

School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fuerte Elementary	37-67991-6037642	June 5, 2025	August 5, 2025

Purpose and Description

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

Schoolwide Program

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

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals:
 All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.
 All students, staff, and families will feel safe, empowered, and respected.
 All students will excel in reading, writing, listening, speaking, and mathematics.
 Students with disabilities will demonstrate expected yearly growth in literacy skills.

In collaboration with our School Site Council, we have ensured our plan is aligned to the district LCAP goals with a specific focus on improvement in English language arts and mathematics, suspension and chronic absenteeism.

Based on our CAASPP ELA and math data, 61.5% of students at Fuerte are at or above grade level in ELA and just under half of our students are at or above grade level in math. The numbers from our district’s internal assessment - iReady - and CAASPP match up fairly comparably to reflect an accurate assessment of the math and ELA needs at our site. To address this need, we will provide general education and Education Specialists collaboration opportunities, as well as grade level release time for targeted professional learning around the data from those assessments. We will provide supplemental curriculum to support engagement and enrichment in these areas, as well. In addition, our staff will receive funds for instructional supplies that allow them to provide engaging lessons in these content areas. Finally, we will support our district-wide focus on literacy by ensuring that there is a teacher at each grade level trained in LETRS metacognition in order to ensure that all grade levels are working towards vertical articulation in ELA.

The suspension rate at Fuerte is identified as level Red on the California School Dashboard. It is important to note that this is an increase in the suspension rate over last year's level of Orange. We are investigating the underlying causes for this increase in an effort to identify and implement (when allowable) alternative means of correction that do not involve removing students from the school setting. These efforts will be overseen by school administrators, working in partnership with the counseling staff, classroom teachers and support staff. Our primary goal is to educate staff on the alternatives to suspension, and provide behavior supports and interventions for students at a higher risk of suspension, so that students can remain in school and continue to access their educational resources.

Chronic absenteeism at Fuerte is identified as level Yellow on the California School Dashboard. It is important to note that this is an improvement over the previous year's ranking of level Orange. To decrease chronic absenteeism, Fuerte will develop an attendance support team comprised of administrators, counseling staff, and our office staff. The attendance support team will ensure that individual students and student subgroups with attendance concerns are identified as early as possible to provide applicable support services and interventions. Fuerte's attendance support team will meet regularly to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates. The team will hold Attendance with Care meetings with parents to inform them of systems in place for unavoidable absences and review strategies for improved attendance. A key part of this improvement process will be to actively promote Independent Study Contracts (when applicable), to recapture lost attendance and lower absenteeism, by providing families/students with access to instructional content that allows them to recoup missed school days.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

As seen in our previous data tables, we collect voice throughout the year using multiple surveys and data collection tools.

Q12:

In order to collect data from our staff members, we use Gallup Q12. The Gallup Q12 is a proven tool that school districts utilize to measure staff engagement, providing insightful data on the key elements that drive employee satisfaction and commitment, thus enabling targeted strategies to enhance workplace morale and productivity. On our most current Q12, our engagement scores were:

Overall Staff Engagement mean was 3.82, which 30% higher than other K-12 public schools. Based on this survey, Q01 (I know what is expected of me at work and Q9 (My colleagues are committed to doing quality work) have the highest item scores, with mean scores of 4.31 and 4.25 respectively. The lowest performing item is, Q11 (In the past six months, someone at work has talked to me about my progress), with a mean score of 3.23.

SSC Surveys:

As a part of our SSC meetings, we review our site goals, metrics, and expenditures. At the end of each meeting, we collect feedback from our SSC and ELAC participants. In this survey, we asked for areas of pride (what is working?) and areas of growth (what isn't working?).

Goal 1 Survey: Per Gallup data, overall our kids enjoy being at school. Areas where we need to look at data alignment for improvement include: "I have fun at school" and "At this school, I get to do what I do best every day". The SSC members also expressed concern that a lot of emphasis is placed on student's iReady performance, and would like to see other data to present a more comprehensive picture of student performance.

Goal 2 Survey: Per CA Dashboard data, chronic absenteeism declined by 5.2% from the previous year, whereas suspension rate increased by 2.8%. We believe the decline in chronic absenteeism is largely attributable to better home-school connections between teachers and families, and a more consistent implementation of Independent Study Contracts, which allow absent students to recoupe missed school days for planned absences.

Goal 3 Survey: Per both CAASPP and iReady Diagnostic and Growth data, we continue to see student's academic performance improve. The introduction of new curriculum (Heggerty, Morpheme Magic) and teacher training (LETRS), will, we suspect have a net positive impact on student performance in ELA in the coming years. Additionally, more teachers are also being CGI trained, which we anticipate will have a positive impact on student performance in mathematics.

Annual Review Survey: Goal 1: Work to build understanding on the part of all stakeholders regarding the meaning and implications of survey questions, to ensure we are getting the most accurate data possible | Goal 2: Reviewed S/C budgets and expenses/strategies to look for additional ways to lower absenteeism, and suspensions | Goal 3: Did well with our academic scores, but will continue to monitor programs and training to identify further opportunities for improvement | Goal 4: Investigate

how to make the individual student IEP goals align with grade level standards and develop a system for setting growth goals

LCFF Priority Survey: Based on parent feedback areas of pride include: High Quality Teaching Staff, Transportation (Busing), Instructional Materials and Resources (Textbooks, Chromebooks, School Supplies etc), Family Engagement Opportunities (Events, Parent Leadership Meetings, Workshops, Volunteer opportunities), Communication (Teacher, School, and District Communication), Welcoming Environment (School Office, Classroom), School Leadership, Educational Experiences for Students (Field Trips, Assemblies, Classroom Learning). and Student Academic Success. Areas of growth include: Nutritional Services (Breakfast, Lunch), School Facilities: Buildings and Grounds (Cleanliness, Appearance), and Safety.

Classroom Observations

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

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

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May

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

Based on these observations and evaluations, identified needs are continued vertical articulation throughout all content areas, improved small group instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data). In K-2, we also administer the CORE phonemic awareness and CORE phonics survey.

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

Based on 23/24 site data, 69% of students placed at or above grade level on the year-end iReady Diagnostic 3 for reading, and 68% of students placed at or above grade level on the year-end iReady Diagnostic 3 for math.

Based on this data, identified needs are

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

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

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

Our school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. Based on our annual Williams audit we have found all students and staff have access to district adopted core curriculum materials. In order to ensure all staff members have access to professional learning, we have an asynchronous learning platform (Cajon 365), that provides learning 24-7. Staff members can find training and support for the district adopted curriculum, as well as best practices in academics and technology. In addition to Cajon365, all staff members are invited to participate in professional learning during Summer, Spring, and Winter academies. Staff participates in staff-let professional learning, Leader in Me trainings, collaboration cycles and on-site PL.

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

Professional learning opportunities include: Digital badging through Cajon365, Academies, minimum day Mondays, release time, additional compensated planning time

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

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Support staff participates in Leader in Me professional learning and attends staff and grade level collaboration meetings.

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

District Level Instructional Coaches and Program Specialists will provide ongoing instructional assistance and support for teachers in English Language Arts, Mathematics, English Learner and Special Education Strategies, and Visual and Performing Arts. For our teachers in need of clearing their credential, we offer BTSA mentorship and support over two years. In addition, our staff benefits from teacher lead professional learning; teacher collaboration cycles

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

Teachers are provided grade level collaboration time during early release Mondays. Teachers also have monthly collaboration meetings with other teachers at their grade level.

Teaching and Learning

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

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

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

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

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

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

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

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

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

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

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

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

As part of our districtwide literacy initiative, master schedule flexibility is crucial as we are collecting data throughout the year to determine intervention needs. Students needing reading intervention benefit from EAR (Everybody A Reader) and weekly reading intervention sessions.

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

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

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

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

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
BMAP/Dual Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

Opportunity and Equal Educational Access

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

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

- iReady ELA Teacher Toolbox and Online Lessons
- iReady Math Teacher Toolbox and Online Lessons
- Adaptive Online Programs (ST Math, Khan Academy, Beable)
- School Counselor
- Community Liaison
- Paraprofessional Support
- Barton, SIPPS

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals
Extended Learning Opportunities
Parent Engagement Site Planning and Goal Setting

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

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

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Title 1 Parent Meetings, Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach

School Counselor

Community/Parent Liaison

Bilingual Facilitator

Newcomer Teacher

Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)

Support/Intervention Teachers

Learning Loss Intervention Teachers

After-school Tutoring

Fiscal support (EPC)

Title I, II, III, IV

Supplemental Concentration Funds

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) at our school is an integral process that relies on the continuous engagement of parents, students, and other stakeholders, particularly those representing diverse subgroups. The process involves ongoing review and development that includes assessing needs and evaluating programs through the School Site Council (SSC), Title I meetings, and the English Learner Advisory Committee (ELAC).

Each spring, using annual review data from the previous SPSA and by conducting site needs assessments, the site SPSA development process begins. In collaboration with SSC, the site SPSA is developed based on identified needs. Before the end of the year, through the SSC process, this site SPSA is approved and sent to the district school board for final approval.

This sets the stage for a year-round evaluation of existing programs to ensure they meet the evolving needs of our students. Throughout the year, the SSC meets regularly not only to review goals, metrics, and expenditures but also to monitor the effectiveness of implemented programs. Decision-making is data-driven, focusing on student outcomes to adapt educational programs, professional learning opportunities, and any supplemental curriculum required.

Our ELAC meetings, where the focus is on the needs of English Learners, culminating in recommendations for SPSA development.

Key to this continuous process is the SSC's role in periodically reviewing and revising the SPSA. With input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary revisions during their meetings throughout the year, ensuring the plan and budget consistently align with school needs. Additionally, staff meetings and student polls contribute ongoing feedback, ensuring that the SPSA truly reflects the needs and aspirations of the entire school community.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.75%	0.59%	0.61%	5	4	4
African American	2.69%	2.81%	3.06%	18	19	20
Asian	5.37%	5.33%	5.36%	36	36	35
Filipino	%	0%	%		0	
Hispanic/Latino	18.66%	17.04%	16.08%	125	115	105
Pacific Islander	0.90%	1.48%	1.23%	6	10	8
White	62.54%	62.96%	65.08%	419	425	425
Multiple/No Response	1.79%	1.93%	1.53%	12	13	10
Total Enrollment				670	675	653

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	146	136	88
Grade 1	106	121	96
Grade 2	98	109	115
Grade3	115	97	111
Grade 4	118	111	94
Grade 5	87	100	95
Grade 8		1	
Total Enrollment	670	675	653

Conclusions based on this data:

1. Fuerte Elementary serves a moderately diverse student population from grades K-5.
2. The largest (and only statistically significant) non-White subgroup of the student population continues to be Hispanic/Latino students at 16.08% (down approx. 1% from the 22-23 school year). There was a slight increase (approx. 2%) in the White subgroup, while all other subgroups changed less than +/-1%.
3. Overall enrollment reached a 3-year low in the 23-24 school year. Further investigation reveals that most of this decreased enrollment is attributable to transfer students returning to thier home schools and families leaving the state of California for a variety of reasons.



School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	87	70	57	13.00%	10.40%	8.70%
Fluent English Proficient (FEP)	20	17	16	3.00%	2.50%	2.50%
Reclassified Fluent English Proficient (RFEP)	11	11	9	1.60%	1.60%	1.40%

Conclusions based on this data:

1. The number of English learners has declined each year with 23-24 being the lowest percentage from the past three years.
2. The number of student identified as Fluent English Proficient has maintained by approximately +/- 0.5% per year over the past three years.
3. The percentage of Reclassified Fluent English Proficient students has changed by less than 0.5% over the past three years. The number of English Learner students who are designated as RFEP varies annually dependent on the make-up of the current ELL population. In years where there are more students are in ELPI levels 1, 2L, 2H, and 3L, RFEP rates decline. In years where more students are in levels 3H and 4, RFEP rates increase.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	320	300	299	318	296	296	318	296	296	99.4	98.7	99

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A	29.87	32.09	30.74	27.36	26.01	30.74	22.01	21.28	16.55	20.75	20.61	21.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	24.84	23.65	25.00	59.75	60.81	58.11	15.41	15.54	16.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	21.07	23.65	25.34	57.23	53.72	53.38	21.70	22.64	21.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	14.15	17.57	18.58	77.36	71.28	71.62	8.49	11.15	9.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	25.79	21.96	23.99	60.69	65.54	62.50	13.52	12.50	13.51

Conclusions based on this data:

1. The area of ELA Overall Achievement, the % of students in grades 3-5 who performed at the Met or Exceeded Standards levels has changed by +/- 2% over the past three years. The % of student who scored Standard Nearly Met decreased by approx. 5%, while the % who scored Standard Not Met, changed by less than 1%.
2. In the area of ELA Overall Achievement, 61.48% of students in grades 3-5 performed at the Met or Exceeded Standards levels, a three-year high. In 23-24 there was a decrease of approx 5% in the number of who scored Standard Nearly Met, and a slight increase (approx. 1%) in the number of students who scored Standard Not Met.
3. We attribute student performance to good first teaching, providing targeted, small-group intervention (Tier 2) to students who are struggling readers, and an overall focus on the development of students' reading and writing skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A	29.97	29.19	27.70	26.50	28.86	28.72	23.34	23.49	27.03	20.19	18.46	16.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	32.81	28.86	32.77	47.63	50.34	50.68	19.56	20.81	16.55

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	28.71	28.19	24.32	50.79	53.36	59.80	20.50	18.46	15.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	26.18	29.87	26.69	57.41	56.71	58.78	16.40	13.42	14.53

Conclusions based on this data:

- In the area of Math Overall Achievement, the % of students in grades 3-5 who performed at the Met or Exceeded Standards levels has changed by less than 0.05% over the past three years. The % of student who scored Standard Nearly Met increased by approx. 4%, while the % who scored Standard Not Met, decreased by approx. 2%. This represents positive shift towards higher achievement in these two bands.
- We attribute student performance to good first teaching, the ongoing implementation of supplemental programs like ST Math and iReady, greater familiarity and experience with the CCSS aligned math program, Go Math and its digital component Think Central, and an increase in the overall number of teachers using Cognatively Guided Instruction (CGI) to develop students critical thinking and problem solving strategies.

School and Student Performance Data

ELPAC Results

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	*	0.00	54.55	*	45.45	27.27	*	36.36	9.09	*	18.18	11	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	0.00	*	53.85	58.33	*	15.38	25.00	*	23.08	16.67	*	13	12	*
3	15.38	0.00	0.00	38.46	58.33	9.09	30.77	33.33	81.82	15.38	8.33	9.09	13	12	11
4	17.39	*	38.46	39.13	*	38.46	30.43	*	15.38	13.04	*	7.69	23	*	13
5	14.29	26.67	*	57.14	46.67	*	21.43	13.33	*	7.14	13.33	*	14	15	*
All Grades	13.41	12.12	13.21	43.90	56.06	39.62	24.39	19.70	37.74	18.29	12.12	9.43	82	66	53

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	*	9.09	72.73	*	54.55	18.18	*	18.18	0.00	*	18.18	11	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	30.77	16.67	*	38.46	50.00	*	15.38	16.67	*	15.38	16.67	*	13	12	*
3	61.54	41.67	9.09	15.38	41.67	27.27	7.69	8.33	54.55	15.38	8.33	9.09	13	12	11
4	39.13	*	30.77	43.48	*	61.54	17.39	*	7.69	0.00	*	0.00	23	*	13
5	42.86	66.67	*	50.00	20.00	*	7.14	0.00	*	0.00	13.33	*	14	15	*
All Grades	35.37	40.91	20.75	39.02	40.91	49.06	18.29	6.06	22.64	7.32	12.12	7.55	82	66	53

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	9.09	*	*	0.00	*	*	45.45	*	*	45.45	*	*	11
1	0.00	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*	*
2	14.29	8.33	*	28.57	25.00	*	28.57	41.67	*	28.57	25.00	*	14	12	*
3	4.55	0.00	0.00	13.64	16.67	9.09	54.55	50.00	63.64	27.27	33.33	27.27	22	12	11
4	0.00	*	23.08	28.57	*	23.08	52.38	*	38.46	19.05	*	15.38	21	*	13
5	0.00	0.00	*	7.14	6.67	*	64.29	66.67	*	28.57	26.67	*	14	15	*
All Grades	0.00	7.58	9.43	21.95	15.15	18.87	46.34	53.03	49.06	31.71	24.24	22.64	82	66	53

Conclusions based on this data:

1. 52.83% of EL students scored in the Moderately Developed to Well Developed range for overall language development.
2. 39.62% of EL students scored in the Somewhat Developed range for overall language development, a decrease of 16.44% over last year. 37.74% of EL students scored in the Beginning to Develop range for overall language development, an increase of 18.04% over last year. The % of EL students who scored in the Minimally Developed range for overall language development, decreased by approx. 3%. This represents positive shift towards higher achievement in these two bands.
3. While the percentage of students performing in the Well Developed range has remained fairly steady over the past three years, there has been an overall decline in student performance at other performance levels.

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
653	45.2%	8.7%	0.3%
Total Number of Students enrolled in Fuerte Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	57	8.7%
Foster Youth	2	0.3%
Homeless	2	0.3%
Socioeconomically Disadvantaged	295	45.2%
Students with Disabilities	82	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	3.1%
American Indian	4	0.6%
Asian	35	5.4%
Filipino	0	0.0%
Hispanic	105	16.1%
Two or More Races	10	1.5%
Pacific Islander	8	1.2%
White	425	65.1%

Conclusions based on this data:

1. Fuerte Elementary has a moderately diverse student community, with three statistically significant subgroups: Hispanic/Latino (16.1%), Socioeconomically Disadvantaged (45.2%), and Students with Disabilities (12.6%).

2. Fuerte's student population is predominantly White at 65.1%.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Fuerte Elementary's Academic Performance in ELA and Math is High, with both at the green range.
2. Fuerte Elementary's Suspension rate falls in the red range. Using the newly adopted Green/Yellow/Red Tiered Discipline Response protocol, Fuerte's Suspension rate will be evaluated to determine if there are other means of correction for student discipline, that will effectively address concerns around extreme student behaviors, while still allowing students to remain at school whenever possible.

3. Fuerte Elementary's Chronic Absenteeism falls in the yellow range, and improvement from orange in 23/24. We attribute a great deal of this improvement to efforts to recapture lost attendance using Independent Study Contracts whenever allowable.

School and Student Performance Data

Academic Performance English Language Arts

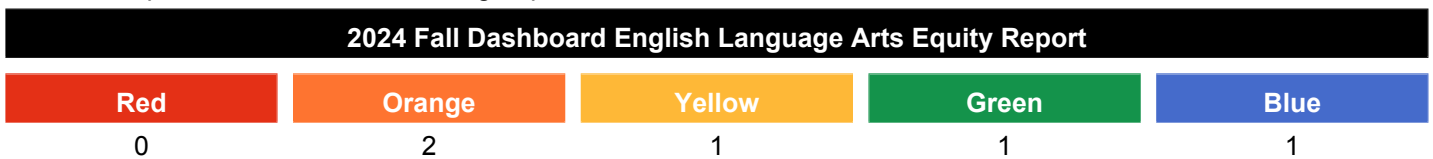
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>19.2 points above standard</p> <p>Maintained 2.0 points</p> <p>292 Students</p>	<p>English Learners</p> <p>Orange</p> <p>44.8 points below standard</p> <p>Maintained 2.9 points</p> <p>39 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.0 points below standard</p> <p>Increased 7.3 points</p> <p>138 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>40.7 points below standard</p> <p>Maintained 1.7 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>33.4 points above standard</p> <p>Declined 16.1 points</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>14.2 points above standard</p> <p>Increased 15.7 points</p> <p>42 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>21.2 points above standard</p> <p>Increased 4.5 points</p> <p>195 Students</p>

Conclusions based on this data:

1. Overall performance in ELA for all student groups combined, was 19.2 pts above standard, an increase of 2 pts. over 23/24.
2. While some significant subgroups showed improvement, most are still performing well below this level. Student subgroups to watch: Students with Disabilities - 40.7 pts. below standard (-1.7 pts. over 23/24), English Learners - 44.8 pts. below standard (+2.9 pts), Hispanic - 14.2 pts. below standard (+15.7 pts over 23/24), and Socioeconomically Disadvantaged - 8 pts. below standard (+7.3 pts. over 23/24).

School and Student Performance Data

Academic Performance Mathematics

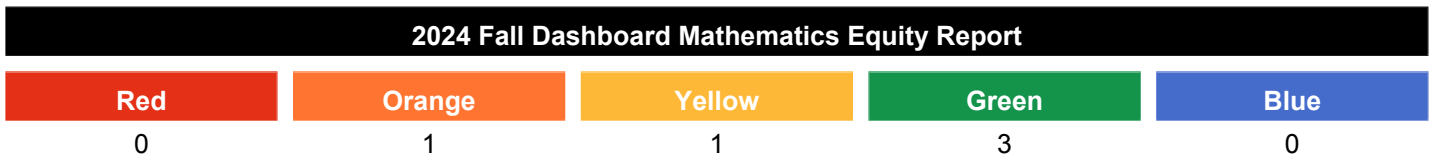
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>10.9 points above standard</p> <p>Maintained 2.6 points</p> <p>292 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>45.9 points below standard</p> <p>Increased 4.4 points</p> <p>39 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>18.4 points below standard</p> <p>Increased 8.3 points</p> <p>138 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>53.0 points below standard</p> <p>Declined 5.2 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>73.4 points above standard</p> <p>Increased 36.9 points</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>6.2 points below standard</p> <p>Increased 7.1 points</p> <p>42 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>White</p>  <p>Green</p> <p>12.2 points above standard</p> <p>Maintained 0.4 points</p> <p>195 Students</p>

Conclusions based on this data:

1. Overall performance in Mathematics for all student groups combined, was 10.9 pts above standard (+2.6 pts. over 23/24).
2. While some significant subgroups showed improvement, most are still performing well below this level. Student subgroups to watch: Students with Disabilities - 50.3 pts. below standard (-5.2 pts. over 23/24), English Learners - 45.9 pts. below standard (+4.4 pts. over 23/24), Hispanic - 6.2 pts. below standard (+7.1 pts over 23/24), and Socioeconomically Disadvantaged - 18.4 pts. below standard (+8.3 pts. over 23/24).

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 39% making progress. Number Students: 41 Students	Long-Term English Learner Progress  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.

2024 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
26.8%	31.7%	0%	39%

Conclusions based on this data:

1. It is important to note that as EL students progress through the grade levels, the score required to maintain or increase their ELPI advances as well. This contributes to the percentage of students who either decreased or maintained their ELPI level. Currently, 16 of 41 EL students are making progress toward English proficiency.
2. 11 students decreased one ELPI level.
3. Overall ELLs are 50.9 pts. above standard in making progress towards English proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined 5.2</p> <p>665 Students</p>	<p>English Learners</p> <p>Red</p> <p>24.2% Chronically Absent</p> <p>Increased 2.1</p> <p>62 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>16.4% Chronically Absent</p> <p>Declined 7.3</p> <p>324 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>11.2% Chronically Absent</p> <p>Declined 9</p> <p>98 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>20% Chronically Absent</p> <p>Declined 16.8</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>Orange</p> <p>16.7% Chronically Absent</p> <p>Maintained 0</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>17.8% Chronically Absent</p> <p>Declined 10.4</p> <p>107 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>12.5% Chronically Absent</p> <p>Increased 1.9</p> <p>56 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>White</p>  <p>Yellow</p> <p>12% Chronically Absent</p> <p>Declined 4.5</p> <p>433 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is a concern across all subgroups of the Fuerte Elementary student population. In an effort to improve ADA for all students, we will investigate ways to improve communication between home and school, regarding the importance of consistent, daily attendance, and will continue to recapture potential lost ADA by utilizing Independent Study Contracts (ISCs) whenever possible. Specific attention will be given to student populations with a CA rate of 10% or higher in an effort to understand the unique needs that may impact their attendance, and how we can help support them in lowering their rate of chronic absenteeism.
2. The percentage of Socioeconomically Disadvantaged and Students With Disabilities subgroups who were chronically absent declined significantly in 2024, 7 and 9 points respectively.
3. The Chronic absenteeism rate for All Students is 13.2%, a decrease of 5.2% for 2024.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

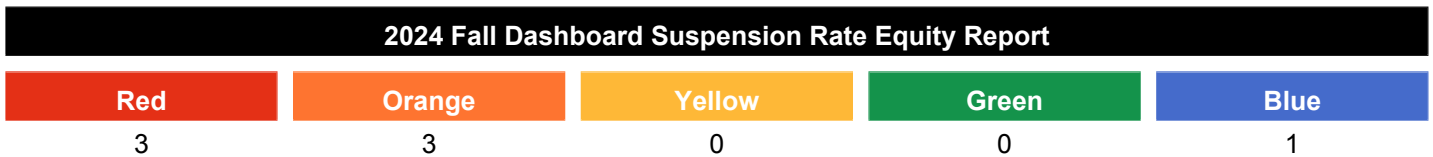
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>4.7% suspended at least one day</p> <p>Increased 2.8%</p> <p>676 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 0.5%</p> <p>64 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>5.5% suspended at least one day</p> <p>Increased 3%</p> <p>329 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>11% suspended at least one day</p> <p>Increased 7.2%</p> <p>100 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>15% suspended at least one day</p> <p>Increased 4.5%</p> <p>20 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.7%</p> <p>37 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>5.5% suspended at least one day</p> <p>Increased 3.8%</p> <p>109 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>3.5% suspended at least one day</p> <p>Increased 2%</p> <p>57 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>White</p>  <p>Red</p> <p>4.6% suspended at least one day</p> <p>Increased 2.9%</p> <p>439 Students</p>

Conclusions based on this data:

1. The Students With Disabilities subgroup had the highest suspension rate at nearly 11% suspended at least once.
2. The Socioeconomically Disadvantaged and Hispanic subgroups had the second highest percentage of students who were suspended at least once, at 5.5%.
3. Overall, suspensions increased over 2023 (+2.8%), with 4.7% of students suspended at least once.

School and Student Performance Data

iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	72	20	9	69	22	9	-3%
English Learners	30	36	34	27	38	35	-3%
Socioeconomically Disadvantaged	55	28	17	52	31	17	-3%
Students with Disabilities	44	29	27	40	28	32	-4%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	75	25	0	67	0	33	-8%
Asian	70	21	9	69	28	3	-1%
Black or African American	71	12	18	65	17	18	-6%
Native Hawaiian or Other Pacific Islander	63	38	0	57	14	29	-6%
White	72	21	8	69	22	9	-3%
Two or More Races	67	33	0	60	40	0	-7%
Hispanic or Latino				65	25	10	

Conclusions based on this data:

1. Tier changes are trending up from 21/22
2. Socio economically disadvantaged students went up 12% from 21/22
3. Two or more races saw the least growth

School and Student Performance Data

iReady Reading Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	65	60
Socio-economically Disadvantaged	58	53
English Learners	64	55
Students w/Disabilities	49	51

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		66
American Indian or Alaska Native	50	50
Asian	59	50
Black or African American	59	31
Native Hawaiian or Other Pacific Islander	75	50
White	68	61
Two or More Races		56

Conclusions based on this data:

1. The number of students on track for typical growth declined from 65% in 22-23 to 57% in 23-24.
2. The number of students on track for stretch growth increased from 41% in 22-23 to 42% in 23-24.
3. Most subgroups are making stretch growth over the past three years except for Asian and Native Hawaiian students.

School and Student Performance Data

iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	64	30	6	68	27	5	+4%
English Learners	28	49	23	39	44	17	+11%
Socioeconomically Disadvantaged	43	43	14	56	32	12	+13%
Students with Disabilities	37	42	21	36	44	20	-1%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	50	25	25	34	33	33	
Asian	67	27	6	88	9	3	
Black or African American	71	18	12	65	17	18	
Native Hawaiian or Other Pacific Islander	63	38	0	71	29	0	
White	64	30	6	68	27	5	
Two or More Races	67	33	0	60	40	0	
Hispanic or Latino				64	30	6	

Conclusions based on this data:

1. English Learners had a 7% increase change in tier 1
2. Only black/African-American students increased from tier 1 in 22/23
3. Overall students decreased by 3% in tier one in 22/23

School and Student Performance Data

iReady Math Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	55	60
Socio-economically Disadvantaged	43	56
English Learners	48	63
Students w/Disabilities	42	50

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		56
American Indian or Alaska Native	50	50
Asian	55	69
Black or African American	59	63
Native Hawaiian or Other Pacific Islander	50	67
White	57	61
Two or More Races		56

Conclusions based on this data:

1. Students with disabilities saw the biggest increase in on-track progress in typical growth with 51%
2. English Learners are the least likely group to make stretch growth at only 16%
3. American Indian or Alaska Natives have the highest percentage of stretch growth at 67%

School and Student Performance Data

Annual Gallup Parent Survey Data

Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	35	55	9
19-20	48	48	4
20-21	46	50	4
21-22	43	51	6
22-23	28	51	21
23-24	31	57	12

Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.26	84	6
19-20	4.52	92	1
20-21	4.49	91	1
21-22	4.41	94	3
22-23	3.97	73	8
23-24	4.28	81	3

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.46	89	8
19-20	4.7	95	2
20-21	4.71	96	1
21-22	4.59	94	4
22-23	4.16	75	8
23-24	4.40	87	6

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.15	84	8
19-20	4.42	85	2
20-21	4.4	87	1

21-22	4.32	84	4
22-23	3.9	65	8
23-24	3.99	70	9

Conclusions based on this data:

1. The number of actively disengaged parents increased in 22-23.
2. In 22-23 65% of families felt Fuerte is perfect for their child.
3. Proud to be a parent at my child's school consistently has the highest mean of all the Gallup questions.

School and Student Performance Data

Annual Gallup Student Survey Report

Annual Gallup Student Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19			
20-21	74	20	6
21-22	78	22	0
22-23	64	28	8
23-24	61	N/A	N/A

23-24 Question Analysis

	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At this school, I get to do what I do best every day	66	5
My teachers make me feel my schoolwork is important	78	5
I feel safe in this school.	71	9
I have fun at school.	67	13
I have a best friend at school.	93	4
In the last seven days, someone has told me I have done good work at school.	73	10
In the last seven days, I have learned something interesting at school.	78	12
The adults at my school care about me.	75	9
I have at least one teacher who makes me excited about the future.	77	8

Conclusions based on this data:

1. In 23-24 61% of students who took the Gallup survey were fully engaged.
2. 93% of students felt that they have a best friend at school.
3. At this school, I get to do what I do best every day and I have fun at school are the lowest scoring areas of the student Gallup survey.

School and Student Performance Data

Student Survey Report

Goal 1		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At least one adult in my school knows my interests.	72.7	14.4
At least one adult in my school knows my hopes/goals for the future.	51.0	26.3
The things I'm learning in school are important to me.	70.6	9.8
The things I'm learning in school are important to my future.	72.7	11.9

Goal 2		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
I feel safe at school.	74.7	10.8
My school is clean.	39.7	25.3
Adults at my school treat me with respect.	83.0	5.7
I feel like I belong at my school.	66.0	12.4
My classmates treat me with respect.	61.3	10.8
I enjoy being at school.	59.8	10.8
I have a best friend at school.	85.6	8.2

Conclusions based on this data:

1. For Goal 1, student scores of Strongly Agree/Agree for: At least one adult in my school knows my interests, The things I'm learning in school are important to me, and The things I'm learning in school are important to my future, were all above 70%, an exceptionally strong score.
2. For Goal 2, student scores of Strongly Agree/Agree for: I feel safe at school, Adults at my school treat me with respect, and I have a best friend at school, were all 75% or higher, an exceptionally strong score.
3. The lowest score for both goals was, My school is clean, with a Strongly Agree/Agree score of only 39.7% and Strong Disagree/ Disagree score of 25.3%. This represents an extremely low score that we believe is more reflective of the age and condition of the facilities, rather than overall cleanliness. Nevertheless, we will continue to look for ways to ensure that campus cleanliness is a high priority.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

Goal 1

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. Students, staff and the community will use a common language and build leadership skills around a modern curriculum. By June 2025 all students in grades K-5 will engage with Leader in Me, RIASEC, Beable and World of Work lessons. We will improve our student engagement score (69% Engaged) by 2% in June 2025 as measured by the Student Gallup Poll.

Identified Need

After analyzing our school's Gallup Student Data, our two lowest performing engagement metrics are "At this school, I get to do what I do best every day" and "I have fun at school". An identified need is to create a highly engaging and fun learning environment and school culture in which students feel they are working towards becoming their best selves. Opportunities to grow in leadership and increased engagement will help reduce our 13.2% chronic absenteeism and encourage higher performance in academic standards, as measured by CAASPP and iReady Diagnostic tests.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	<p>24-25 Priority 6 Student Survey</p> <p>73% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>51% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p> <p>71% of respondents agreed (4 or 5 rating) with the statement,</p>	<p>25-26 Priority 6 Student Survey</p> <p>Increase % of respondents agreeing with each statement (4 or 5 rating) by 2%</p> <p>75% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>53% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>“The things I'm learning in school are important to me.”</p> <p>73% of respondents agreed (4 or 5 rating) with the statement, “The things I’m learning in school are important to my future.”</p>	<p>73% of respondents agreed (4 or 5 rating) with the statement, “The things I'm learning in school are important to me.”</p> <p>75% of respondents agreed (4 or 5 rating) with the statement, “The things I’m learning in school are important to my future.”</p>
Gallup Student Poll	<p>24-25 Student Gallup Poll</p> <p>69% of students are engaged</p> <p>69% of respondents agreed (rating 4 or 5) with the statement “At this school, I get to do what I do best everyday.”</p> <p>87% of respondents agreed (rating 4 or 5) with the statement “I have a great future ahead of me.”</p> <p>83% of respondents agreed (rating 4 or 5) with the statement “I know I will find a good job in the future.”</p>	<p>25-26 Student Gallup Poll</p> <p>Increase student engagement by 2%</p> <p>71 % of students are engaged</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>71 % of respondents agreed (rating 4 or 5) with the statement “At this school, I get to do what I do best everyday.”</p> <p>89% of respondents agreed (rating 4 or 5) with the statement “I have a great future ahead of me.”</p> <p>85% of respondents agreed (rating 4 or 5) with the statement “I know I will find a good job in the future.”</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will benefit from providing staff with instructional supplies that allow access to a modern curriculum and world of work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7830

Source(s)

S/C

4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff and students will work together on the Leader in Me program to prepare students for the world of work, their future career and life and leadership skills through multiple activities throughout the year, such as professional learning for staff, and access to online learning resources for staff and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5800

Source(s)

S/C

5800: Professional/Consulting Services And Operating Expenditures
Operating Expenditures; LIM Subscription

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Our entire staff continues to support the Leader In Me program, using common language around the 7 habits of success that form the backbone of the program. In addition the Counseling staff

works with our student leaders to present monthly pep-rally's that illustrate and promote the featured monthly habit, and acknowledge students who have been "caught " demonstrating that habit during the month. Student Priority 6 scores show that 71% of students Agree/Strongly Agree that the things they are learning at school are important to them (+3% over the previous year), and 73% of students Agree/Strongly Agree that the things they are learning at school are important to their future (+2% over the previous year). Based on 24/25 Gallup data, overall student engagement grew from 61% to 69%, an increase of 8%. Based on 2024 CA Dashboard, Chronic Absenteeism dropped 18.4 % to 13.2%, a decrease of 5.2% over the previous year.

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

None expected.

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

We will continue to fund LIM for th coming 25/26 school year, after which time we will review program priorities to see if LIM continues to be needed. We will also make ongong allowances for changes due to increase or decreased cost of supplies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

LEA/LCAP Goal

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

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2026, Fuerte will increase parent engagement by 2% and student engagement by 2% as measured by the annual Gallup Surveys.

Identified Need

Our objective is to cultivate a school climate and culture where students feel safe, respected, and valued. In so far as these factors may contribute to some students attendance at school thereby reducing our current chronic absenteeism rate of 18%. By prioritizing the creation of a positive environment that empowers students and fosters their sense of belonging, we aim to increase student engagement and attendance. Additionally, by providing comprehensive social and emotional support services and enhancing the quality of learning experiences to be both enjoyable and meaningful, we target an increase in Student Gallup indicators, specifically elevating "I feel safe at this school" from 71% to 75% and "I have fun at school" from 67% to 70%. Through these initiatives, we will create an inclusive and supportive school community that promotes academic success and overall well-being for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Suspension) All Students English Learners	2024 Accountability Dashboard (Suspension) All Students: 4.7% Red English Learners: 3.1% Orange	2025 Accountability Dashboard (Suspension) Decrease suspension rate by at least 2% All Students: 2.7% Orange English Learners: 1.1% Yellow
California Accountability Dashboard Performance Level (Chronic Absenteeism)	2024 Accountability Dashboard (Chronic Absenteeism)	2025 Accountability Dashboard (Chronic Absenteeism)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students English Learners	All Students: 13.2% Yellow English Learners: 24.2% Red	Decrease chronic absenteeism rate by at least 2% All Students: 11.2% Green English Learners: 22.2% Orange
Local Student Survey (Gallup, Priority 6)	24-25 Student Gallup Poll 69% of respondents are fully engaged. 71% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school." 84% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."	25-26 Student Gallup Poll Increase Student Engagement by 2% 71% of respondents are fully engaged. Increase % of respondents agreeing with each statement by 2% 73% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school." 86% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."
Local Parent Survey (Gallup)	24-25 Parent Gallup Survey 31% of respondents are fully engaged. 81% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises." 87% of respondents agreed (4 or 5 rating) with the statement,	25-26 Parent Gallup Poll Increase Parent Engagement by 2% 33% of respondents are engaged. Increase % of respondents agreeing with each statement by 2% 83% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>"I feel proud to be a parent at my child's school."</p> <p>70% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>	<p>89% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school."</p> <p>72% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>
Priority 6: Local Student Survey	<p>24-25 Priority 6 Student Survey</p> <p>66% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school"</p> <p>61% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"</p>	<p>25-26 Priority 6 Student Survey</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>68% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school"</p> <p>63% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Our goal is to elevate student achievement through the implementation of a dedicated school guidance technician position. By incorporating this role into our staffing structure, we aim to bolster academic success by providing tailored academic counseling, fostering mental health support systems, and offering comprehensive career guidance. The inclusion of a guidance technician will enable us to meet the diverse needs of our student body, cultivate a nurturing school environment, and facilitate the holistic development necessary for academic excellence and student well-being. A guidance technician will provide targeted small group support to increase student social and emotional well-being and restorative practices. Advanced tier 3 support for students in crisis will also be provided. In addition this position will focus on promoting school-wide engagement through marketing, tours, leadership, pep rallies and anchored for life activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

49000

Source(s)

S/C

2000-2999: Classified Personnel Salaries
Guidance Tech

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, English Learners

Strategy/Activity

Our aim is to foster strong connections between our school and the community by creating welcoming spaces for families and community members to actively participate in their children's education. Through collaborative initiatives and open communication, we strive to build a supportive environment where every member feels valued and empowered to contribute to student success. We will budget for a small allocation to increase parent engagement and attendance at events, in addition to assessment of parent needs and gathering of feedback

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

S/C

5900: Communications

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

School staff worked together to focus on SEL, restorative practices and well-being of students, staff and parents. Counseling lessons were whole group at grade and classroom level, small group and individual. Student engagement and leadership activities resulted in decreased targeted student behaviors. On the Gallup survey, the metric of "Adults at my school care about me" was the highest scoring area (84%) in the area of understanding family and students. The Fuerte

counseling team performed 150 check-in/peer mediation meetings, met with over 45 students in small groups and planned/hosted 11 school-wide events.

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

No changes expected.

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

We will continue to track student engagement and behavior data to determine the effectiveness of this strategy. Possible change in Guidance Tech salary due to COLA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

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

Goal 3

By June 2026, all students will improve academic achievement in ELA from 61.68% to 65.48% and in math from 56.42% to 60.42% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth in ELA and math, we will use the iReady Diagnostic assessment to track and improve typical growth in ELA from 61.74% to 63.74% and math from 39.02% to 41.02%. In addition, the percentage of English Language Learners making progress towards English proficiency, as measured by ELPAC, will increase from 39% to 41%.

Identified Need

Based on our local assessment data, collected in February 2024 (iReady Diagnostic #2), 57% of students are at or above grade level in ELA and 45% of students are at or above grade level in math. On the ELPAC, English Language Learners making progress towards English proficiency, as measured by ELPAC, is at 39%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) All Students English Learners	2024 Accountability Dashboard (ELA) All Students: Green 19.2 points above standard English Learners: Orange 44.8 points below standard	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points All Students: Blue 22.2 points above standard English Learners: Yellow 41.8 points below standard
California Accountability Dashboard Performance Level (Math) All Students English Learners	2024 Accountability Dashboard (Math) All Students: Green 10.9 points above standard English Learners: Orange	2025 Accountability Dashboard (Math) Increase Student Performance by at least 3 points All Students: Blue 13.9 points above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	53 points below standard	English Learners: Yellow 50 points below standard
iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Reading) All Students: 71% Tier 1 English Learners: 32% Tier 1	May/June 2026 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% All Students: 75% at Tier 1 English Learners: 36% at Tier 1
iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Math) All Students: 70% Tier 1 English Learners: 32% Tier 1	May/June 2026 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 4% All Students: 74% at Tier 1 English Learners: 36% at Tier 1
iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	24-25 Diagnostic #2 (Reading) All Students: 61.74% "on track" to make "typical growth" English Learners: 65.22% "on track" to make "typical growth"	25-26 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% All Students: 63.74% "on track" to make "typical growth" English Learners: 67.22% "on track" to make "typical growth"
iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	24-25 Diagnostic #2 (Math) All Students: 39.02% "on track" to make "typical growth" English Learners: 40.35% "on track" to make "typical growth"	25-26 Diagnostic #2 (Math) Increase % of students "on track" to make "typical growth" by 2% All Students: 41.02% "on track" to make "typical growth" English Learners: 42.35% "on track" to make "typical growth"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Achievement (ELA) % All Students Met or Exceeded Standard for ELA % English Learners Met or Exceeded Standard for ELA	May/June 23-24 CAASPP ELA All Students: 61.48% Met or Exceeded Standard English Learners: 16.13% Met or Exceeded Standard	May/June 24-25 CAASPP ELA Increase % of students that met or exceeded standard by 4% All Students: 65.48% met or exceeded standard English Learners: 20.13% met or exceeded standard
CAASPP Overall Achievement (Math) % All Students Met or Exceeded Standard for Math % English Learners Met or Exceeded Standard for Math	May/June 23-24 CAASPP Math All Students:56.42% Met or Exceeded Standard English Learners: 22.58% Met or Exceeded Standard	May/June 24-25 CAASPP Math Increase % of students that met or exceeded standard by 4% All Students: 60.42% met or exceeded standard English Learners: 26.58% met or exceeded standard
California Accountability Dashboard: English Learner Progress Indicator % making progress towards English language proficiency	2024 California Dashboard (ELPI) 39% making progress towards English language proficiency	2025 California Dashboard (ELPI) Increase % of English Learners making progress toward English language proficiency by 2% 41% making progress towards English language proficiency
California Dashboard ELPI % of English learners that decreased at least one ELPI level on ELPAC	2024 California Dashboard ELPI 27.5% of English learners that decreased at least one ELPI level on ELPAC 16% Change from 2023	2025 California Dashboard ELPI Decrease by at least 2% 25.5% of English learners that decreased at least one ELPI level on ELPAC

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will provide professional learning for additional teachers to attend Literacy training - LETRS. This will ensure that each grade level has a representative who is trained in LETRS to support literacy implementation and vertical articulation at Fuerte. In addition, this funding will provide staff with opportunities to participate in site/district funded PD requiring release time or supplemental materials (e.g. CGI training)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7518

Source(s)

S/C

1000-1999: Certificated Personnel Salaries
Literacy/other PD for staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in grades 3, 4, 5

Strategy/Activity

Teachers will have access to Literably, a digital, running record assessment, in order to track growth and progress in the area of reading comprehension.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6500

Source(s)

S/C

4000-4999: Books And Supplies
Digital Subscriptions

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Hourly English Language Facilitator (ELF) duties to include data analysis, collaboration with teachers and small group support for our newcomers. EL students will have access to Lexia English Language Development program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000

S/C

1000-1999: Certificated Personnel Salaries
ELF Hourly

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, English Learners

Strategy/Activity

Teachers will engage in professional learning and collaboration cycles to analyze student data and plan instruction in reading and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

S/C

1000-1999: Certificated Personnel Salaries
Hourly pay for teachers or subs for release time

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

Overall implementation successful in Tiered systems for reading intervention. Fuerte currently has 9 teachers receiving LETRS (Science of Reading) training, one of the largest cohorts in the district. ELF successful in supporting staff and ELL students toward improvement on ELPAC - level 4 had a 13% jump, for example. On the Priority 6 survey, students reported a score of 4.1 in the area of

high quality instruction. In addition, 32% of students exceeded standards on the ELA portion of CAASPP and 28% met standard in math on the CAASPP test.

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

Implementation carried out as intended - use of online programs was successful and teachers benefitted from collaboration time

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

Possible changes due to budget or increase in salaries.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

Goal 4

By May/June 2025, 43.33% of students with a disabilities will be at Tier 1 on iReady diagnostic #3. By Dec/Jan 2026, 52% of students with disabilities will be "on track" to make "typical growth" on iReady diagnostic #2. In addition, students with disabilities will increase their participation in establishing learning goals and will receive personalized support based on staff knowing each individual student deeply. Growth goals will be established using an asset model that draws upon each student's prior knowledge, experience, interests and strengths.

Identified Need

Students with disabilities performed lower on iReady diagnostics than their general education peers. They are also lower performing in "on track for typical growth". Teachers need collaboration time between general and special education, to develop plans that personalize learning to meet each student's needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) Students with Disabilities	2024 Accountability Dashboard (ELA) Students with Disabilities: 40.7 points below standard Performance level: Orange	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points Students with Disabilities: 37.7 points below standard Performance level: Yellow
iReady Diagnostic Assessment Data (Reading) % of Students with Disabilities at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Reading) Students with Disabilities: 35% Tier 1	May/June 2026 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% Students with Disabilities: 39% at Tier 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Growth (ELA) % of students with disabilities "on track" to make "typical growth" D2	Dec/Jan 2024/25 Diagnostic #2 (Reading) Students with Disabilities: 58% "on track" to make "typical growth"	Dec/Jan 2025/26 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% Students with Disabilities: 60% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA Students with Disabilities: 34.88% Met or Exceeded Standard	May/June 2025 CAASPP ELA Increase % of students that met or exceeded standard by 4% Students with Disabilities: 38.88 % met or exceeded standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Teachers will engage in professional learning and/or collaboration with Education Specialists and Paraeducators to improve access for students with disabilities. We will work as a team to more closely align individual student IEP goals to grade level standards (adjusted for students' grade level equivalent), and develop a system of individual goal setting that encourages students to take responsibility for their own learning, and keeps them informed of their progress towards reaching their established goals. We will also take steps to improve communication between GenEd and Special Ed staff, so that roles and responsibilities are clearly understood by all staff responsible for supporting students with IEPs, in reaching their learning goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

S/C

1000-1999: Certificated Personnel Salaries
Hourly pay for collaboration or subs for release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Identify incentives and instructional resources to support the development of an asset model that focuses on positive participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

S/C

4000-4999: Books And Supplies
EL specific instructional materials and incentives

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

This year we were able to increase the amount of time GenEd and Special Education staff had to collaborate, but a better structure that includes specific goals for collaboration needs to be developed, to ensure that this time is productive and beneficial for all parties involved. Based on Diagnostic 3, students with disabilities showed 4% more growth in 24-25 than in 23-24.

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

N/A

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

With the support of the site Leadership Team, GenEd and Special Ed representatives, we will develop a plan for improved communication between GenEd and Special Ed staff, that ensures all staff involved in supporting student growth, have a clear understanding of student goals, and the resources available to help students reach them (See Goal 4 in the SPSA).

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,648.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
S/C	\$93,648.00

Subtotal of state or local funds included for this school: \$93,648.00

Total of federal, state, and/or local funds for this school: \$93,648.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	\$93,648	0.00
S/C Carryover		

Expenditures by Funding Source

Funding Source	Amount
S/C	93,648.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,518.00
2000-2999: Classified Personnel Salaries	49,000.00
4000-4999: Books And Supplies	16,330.00
5800: Professional/Consulting Services And Operating Expenditures	5,800.00
5900: Communications	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	21,518.00
2000-2999: Classified Personnel Salaries	S/C	49,000.00
4000-4999: Books And Supplies	S/C	16,330.00
5800: Professional/Consulting Services And Operating Expenditures	S/C	5,800.00
5900: Communications	S/C	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,630.00
Goal 2	50,000.00
Goal 3	25,018.00
Goal 4	5,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Kirk Hoeben	Principal
Heather Hobson	Classroom Teacher
Dawn Himaka	Classroom Teacher
Jennifer Gall	Other School Staff
Lex Hallahan	Parent or Community Member
Brittany Huerta	Parent or Community Member
Nichole Libby	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 6/5/25.

Attested:



Principal, Kirk Hoeben on 6/5/25



SSC Chairperson, Brittany Huerta on 6/5/25

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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