124	95
Grade 1	86	78	98
Grade 2	89	87	78
Grade3	111	93	94
Grade 4	77	106	89
Grade 5	98	75	99
Grade 6	87	88	73
Total Enrollment	656	651	626

The conclusions based on this data

1. Student demographics at Fletcher Hills has remained consistent in all student groups over the three year span, with the largest change being less than 4%.

2. Across the three year span the Hispanic/Latino student group increased 3.8%, which in the highest increase. However, the white student group decreased 3.89%, which is the highest decrease.

3. Fletcher Hills saw enrollment decline 25 students between the 2019-2020 school year and the 2020-2021 school year, with an over all enrollment decline of 30 students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	23	17	21	3.5%	2.6%	3.4%
Fluent English Proficient (FEP)	17	23	16	2.6%	3.5%	2.6%
Reclassified Fluent English Proficient (RFEP)	2	6	1	8.7%	26.1%	5.9%

The conclusions based on this data

1. During the 2019-2020 school year there was a high percentage of students Reclassified as Fluent English Proficient (RFEP) at 26.1%, which equates to 6 students.

2. The English Learner population at Fletcher Hills has been between 2.6% and 3.5% over the three year span, which equates to 17-23 students.

3. English learner students who are identified as Fluent English Proficient have remained consistent over the three year span, ranging from 2.6% to 3.5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	111	95	80	107	0	80	107	0	96.4	96.4	0.0
Grade 4	95	79	86	94	78	0	94	78	0	98.9	98.7	0.0
Grade 5	95	96	93	93	96	0	93	96	0	97.9	100	0.0
Grade 6	95	87	70	94	85	0	94	85	0	98.9	97.7	0.0
All Grades	368	373	344	361	366	0	361	366	0	98.1	98.1	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2515.	2476.		70.00	46.73		17.50	24.30		7.50	20.56		5.00	8.41	
Grade 4	2526.	2534.		44.68	58.97		34.04	19.23		10.64	10.26		10.64	11.54	
Grade 5	2548.	2549.		38.71	35.42		37.63	41.67		8.60	12.50		15.05	10.42	
Grade 6	2580.	2583.		37.23	37.65		41.49	40.00		10.64	15.29		10.64	7.06	
All Grades	N/A	N/A	N/A	46.81	44.26		33.24	31.42		9.42	15.03		10.53	9.29	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71.25	49.53		22.50	41.12		6.25	9.35	
Grade 4	47.87	50.00		44.68	41.03		7.45	8.97	
Grade 5	45.16	44.79		40.86	46.88		13.98	8.33	
Grade 6	43.62	44.71		44.68	38.82		11.70	16.47	
All Grades	51.25	47.27		38.78	42.08		9.97	10.66	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	56.25	28.04		37.50	61.68		6.25	10.28	
Grade 4	30.85	43.59		54.26	43.59		14.89	12.82	
Grade 5	43.01	37.50		41.94	50.00		15.05	12.50	
Grade 6	44.68	31.76		41.49	62.35		13.83	5.88	
All Grades	43.21	34.70		44.04	54.92		12.74	10.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	43.75	40.19		55.00	55.14		1.25	4.67	
Grade 4	39.36	43.59		58.51	51.28		2.13	5.13	
Grade 5	35.48	25.00		56.99	65.63		7.53	9.38	
Grade 6	29.79	38.82		62.77	51.76		7.45	9.41	
All Grades	36.84	36.61		58.45	56.28		4.71	7.10	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	66.25	39.25		28.75	52.34		5.00	8.41	
Grade 4	46.81	46.15		42.55	42.31		10.64	11.54	
Grade 5	50.54	45.83		40.86	43.75		8.60	10.42	
Grade 6	58.51	49.41		35.11	44.71		6.38	5.88	
All Grades	55.12	44.81		37.12	46.17		7.76	9.02	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.

2. Conclusions will be drawn when CAASPP results become available.

3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	83	111	95	81	106	0	81	106	0	97.6	95.5	0.0
Grade 4	95	79	86	94	78	0	94	78	0	98.9	98.7	0.0
Grade 5	95	96	93	93	96	0	93	96	0	97.9	100	0.0
Grade 6	95	87	70	95	85	0	94	85	0	100	97.7	0.0
All Grades	368	373	344	363	365	0	362	365	0	98.6	97.9	0.0

Overall Participation for All Students

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2509.	2482.		54.32	42.45		33.33	33.02		6.17	16.04		6.17	8.49	
Grade 4	2524.	2532.		45.74	48.72		25.53	29.49		21.28	12.82		7.45	8.97	
Grade 5	2539.	2553.		37.63	44.79		26.88	21.88		18.28	19.79		17.20	13.54	
Grade 6	2561.	2563.		27.66	31.76		25.53	31.76		35.11	20.00		11.70	16.47	
All Grades	N/A	N/A	N/A	40.88	41.92		27.62	29.04		20.72	17.26		10.77	11.78	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.90	54.72		25.93	33.02		6.17	12.26	
Grade 4	56.38	66.67		30.85	20.51		12.77	12.82	
Grade 5	44.09	53.13		32.26	27.08		23.66	19.79	
Grade 6	39.36	44.71		41.49	38.82		19.15	16.47	
All Grades	51.38	54.52		32.87	30.14		15.75	15.34	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	67.90	50.00		25.93	38.68		6.17	11.32	
Grade 4	41.49	55.13		42.55	34.62		15.96	10.26	
Grade 5	39.78	30.21		38.71	57.29		21.51	12.50	
Grade 6	29.79	29.41		46.81	49.41		23.40	21.18	
All Grades	43.92	41.10		38.95	45.21		17.13	13.70	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	69.14	48.11		24.69	42.45		6.17	9.43	
Grade 4	40.43	48.72		54.26	46.15		5.32	5.13	
Grade 5	34.41	32.29		46.24	55.21		19.35	12.50	
Grade 6	27.66	38.82		50.00	42.35		22.34	18.82	
All Grades	41.99	41.92		44.48	46.58		13.54	11.51	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. Conclusions will be drawn when CAASPP results become available.

2. Conclusions will be drawn when CAASPP results become available.

3. Conclusions will be drawn when CAASPP results become available.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	4
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	6	*
3	*	*	*	*	*	*	*	*	*	*	6	4
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	4
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										25	23	24

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*		*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	56.00	30.43	26.09	*	43.48	34.78	*	26.09	30.43	*	0.00	8.70	25	23	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	72.00	43.48	30.43	*	47.83	43.48		8.70	26.09	*	0.00	0.00	25	23	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	48.00	30.43	21.74	*	26.09	30.43	*	30.43	26.09	*	13.04	21.74	25	23	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	60.00	34.78	26.09	*	65.22	69.57	*	0.00	4.35	25	23	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*
All Grades	60.00	60.87	52.17	*	39.13	43.48	*	0.00	4.35	25	23	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
All Grades	48.00	17.39	30.43	*	69.57	47.83	*	13.04	21.74	25	23	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*	*	*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.00	34.78	34.78	*	65.22	52.17	*	0.00	13.04	25	23	23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.

2021-22 Annual Review

Goal Subject

Academic Excellence

LEA/LCAP Goal

LCAP Goal #1 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.
LCAP Goal #3 - Equip
We will equip our students with the tools necessary to realize their fullest potential.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and results in mastery for each and every student.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021-2022 school year teaching and learning were focused on meeting the individual needs of our students through the implementation and monitoring of iReady and classroom assessment data. Based on PLC and school-wide data analysis grade levels developed SMART Goals to target specific skills students were struggling with in both English Language Arts and Math. We utilized an Instructional and Data Support Teacher (IDS) to support teachers and PLC teams in analyzing data and developing appropriate interventions. The IDS teacher co-taught and coached teachers in all grade levels. In addition to Tier 1 interventions, WIN (What I Need) was implemented in all grade levels to target individual student needs.

Our ELA goal was to increase our student performance on iReady from 51% of students at or above grade level, as assessed in May 2021 to 75% of students performing at or above grade level, as assessed in March of 2022. 68% of our students performed at or above grade level as measured by iReady in March 2022. Although we did not reach the target of 75%, we saw an increase of 24%.

Our Math goal was to increase our student performance on iReady from 43% of students at or above grade level, as assessed in May 2021 to 71% of students performing at or above grade level, as assessed in March of 2022. 64% of our students performed at or above grade level as measured by iReady in March 2022. Although we did not reach the target of 71%, we saw an increase of 21%.

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

Our plan to implement WIN pull out intervention groups was delayed due to being able to fill the position with a qualified teacher. Groups were able to start at the end of September and run through mid-June.

Attendance was a barrier for both staff and students due to COVID quarantine protocols. At times, students missed multiple days or even weeks of in person instruction. Additionally, staff absences presented the loss of consistent WIN instruction due to staff needing to be reallocated to cover classroom teachers.

Planned Data Days for teachers to analyze student data, collaborate, and plan an instructional response to the data were cancelled due to staffing coverage.

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.

The academic goal for the upcoming SPSA year will be split into two goals; Goal 1 will be ELA and Goal 2 will be math. This will allow us to more clearly define actions and services, rather than putting them altogether. We plan to continue to provide a part -time teacher to support WIN instruction. We plan to begin implementing WIN instruction with the support of the part-time teacher in late August and continue it through early May. We also plan to provide data release days for teachers at least once mid-year.

2021-22 Annual Review

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2021-2022 school year teaching and learning were focused on meeting the individual needs of our students through the implementation and monitoring of iReady and classroom assessment data. Based on PLC and school-wide data analysis, grade levels and special education teams developed SMART Goals to target specific skills students were struggling with in both English Language Arts and Math. We utilized an Instructional and Data Support Teacher (IDS) to support teachers in both general education and special education and PLC teams in analyzing data and developing appropriate interventions. The IDS teacher co-taught and coached teachers in all grade levels. In addition to Tier 1 interventions, WIN (What I Need) was implemented in all grade levels to target individual student needs. Our English Learners were clustered by EL proficiency for Designated ELD Instruction, as planned.

Our ELA goal for socioeconomically disadvantaged students was to increase our student performance on iReady from 27% of students at or above grade level, as assessed in May 2021 to 51% of students performing at or above grade level, as assessed in March of 2022. 61% of our socioeconomically disadvantaged students performed at or above grade level as measured by iReady in March 2022. This is an increase of 34%.

Our Math goal for socioeconomically disadvantaged students was to increase our student performance on iReady from 20% of students at or above grade level, as assessed in May 2021 to 35% of students performing at or above grade level, as assessed in March of 2022. 51% of our socioeconomically disadvantaged students performed at or above grade level as measured by iReady in March 2022. This is an increase of 31%.

Our ELA goal for students with disabilities was to increase our student performance on iReady from 13% of students at or above grade level, as assessed in May 2021 to 30% of students performing at or above grade level, as assessed in March of 2022. 27% of our students with disabilities performed at or above grade level as measured by iReady in March 2022. Although we did not reach our goals, this is an increase of 14%.

Our Math goal for students with disabilities was to increase our student performance on iReady from 10% of students at or above grade level, as assessed in May 2021 to 25% of students performing at or above grade level, as assessed in March of 2022. 27% of our students with disabilities performed at or above grade level as measured by iReady in March 2022. This is an increase of 15%.

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

Site Learning Days were focused on equity practices for all student groups, but ELD instruction was not specifically focused on as part of our professional development.

We developed and implemented a site intervention team that meets bi-monthly. This team includes the IDS teacher, school psychologist, SAI teachers, speech pathologist, school social worker, principal, and general education teachers. The team closely monitored and discussed next steps for students needing additional supports.

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.

Goal 2 currently is focused on achievement gaps for identified subgroups. Rather than separate these from the academic areas that they are connected to, each subgroup's data will be included under their respective academic areas in Goals 1 and 2 moving forward. Actions and services to address these needs will be identified to align to those academic areas. We plan to continue to provide a part -time teacher to support WIN instruction. We plan to begin implementing WIN instruction with the support of the part-time teacher in late August and continue it through early May. We also plan to provide data release days for teachers at least once mid-year.

2021-22 Annual Review

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 3

We are committed to establishing a climate of respect, connectedness, and safety for our students.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

At Fletcher Hills we continued to implement Character Education programs including PeaceBuilders and monthly character traits. Soaring Falcon Slips were read during daily morning announcements to recognize students for both academic and positive behaviors. Student recognition awards were presented monthly based on the specified character trait. Our school social worker creates weekly SEL lessons for teachers to use with their students. Our school social worker monitored student attendance and communicated with families regularly. The school social worker holds weekly SEL group lessons for students identified by the intervention team. Additionally, the school social worker supports families with referrals to SchooLink, safety and support plans for students, and provides regular parent education opportunities. SST meetings and SART meetings were held as needed to support students. Restorative Practices are utilized regularly with students by all staff.

Overall school attendance rates fell below our baseline of 97% due to required COVID quarantine protocols. Our goal to decrease the percentage of students with chronic absenteeism by 1% was not met. Our chronic absenteeism increased from 5.86% to 19.51% due, at least in part, to required COVID quarantine protocols.

Suspension rates decreased from 0.72% to 0.3%.

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

Attendance awards were discontinued due to increased absences required by COVID quarantine protocols and equity practices. The Probation Officer position was eliminated. Instead, the school social worker and Student Supports department supported truancy intervention and prevention. All other strategies/activities were implemented as planned.

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.

Goal 3 will focus on connectedness to school. It will be measured through reducing chronic absenteeism amongst our students. Due to the effects of the COVID-19 pandemic, we have removed attendance percentage as a monitoring measurement in our SPSA.

2021-22 Annual Review

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #2 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Trainings were provided for ELAC and SSC and were held virtually at the beginning of the school year. PTA, ELAC, and SSC meetings were held virtually as well. School social workers provided parent education opportunities on metal health and SEL topics. Regular parent education opportunities were offered virtually. Weekly parent communications were sent from principal via Blackboard Connect. School website and marquee were updated regularly. Social media platforms were utilized to highlight learning on our campus and student engagement, as well as to promote school and PTA activities.

Highlights from this year's parent survey data include that 96% of parents reported that Fletcher Hills provided high-quality instruction, 94% of parent report that the school staff is helpful and respectful. Additionally, 93% of parents reported that their child feels welcome at school. Opportunities for growth at Fletcher Hills include 28% of families, who completed the survey, desiring that staff be more welcoming of their suggestions. An additional area for growth is to increase the perception of fair discipline at Fletcher Hills from 79%.

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

Most parent and family events were not held outside of the school day due to COVID restrictions. As case numbers declined, these events returned in the spring of 2022.

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.

Goal 4 focuses on culture/climate at the school and will be measured both by student and parent surveys, and through student suspension data.

2022-23 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

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 68% to 71%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 42% to 50%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 61% to 69%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 27% to 35%.

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 68% English Learners - 42% Socioeconomically Disadvantaged Students - 61% Students with Disabilities - 27%	ALL students - 71% English Learners - 50% Socioeconomically Disadvantaged Students - 69% Students with Disabilities - 35%

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

Commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning.
- Identified targeted area for the school year: Each and every LMSV student will improve their ability to read, understand and make meaning of grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards. Staff meetings and site learning days will focus on powerful instructional practices, including but not limited to literacy instruction, collaborative conversations, learning outcomes, success criteria, and data analysis.
- Engagement in cycles of professional learning, which include training, safe practice and peer observation, receiving feedback, professional reading, review of student work and data, and modifying based on components of the cycle.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.

- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. Continued collaboration with Data Support Teacher, who will provide coaching and training and will support instructional growth within each grade level/classroom.

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

Amount(s)   Source(s)

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 focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.

- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan 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)

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

All students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.
- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA Essential Standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA Standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two times a week, at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using iReady, Literably and formative teacher reading assessments.
- Teachers will utilize strategies and resources to ensure independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- Use of Tier 2 interventions, collaborating with Intervention team during bi-weekly meetings, will be implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports.
- SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- Site will fund site-based substitute teachers three days a week to work with student groups to increase Reading Comprehension and Fluency August through April.
- Teachers will be given release time at least once during the school year to analyze data and plan quality instruction and interventions for What I Need (WIN) Time based on students' needs.
- Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).
- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- We will monitor English Learner progress and provide timely and systematic intervention.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year.
- Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program.
- Data will be analyzed to determine placement in intervention (less than two years below grade level).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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)

2022-23 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

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 64% to 67%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 37% to 45%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 51% to 59%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 26% to 34%.

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students - 64% English Learners - 37% Socioeconomically Disadvantaged Students - 51% Students with Disabilities - 26%	ALL students - 67% English Learners - 45% Socioeconomically Disadvantaged Students - 59% Students with Disabilities - 34%

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

Commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning.
- Staff meetings and staff learning days will focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives (hands-on math), and a building a deeper understanding of "high leverage" math domains (Numbers & Operations, Algebra & Algebraic Thinking)."
- Engagement in cycles of professional learning, which include training, safe practice and peer observation, receiving feedback, professional reading, review of student work and data, and modifying based on components of the cycle.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students.
- Staff meetings, site learning days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. Continued collaboration with Data Support Teacher, who will provide coaching, training and support instructional growth within each grade level/classroom.

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

Amount(s)   Source(s)

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 focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.
- Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.
- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math Essential Standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math Standards.
- Use of Tier 2 interventions, collaborating with Intervention team during by-weekly meetings, will be implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports.
- SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- Site will fund site based substitute teachers 3 days a week to work with student groups to increase mathematical practice and fluency August through April.
- Teachers will be given data release time at least once during the school year to analyze data and plan quality instruction and interventions for What I Need (WIN) Time based on students' needs.
- Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.
- Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.
- We will monitor English Learner progress and provide timely and systematic intervention.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year.
- Teachers and Principal will work with District Learning Support staf to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program.
- Data will be analyzed to determine placement in intervention (less than two years below grade level).

- Students below grade level will receive daily-targeted math instruction to address their assessed needs.
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.

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)

2022-23 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

Student Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2021-2022, Fletcher Hills' rate of chronic absenteeism was 19.51%.	In 2022-2023, Fletcher Hills will reduce its rate of chronic absenteeism by 1% to 18.51%.

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

Consistent Attendance
- Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance.
- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more).
- Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.
- Work with Student Supports and School Social Worker to identify and address patterns of excessive absences.

- Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement.
- Conduct parent meetings (SST format) for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner.
- Social Worker provided by the District for a minimum of two days per week.

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Building Relationships
- All staff will connect with and build meaningful relationships with students.
- Teachers will develop a sense of classroom community utilizing strategies such as Restorative Practices, Circles etc.
- Teachers will build collaboration within their classrooms to foster student connectedness.
- Staffs will utilize positive praise with students.
- Teacher will identify students who are less engaged and focus on building those relationships utilizing the 10 & 2 strategy.
- Staff will provide students with leadership opportunities within their classrooms as well as school-wide (i.e. ASB, Safety Patrol, preschool snack helpers, kindergarten tricycle helpers, Recycling).
- Upper grade classrooms will create partnerships with primary classrooms for "Buddies." Buddies will develop relationships and support younger students through mentoring and partnership while providing leadership opportunities for the older students.

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)

2022-23 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

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate - What students think about their time at school (adults at school are encouraging, teachers go out of their way to help students, feeling close to others at school, feeling happy at school, feeling there is a sense of fairness, clear expectations about school rules).
Growth Mindset - What students think about their learning (they can increase intelligence by changing behavior/increasing effort, opinions about ability to do well in school).
Self-Management - What students think about their behavior, experiences, attitudes toward school (coming to class prepared, following directions, paying attention, staying calm).
Self-Efficacy - How confident students feel to do well, to master hard topics, and to meet learning goals.
Social Awareness - How students perceive their thoughts and actions when they are with others (listening to other people's point of view, complimenting others, respectfulness, getting along with others).

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

We will maintain a suspension rate of 0.4% or lower.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 79%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 81%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset - 84% Self-Management- 94% Self-Efficacy- 78% Social Awareness- 80%	Growth Mindset - 86% Self-Management- 96% Self-Efficacy- 80% Social Awareness- 82%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 93% Sense of Community - 88% Sense of Safety - 87%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community - 91% Sense of Safety - 90%
Suspension Data	The suspension rate for Fletcher Hills for the 2021-2022 school year is 0.3%	Fletcher Hills will maintain a suspension rate below 0.3%.

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 student

Strategy/Activity

Character Education
- Continue implementing Character Education programs such as Peacebuilders and anti-bullying strategies.
- Continue Monthly Character Trait focus in classrooms and school-wide.
- Continue daily Soaring Falcon recognition.
- Continue monthly Peacebuilder awards including different special guests to present students with awards.
- Social Worker provided by the District for a minimum of two days per week.
- Utilization of School Link for referrals to district's partner organizations for interventions and support.
- Weekly "Fletcher Hills Life Skills" utilized to teach weekly character traits and conflict resolution strategies.
- Whole class and small group SEL lessons provided by our School Social Worker.

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Restorative Practices
- Establish positive relationships between staff and students and among students with strategies such as restorative circles, 10 & 2, class norms, community meetings etc.
- Implementation of Positive Behaviors Interventions and Supports (PBIS) to teach and positively reinforce expected behaviors.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train Campus Attendants to use Restorative principles when intervening with students.
- Social Worker provided by the District for a minimum of two days per week.

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Parent Partnerships & Communication
- Hold a variety of parent events establishing relationships with school staff.
- Work with District staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.
- Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.
- Utilize parent information systems such as Blackboard Connect, Class Dojo, school website, and social media to establish consistent communication with families.
- Provide translation and interpreters at parent workshops and conferences. Provide translation of written materials when indicated.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

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

All students

Strategy/Activity

Behavior
- Investigate and implement alternatives to students being sent out of class for negative behavior.
- School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class.
- Social Worker provided by the District for a minimum of two days per week.

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)

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	$

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 ($)

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

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

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

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Kelli Maringer	Principal
Stacy Bartlett	Classroom Teacher
Chrysti Barth	Classroom Teacher
Melissa Medina	Classroom Teacher
Dena Muller	Other School Staff
Sarah Rouke	Parent or Community Member
Aliscia Gayosso	Parent or Community Member
Elayna Batzar	Parent or Community Member
Laurie Egan-Hedley	Parent or Community Member
Jessica Fry	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2022.

Attested:

	Principal, Kelli Maringer on May 18, 2022
	SSC Chairperson, Stacy Bartlett on May 18, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i.   strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/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 (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/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/

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