



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fletcher Hills Elementary School	37-68197-609844	May 21, 2026	June 9, 2026

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

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

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

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

This plan is being used by Fletcher Hills Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Educational Partner Involvement

How, when, and with whom did your Fletcher Hills Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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 2026-27 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 #3 Meeting, 4-16-2026
- * SSC # 4 Meeting, 4-16-2026; SSC #5 Meeting, 5-21-26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 5-12-26
- * PTA Meeting where SPSA was discussed: 5-12-26
- * SPSA Goals and Strategies were shared at Coffee with the Principal on 5-18-2026

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.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

According to the California School Dashboard, Fletcher Hills Elementary is in the yellow band for Students with Disabilities (SWD) in both ELA and math. In ELA, our SWD student group scored 52.9 points below standard which was an increase of 38 points from the previous year. In math, our SWD student group scored 79.3 points below standard which was an increase of 32.3 points from the previous year.

- Case Managers will continue to review IEPs to determine whether push-in or pullout services best support each individual student.
- Small group instruction for reading and math both in the general education setting as well as the SAI setting.
- Case Managers will continue to meet with general education teachers to gather materials to use during pullout sessions. This will establish alignment between classroom settings.
- iReady data will be used to determine which students need additional reading support with our Extended Learning Opportunities Program (ELOP) teacher.
- Teachers will determine which students needs additional support in reading and math with our What I Need (WIN) teacher (pending staff).
- K-3 will implement UFLI for phonics instruction to support struggling readers.

According to the California School Dashboard, Fletcher Hills is in the orange zone for All Students and red zone for Socio Economically Disadvantaged Students (SED) in Chronic Absenteeism. During 24-25, 21.7% of students in our SED student group were chronically absent, meaning they missed 10% or more of the school days that they were enrolled. This is .88% increase from the previous year which shows we are maintaining. Fletcher Hills is in the red zone for the Students with Disabilities student group as the chronic absentee rate was 21.3% which was an increase of 1.8% from the previous year. Meanwhile, 10.5% of All Students were chronically absent which maintained by .4% from the previous school year.

- School Attendance Team meets monthly to review attendance data.
- The School Attendance Team communicates with parents regularly.
- The school counselor hosts parent workshops throughout the year.
- A list of students in both student groups who are chronic absentees will be shared with teachers to support in communication.
- FLH has implemented a schoolwide attendance initiative called Strive for 96.5. Students receive incentives for improved attendance. This has helped our overall chronic absentee rates. We will meet with chronic absentees to incentive improved attendance in 26-27.

According to the California School Dashboard, Fletcher Hills Elementary is in the yellow zone for Socio Economically Disadvantaged (SED) students in math. Students in the SED student group scored 25.8 points below standard which was a increase of 8.6 points from the previous year.

- Each teacher selects 3-5 Spotlight Students to monitor and support throughout the year. Students in the SED student group will be on their radars.
- Frequent monitoring of student progress using data protocols.
- iReady data will be used to determine which students need additional reading support with our Extended Learning Opportunities Program (ELOP) teacher.
- Teachers will determine which students needs additional support in reading and math with our What I Need (WIN) teacher.
- We focus on developing Tier 2 math instruction in the classroom.

According to the California School Dashboard, during the 2024-2025 school year, our Hispanic student group saw an increase of 2.1% in total number of students suspended, the Two of More Races student group maintained and our Students with Disabilities student group declined by 2.6% of the total number of students suspended.

- Case Managers will continue to write behavior/SEL goals as appropriate for individual students.
- We will strengthen our schoolwide system of behavior expectations (Tier 1).
- We will explore other means of correction as consequences.

Other Needs

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

Fletcher Hills overall reading data in iReady in 2023-2024 showed 42% of students scored at or above grade level. Then in 2024-2025, 40% of our student scored at or above grade level. This is a decrease of 2%. Fletcher Hills overall Math data in iReady showed 25% of students scored at or above in the 2023-2024 school year and 29% of students scored at or above in the 2024-2025 school year. This is an increase of 4%. During the upcoming school year, we will need to focus on incentivizing iReady diagnostic growth prior to diagnostic administration.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.16%	%	%	1		
African American	2.94%	3.33%	2.38%	18	18	13
Asian	3.10%	2.96%	2.01%	19	16	11
Filipino	0.82%	0.37%	0.55%	5	2	3
Hispanic/Latino	30.88%	34.26%	33.88%	189	185	185
Pacific Islander	0.65%	0.74%	0.55%	4	4	3
White	52.12%	49.44%	49.63%	319	267	271
Multiple/No Response	9.15%	7.78%	9.16%	56	42	50
Total Enrollment				612	540	546

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		43	54
Kindergarten	74	68	78
Grade 1	74	78	74
Grade 2	91	77	83
Grade3	79	101	74
Grade 4	92	85	100
Grade 5	84	88	83
Grade 6	77		
Total Enrollment	612	540	546

Conclusions based on this data:

1. The school's Hispanic/Latino student group continues to grow and is at 34.26% as of the 24/25 reporting period. Meanwhile, there was a decline in the percentage of white students enrolled students enrolled. This student group decrease by 3%.

2. Enrollment of all other student groups remained within 1% of the previous year.
3. The schools overall enrollment decreased after 6th grade was moved to the middle school. With the addition of TK, we recuperated some enrollment. Those numbers are expected to increase in 25-26.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	25	26	18	3.0%	4.1%	3.2%
Fluent English Proficient (FEP)	17	12	17	2.1%	2.8%	3.1%
Reclassified Fluent English Proficient (RFEP)	3	5	8	4.5%	<1%	1.5%

Conclusions based on this data:

1. The total number of Multilingual English Learners has decreased since the previous year due to recent reclassification.
2. The number of RFEPs increased over the last three years.
3. 20% of our MELs are approaching Level 4 on ELPAC. The biggest area of need is writing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	95	80	99	92	75	97	92	75	97	96.8	93.8	98
Grade 4	79	94	85	76	91	81	76	91	81	96.2	96.8	95.3
Grade 5	87	84	89	84	82	84	84	82	84	96.6	97.6	94.4
Grade 6	92	78		86	73		86	73		93.5	93.6	
All	353	336	273	338	321	262	338	321	262	95.8	95.5	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2473.	2471.	2472.	50.00	44.00	44.33	21.74	24.00	26.80	11.96	22.67	14.43	16.30	9.33	14.43
Grade 4	2496.	2489.	2524.	39.47	40.66	45.68	27.63	21.98	32.10	10.53	15.38	14.81	22.37	21.98	7.41
Grade 5	2521.	2520.	2540.	28.57	31.71	39.29	29.76	28.05	25.00	25.00	18.29	20.24	16.67	21.95	15.48
Grade 6	2543.	2543.		25.58	21.92		33.72	36.99		19.77	19.18		20.93	21.92	
All Grades	N/A	N/A	N/A	36.09	34.89	43.13	28.11	27.41	27.86	16.86	18.69	16.41	18.93	19.00	12.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	32.61	36.00	39.18	57.61	60.00	48.45	9.78	4.00	12.37
Grade 4	31.58	27.47	37.04	59.21	59.34	59.26	9.21	13.19	3.70
Grade 5	27.38	28.05	32.14	60.71	62.20	59.52	11.90	9.76	8.33
Grade 6	30.23	27.40		50.00	53.42		19.77	19.18	
All Grades	30.47	29.60	36.26	56.80	58.88	55.34	12.72	11.53	8.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.13	22.67	29.90	43.48	60.00	53.61	17.39	17.33	16.49
Grade 4	26.32	16.48	20.99	53.95	60.44	72.84	19.74	23.08	6.17
Grade 5	21.43	13.41	26.19	61.90	67.07	55.95	16.67	19.51	17.86
Grade 6	23.26	16.44		53.49	58.90		23.26	24.66	
All Grades	27.81	17.13	25.95	52.96	61.68	60.31	19.23	21.18	13.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.61	21.33	14.43	59.78	64.00	69.07	7.61	14.67	16.49
Grade 4	21.05	29.67	23.46	73.68	59.34	67.90	5.26	10.99	8.64
Grade 5	13.10	19.51	22.62	77.38	70.73	70.24	9.52	9.76	7.14
Grade 6	20.93	20.55		68.60	72.60		10.47	6.85	
All Grades	22.19	23.05	19.85	69.53	66.36	69.08	8.28	10.59	11.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.52	28.00	25.77	55.43	66.67	59.79	13.04	5.33	14.43
Grade 4	19.74	24.18	27.16	65.79	68.13	65.43	14.47	7.69	7.41
Grade 5	20.24	28.05	25.00	65.48	54.88	66.67	14.29	17.07	8.33
Grade 6	25.58	26.03		58.14	60.27		16.28	13.70	
All Grades	24.56	26.48	25.95	60.95	62.62	63.74	14.50	10.90	10.31

Conclusions based on this data:

1. In 2024-2025, 71% of our student met or exceeded grade level standards in ELA on the SBAC. Fourth graders consistently score higher than students in other grade levels.
2. Our scores in reading improved year to year over the last three years. In 24-25, 91.6% of our students were at or above standard in reading. up 3.12% from 2023-2024.
3. In 2024-2025, more than 85% of students scored at or above grade level in reading, listening and research/inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	95	80	99	92	75	97	92	75	97	96.8	93.8	98
Grade 4	79	94	85	76	90	80	76	90	80	96.2	95.7	94.1
Grade 5	87	84	89	84	82	84	84	82	84	96.6	97.6	94.4
Grade 6	92	78		87	72		87	72		94.6	92.3	
All	353	336	273	339	319	261	339	319	261	96.0	94.9	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2477.	2483.	2474.	40.22	44.00	42.27	33.70	33.33	24.74	16.30	12.00	17.53	9.78	10.67	15.46
Grade 4	2502.	2505.	2522.	31.58	32.22	38.75	34.21	34.44	31.25	17.11	21.11	21.25	17.11	12.22	8.75
Grade 5	2515.	2522.	2530.	23.81	31.71	27.38	25.00	23.17	28.57	25.00	20.73	25.00	26.19	24.39	19.05
Grade 6	2515.	2527.		21.84	18.06		19.54	20.83		25.29	34.72		33.33	26.39	
Grade 11															
All Grades	N/A	N/A	N/A	29.50	31.66	36.40	28.02	28.21	27.97	20.94	21.94	21.07	21.53	18.18	14.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	50.00	56.00	47.42	36.96	34.67	38.14	13.04	9.33	14.43
Grade 4	50.00	42.22	51.25	31.58	42.22	37.50	18.42	15.56	11.25
Grade 5	27.38	36.59	33.33	45.24	32.93	41.67	27.38	30.49	25.00
Grade 6	20.69	20.83		45.98	51.39		33.33	27.78	
Grade 11									
All Grades	36.87	39.18	44.06	40.12	40.13	39.08	23.01	20.69	16.86

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.39	52.00	39.18	47.83	36.00	40.21	9.78	12.00	20.62
Grade 4	30.26	27.78	26.25	52.63	55.56	68.75	17.11	16.67	5.00
Grade 5	22.62	20.73	22.62	52.38	54.88	55.95	25.00	24.39	21.43
Grade 6	17.24	13.89		45.98	63.89		36.78	22.22	
All Grades	28.32	28.53	29.89	49.56	52.66	54.02	22.12	18.81	16.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41.30	38.67	38.14	48.91	53.33	48.45	9.78	8.00	13.40
Grade 4	34.21	27.78	40.00	46.05	61.11	51.25	19.74	11.11	8.75
Grade 5	21.43	24.39	20.24	63.10	59.76	63.10	15.48	15.85	16.67
Grade 6	24.14	13.89		52.87	66.67		22.99	19.44	
All Grades	30.38	26.33	32.95	52.80	60.19	54.02	16.81	13.48	13.03

Conclusions based on this data:

1. In 2024-2025, 64% of students met or exceeded math standards on SBAC. The percentage of students meeting or exceeding standards in math on SBAC has increase year to year over the last three years.
2. Communicating Reasoning remains our school's strongest area in math with 86.97% of students were near standard or above standard.
3. Our grade were our highest performing students in math with 70% of student performing at above above standard,

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	5	
1	*	*	*	*	*	*	*	*	*	5	*	4
2	*	*	*	*	*	*	*	*	*	*	6	*
3	*	*	*	*	*	*	*	*	*	*	*	8
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	5
6	*	*		*	*		*	*		5	*	
All										21	24	23

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	42.86	25.00	13.64	23.81	20.83	27.27	9.52	20.83	18.18	23.81	33.33	40.91	21	24	22

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	*		*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*		*	*	
All	42.86	37.50	31.82	28.57	25.00	22.73	9.52	29.17	27.27	19.05	8.33	18.18	21	24	22

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*		*	*		*	*		*	*		*	*	
All	23.81	4.17	0.00	38.10	20.83	31.82	9.52	20.83	22.73	28.57	54.17	45.45	21	24	22

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	28.57	33.33	31.82	57.14	54.17	40.91	14.29	12.50	27.27	21	24	22

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	52.38	37.50	36.36	28.57	50.00	36.36	19.05	12.50	27.27	21	24	22

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	19.05	8.33	0.00	47.62	37.50	54.55	33.33	54.17	45.45	21	24	22

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*		*	*		*	*		*	*	
All	33.33	12.50	0.00	38.10	37.50	54.55	28.57	50.00	45.45	21	24	22

Conclusions based on this data:

1. Across all grades, the percentage of students at Level 4 (highest proficiency) in Overall Language dropped significantly from 42.86% (22–23) to 13.64% (24–25). This indicates fewer students are reaching advanced English proficiency over time.
2. In Written Language, Level 4 dropped to 0% in 24–25, while Level 1 (lowest level) remained high at 45.45%. This suggests that writing skills are a consistent weakness and are not improving at the same rate as other domains.

3. Oral Language performance is relatively stronger: although Level 4 decreased (42.86% to 31.82%), it remains higher than in writing. However, increases in Level 2 and fluctuating Level 1 percentages show that students are shifting toward mid-level proficiency rather than advancing.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
540	33.7%	4.8%	1.1%
Total Number of Students enrolled in Fletcher Hills Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	26	4.8%
Foster Youth	6	1.1%
Homeless	14	2.6%
Socioeconomically Disadvantaged	182	33.7%
Students with Disabilities	91	16.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	3.3%
American Indian	0	0.0%
Asian	16	3%
Filipino	2	0.4%
Hispanic	185	34.3%
Two or More Races	42	7.8%
Pacific Islander	4	0.7%
White	267	49.4%

Conclusions based on this data:

1. Nearly half of the students are White (49.4%), while a significant portion are Hispanic (34.3%), meaning these two groups together make up over 80% of enrollment. Other racial/ethnic groups are present in much smaller proportions, indicating limited representation beyond these two primary groups.
2. About 33.7% of students (182 students) are classified as socioeconomically disadvantaged. This is a significant subgroup and suggests that about one in three students may need additional supports.
3. Groups such as English Learners (4.8%), Foster Youth (1.1%), and Homeless students (2.6%) represent a smaller share of the population, but they often require highly specific services. Additionally, 16.9% of students have disabilities, indicating a notable need for special education resources and inclusive instructional practices.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Fletcher Hills is "Blue" for ELA scoring 44.1 points above standard and increased by 21.2 points.
- Fletcher Hills is "Blue" for math scoring 27 points above standard and increasing by 15.3 points.

3. Fletcher Hills is in the "Green" for suspension 2.4% which is a decline of 1.1% from the previous year and "Orange" for chronic absenteeism 10.92% which maintained .4% from the previous school year.

School and Student Performance Data

Academic Performance English Language Arts

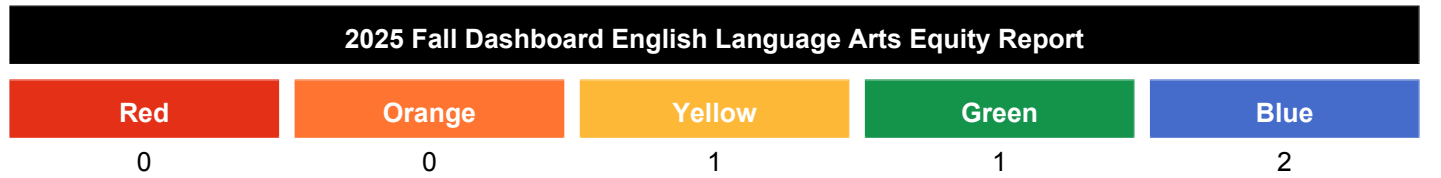
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue 44.1 points above standard Increased 21.2 points 256 Students	 No Performance Color 49.5 points below standard Declined 18.3 points 20 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 4.4 points below standard Increased 18.3 points 94 Students
Students with Disabilities  Yellow 52.9 points below standard Increased 38 points 62 Students	African American  No Performance Color 38.3 points below standard Increased 6.2 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 30.4 points below standard Declined 13.7 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 40.2 points above standard Increased 25.3 points 80 Students
Two or More Races  No Performance Color 25.2 points above standard Increased 13 points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 58.3 points above standard Increased 26.8 points 134 Students

Conclusions based on this data:

1. Students with disabilities increased by 38 points moving them into the "yellow" range. This is representative of 62 students and is an area for growth.
2. All students, plus our white and Hispanic student groups are in the "Blue" range, meaning that they are above standard and achieved a gain or maintained their proficiency. Our Hispanic student group saw the continued gains with an increase of 25.3 points. This is representative of 80 students.
3. Our socioeconomically disadvantaged student group scored 4.4 points below standard, but increased by 18.3 points from the previous year putting them in the "green" range. This student group is representative of 94 students.

School and Student Performance Data

Academic Performance Mathematics

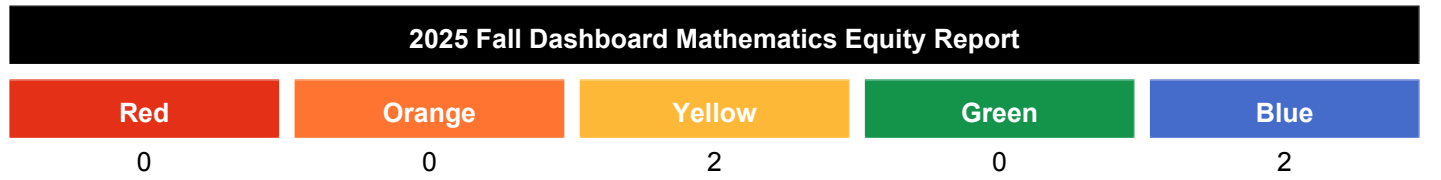
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue 27 points above standard Increased 15.3 points 255 Students	 No Performance Color 53.2 points below standard Declined 4.1 points 20 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 25.8 points below standard Increased 8.6 points 94 Students
Students with Disabilities  Yellow 79.3 points below standard Increased 32.3 points 62 Students	African American  No Performance Color 61.3 points below standard Increased 43.3 points 12 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 74.2 points below standard Declined 47.4 points 11 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 18.9 points above standard Increased 20.3 points 80 Students
Two or More Races  No Performance Color 10.1 points above standard Increased 24.3 points 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 47.1 points above standard Increased 22 points 133 Students

Conclusions based on this data:

1. The following student groups scored in the "blue" zone and showed increased scores from the previous school year: All students, white, Hispanic.
2. Our Students with Disabilities student group reached the "yellow" zone. This group increased by 32.3 points narrowing the achievement gap to 79.3 points below standard. This group remains one of our target groups.
3. Our Socioeconomically Disadvantaged student group reached the "yellow" zone. This group increased by 8.6 points narrowing the achievement gap to 25.8 points below standard. This group remains one of our target groups.

School and Student Performance Data

Academic Performance Science

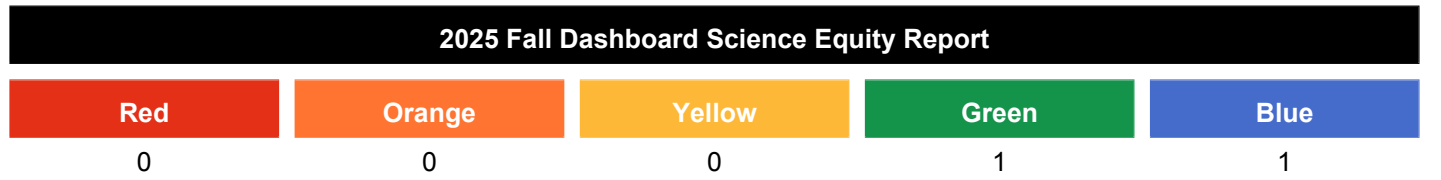
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 62.2 science points Increased 3 points 87 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Green 49.8 science points Increased 2.8 points 35 Students
Students with Disabilities  No Performance Color 43.9 science points Increased 2 points 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 64.3 science points Increased 18.6 points 24 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 66.5 science points Maintained 1 points 45 Students

Conclusions based on this data:

1. All Students (group) are performing at the green zone with 62.2 points, and scores increased by 3 points, indicating solid achievement with steady upward progress in science.
2. Socioeconomically disadvantaged students are performing well, but still slightly below the overall average. This group is also in the green zone (49.8 points) and showed growth (+2.8 points), demonstrating progress. However, their performance remains below the overall student average, suggesting a smaller but still present achievement gap. Our socioeconomically disadvantaged student group increase by 2.8 points and is above standard.
3. Hispanic students showed significant growth (+18.6 points to 64.3), and white students are performing at a high level (66.5, Blue). However, many groups (e.g., English Learners, African American, Asian) have insufficient data due to small sample sizes, making it difficult to draw comprehensive conclusions about equity across all populations.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 40.9 making progress. Number Students: 22 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	40.9%	0%	40.9%

Conclusions based on this data:

1. Of the 22 students who took the ELPAC, 40.9% students progressed at least one ELPI level. This is an increase of 5% from the previous year.
2. Of the 22 students who took the ELPAC, 9 students maintained their current ELPI level.
3. Of the 22 students who took the ELPAC, 4 students decreased by one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

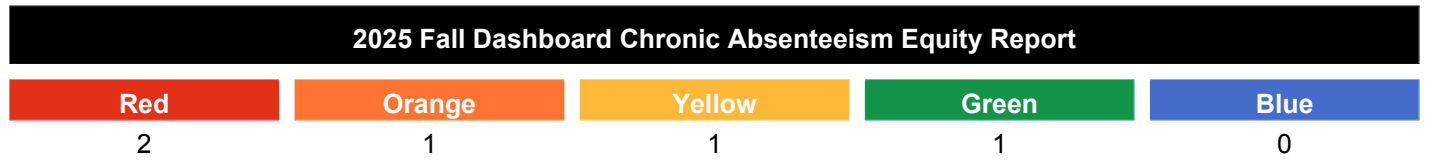
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Orange 10.5% Chronically Absent Maintained 0.4 560 Students	English Learners  No Performance Color 40.7% Chronically Absent Increased 18.5 27 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  No Performance Color 12.5% Chronically Absent 0 16 Students	Socioeconomically Disadvantaged  Red 21.7% Chronically Absent Maintained 0.2 203 Students

Students with Disabilities  Red 21.3% Chronically Absent Increased 1.8 122 Students	African American  No Performance Color 20% Chronically Absent Declined 8.6 20 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 5.9% Chronically Absent Increased 1.1 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 15.8% Chronically Absent Increased 2.4 190 Students
Two or More Races  Yellow 14% Chronically Absent Declined 0.8 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 5.4% Chronically Absent Declined 1 277 Students

Conclusions based on this data:

1. Our school is in the "orange" zone for chronic absenteeism with 10.5% of our students missing 10% or more of the school year. This is a .4% decline from the previous school year.
2. Our Socioeconomically Disadvantaged student group represents 203 students, 21.7% of whom are considered chronically absent and remain in the "red" zone. This continues to be an area of focus.
3. Our Students with Disabilities student group represents 122 students, 21.3% of whom are considered chronically absent, is in the "red" zone. This continues to be an area of focus.

School and Student Performance Data

Conditions & Climate Suspension Rate

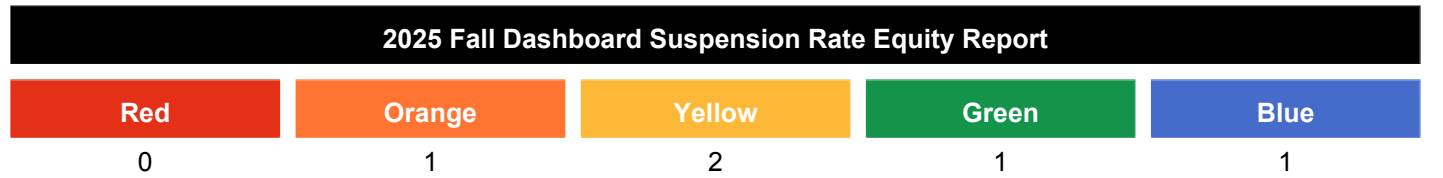
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.2% suspended at least one day Declined 1.1% 568 Students	English Learners  No Performance Color 7.4% suspended at least one day Declined 3.7% 27 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Homeless  No Performance Color 0% suspended at least one day 18 Students	Socioeconomically Disadvantaged  Green 1.9% suspended at least one day Declined 2.9% 210 Students

Students with Disabilities  Yellow 5.5% suspended at least one day Declined 2.6% 127 Students	African American  No Performance Color 10% suspended at least one day Declined 4.3% 20 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0% suspended at least one day Maintained 0% 17 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Orange 2.1% suspended at least one day Increased 0.6% 192 Students
Two or More Races  Yellow 1.9% suspended at least one day Maintained 0.2% 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Blue 0% suspended at least one day Declined 2.1% 279 Students

Conclusions based on this data:

1. Our school is in the green range with only 1.2% of All Students being suspended for 1 day during 2024-2025. This is a decline of 1.1% from the previous school year.
2. Suspension rates for our Students with Disabilities group declined 2.6% moving the group to the yellow range.
3. Suspension rates for our Socioeconomically Disadvantaged student group declined 2.9% moving the group to the green range.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

By June 2027, all students, including English Learners, socioeconomically disadvantaged students, and students with disabilities, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

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

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments. At Fletcher Hills there is an achievement gap between all students and students who are English Learners, socioeconomically disadvantaged and/or a students with disabilities. These identified groups will demonstrate a greater increase in their proficiency growth to close the achievement gap.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	CAASPP 2024-2025: All students, Grades 3-5 - 71%	CAASPP 2025-2026: All students, grades 3rd-5th - 76%
	English Learners, Grades 3-5 - 15%	English Learners, of testing age - 20%
	Socioeconomically Disadvantaged Students, Grades 3-5 - 54%	Socioeconomically Disadvantaged Students, of testing age - 59%
	Students with Disabilities, Grades 3-5 - 33%	Students with Disabilities, of testing age - 38%
i-Ready ELA Assessment - % of students mid or above grade level (All grades) on Diagnostic 2	2025-2026 i-Ready Diagnostic 2 - 40%	2026-2027 i-Ready Diagnostic 2: All students - 45%
	English Learners - 5%	English Learners - 10%
	Socioeconomically Disadvantaged Students - 29%	Socioeconomically Disadvantaged Students - 34%
	Students with Disabilities - 11%	Students with Disabilities - 16%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Implement schoolwide Thinking Routines or Collaborative Conversation protocols in grades K–5 through professional development, collaborative planning, and instructional coaching to promote critical thinking, academic discourse, and deeper learning in language arts. Monitor implementation and student outcomes through walkthroughs, student work analysis, and assessment data to ensure increased engagement and achievement.	All Students, English Learners, SWD	
1.2	Content-Focused Coach (ELEI) to provide ongoing, job embedded coaching to strengthen Tier 1 standards-aligned ELA instruction and support data-informed intervention practices in order to improve student literacy outcomes.	All Students	
1.3	Implement systematic foundational literacy instruction in grades K–3 using the University of Florida Literacy Institute Foundations (UFLI) to develop students' phonological awareness, phonics, and sight word recognition. Monitor student progress through ongoing assessments and targeted interventions to ensure growth in early reading skills and proficiency.	All Students, English Learners, SWD	
1.4	Implement a What I Need (WIN) intervention model in which a designated teacher provides targeted small-group instruction to support students requiring Tier 2 and Tier 3 reading interventions. Use ongoing assessment data to group students flexibly and monitor progress toward improved reading proficiency.	All Students, English Learners	
1.5	The ELEI teacher will provide targeted after-school reading intervention for students below grade level through small-group instruction, focusing on phonics, fluency, comprehension, and vocabulary development.	All Students, English Learners, SWD, SED	
1.6	The school will strategically cluster Multilingual English Learners (MLs) by English language proficiency levels during class placement to provide targeted language development support and differentiated instruction aligned to student needs.	English Learners	
1.7	Each classroom will identify Multilingual English Learners (MELs) as Spotlight Students for focused monitoring and targeted instructional support throughout the school year. Teachers will regularly review student data, including language proficiency, academic progress, attendance, and classroom engagement, to identify strengths and areas of need. Grade-level teams and support staff will collaborate during data cycles to adjust interventions, implement scaffolds, and monitor student growth.	English Learners	

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math

By June 2027, all students, specifically socioeconomically disadvantaged students and students with disabilities will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

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

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments. At Fletcher Hills there is an achievement gap between all students and students who are English Learners, socioeconomically disadvantaged and/or a student with disability. These identified groups will demonstrate a greater increase in their proficiency growth to close the achievement gap.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	2024-2025 SBAC Math, Grades 3-5: All students- 64% English Learners, Grades 3-5 - 8% Socioeconomically Disadvantaged Students, Grades 3-5 - 46% Students with Disabilities, Grades 3-5 - 26%	2025-2026 SBAC Math, Grades 3-5: All students - 69% English Learners, of testing age - 13% Socioeconomically Disadvantaged Students of testing age- 51% Students with Disabilities of testing age - 31%
i-Ready Math Assessment - % of students mid or above grade level (All grades) on Diagnostic 2	2025-2026 i-Ready Diagnostic 2: All Students- 29% English Learners - 0% Socioeconomically Disadvantaged Students - 19% Students with Disabilities - 11%	2026-2027 i-Ready Diagnostic 2: All Students - 34% English Learners - 5% Socioeconomically Disadvantaged Students - 24% Students with Disabilities - 16%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement schoolwide Thinking Routines or Collaborative Conversation Protocols in grades K–5 through professional development, collaborative planning, and instructional coaching to promote critical thinking, academic discourse, and deeper learning in mathematics. Monitor implementation and student outcomes through walkthroughs, student work analysis, and assessment data to ensure increased engagement and achievement.	All Students, SED, SWD	
2.2	The ELEI teacher will provide targeted after-school math intervention for students below grade level through small-group instruction, focusing on foundational math skills, problem-solving strategies, and personalized practice.	All Students, SED, SWD	
2.3	Implement a What I Need (WIN) intervention model in which a designated teacher provides targeted small-group instruction to support students requiring Tier 2 and Tier 3 math interventions. Use ongoing assessment data to group students flexibly and monitor progress toward improved reading proficiency.	All Students, SED	
2.4	Use collaboration time for teachers to explore and implement the new math curriculum, reflect on lesson effectiveness, and adjust instruction based on student engagement and formative assessment data.	All Students	
2.5	The school will strategically cluster Multilingual English Learners (MLs) by English language proficiency levels during class placement to provide targeted language development support and differentiated instruction aligned to student needs.		

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

By June 2027, the school will decrease chronic absenteeism school-wide by 1% overall, and for each specified student group in the Annual Measurable Outcome section including socioeconomically disadvantaged students and students with disabilities, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

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

All student groups will decrease the percentage of students who are chronically absent. 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 10.5%. Socioeconomically Disadvantaged - 21.7% Students with Disabilities - 21.3%	In 2025-2026, we will reduce the rate of chronic absenteeism by 1 %. Socioeconomically Disadvantaged - 20.7% Students with Disabilities - 20.3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The school attendance team will monitor chronic absenteeism and implement a schoolwide incentive program to increase attendance, while staff implement a consistent, proactive communication	All Student, SWD and SED	

	plan that includes personalized outreach, timely attendance updates, and supportive check-ins with families; especially those of chronically absent students in order to build trust, identify barriers, and reinforce the importance of daily attendance.		
3.2	Implement classroom-wide strategies to develop students' executive functioning skills, including goal setting, planning, organization, self-monitoring, and time management through modeling, visual supports, and structured routines. Monitor student progress using teacher observations, work completion data, and targeted check-ins to adjust support and promote independent learning and academic success.	All Students, SAI, SED	
3.3	Select a small group of Spotlight Students in each class to monitor throughout the school year. Regularly check-in with students, observe engagement, and provide necessary academic and behavioral support.	English Learners, SWD, and SED	

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Climate & Culture

By June 2027, the school will improve school climate by reducing overall suspension including students with disabilities and Latino/Hispanic students, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

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

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. At Fletcher Hills there is an achievement gap between all students and students who are socioeconomically disadvantaged and/or a student with disability. These identified groups will demonstrate a greater decrease in their suspension rates.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Spring Panorama Survey (3rd-5th grades only)	The percentage of students who responded favorably in the 2026 Spring Panorama domains listed below are as follows: Emotional Regulation 54% Grit 57% Growth Mindset 55% School Climate 68% School Safety 73% Self-Efficacy 64% Self-Management 75% Sense of Belonging 69% Social Awareness 70% Supportive Relationships 89%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 57% Grit 60% Growth Mindset 58% School Climate 71% School Safety 76% Self-Efficacy 67% Self-Management 78% Sense of Belonging 72% Social Awareness 73% Supportive Relationships 92%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows:	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain:

	Support for Academic Learning - 96% Sense of Community - 93% Sense of Safety - 92%	Support for Academic Learning - 99% Sense of Community - 96% Sense of Safety - 95%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 1.2% of all students enrolled. Based on the California Dashboard, our school's 2024-2025 suspension rate for our Latino/Hispanic student group is 2.1%. Based on the California Dashboard, our school's 2024-2025 suspension rate for our students with disabilities student group is 5.5%.	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will decrease to 0.5% Based on the California Dashboard, our school's 2025-2026 percentage of Latino/Hispanic students suspended will decrease by 0.5% Based on the California Dashboard, our school's 2025-2026 percentage of students with disabilities suspended will decrease by 0.5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	The school will continue to strengthen its Character Education program by implementing initiatives such as Peacebuilders, anti-bullying strategies, monthly character trait instruction, and school-wide recognition systems including Falcon Shout Outs and Peacebuilder awards.	All students	
4.2	The school will implement restorative practices and progressive means of correction to address student behavior, focusing on repairing harm, building relationships, and teaching appropriate skills. These efforts aim to reduce suspension rates, improve student accountability, and foster a positive, inclusive school climate.	All Students, SWD	
4.3	The school will strengthen parent partnerships by offering a variety of engagement opportunities, parent trainings (including educational apps), gathering family input to guide parent education, and collaborating with district and site committees to implement best practices. These offerings will be scheduled a different times in order to better accommodate parent schedules. Consistent, inclusive communication will be maintained through multiple platforms, with translation and interpretation services provided to ensure all families can actively participate and stay informed.	All Students	
4.4	The school will implement a comprehensive safety plan that includes regular communication with families about emergency procedures, annual staff safety training, and structured systems such as Student Safety Patrol to ensure safe arrival and dismissal. The safety team and principal will continuously assess campus conditions and collaborate with district partners to address facility needs and implement safety improvements.	All Students	

4.5	Social-emotional learning will be reinforced through the Second Step curriculum, targeted SEL lessons, and Tier 2/3 support from a part time Mental Health Provider. These combined efforts aim to promote positive behavior, conflict resolution skills, and a supportive, inclusive school climate.	All students	
4.6	The school will provide ongoing training for paraprofessionals and Special Education staff on effective behavior response strategies, including de-escalation techniques, positive behavior supports, and consistent implementation of behavior intervention plans. Staff will be equipped to respond proactively and appropriately to student behaviors, ensuring alignment with school-wide expectations and supporting a safe, inclusive learning environment.	SWD, Hispanic	

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

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

Name of Members	Role
Angelo Benedetto	Principal
Jill Beach	Classroom Teacher
Tori Odama	Classroom Teacher
Melissa Medina	Classroom Teacher
Dena Muller	Other School Staff
John Hoadley	Parent or Community Member
Nick Reale	Parent or Community Member
Shane Moise	Parent or Community Member
Frank Ahn	Parent or Community Member
Danielle Delliplaine	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.

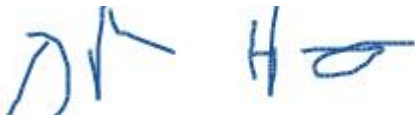
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 21, 2026.

Attested:



Principal, Angelo Benedetto on May 21, 2026



SSC Chairperson, John Hoadley on May 21, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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