



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fern Drive Elementary School	30-66506-6028039	April 29, 2025	May 13, 2025

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

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

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

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

This plan is being used by Fern Drive Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p>Schoolwide Program Targeted Title 1</p>
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This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Fern Drive Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Targeted Title 1

Comprehensive Needs Assessment: Fern Drive Conducting an in-depth analysis of student performance data, stakeholder input, and equity gaps to inform decision-making and prioritize resources.

Goal Alignment: Ensuring ESSA goals and LCAP priorities are interconnected, emphasizing student achievement, closing opportunity gaps, and fostering school climate improvements.

Integration of Programs: At Fern Drive, we coordinate our funding sources (Title I and LCFF) to support cohesive strategies for instruction, intervention, and professional development.

Targeted Interventions: Implementing evidence-based programs and progress monitoring systems to address the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged populations.

Stakeholder Engagement: Actively involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.

Ongoing Evaluation: Establishing a continuous cycle of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Fern Drive Elementary engaged in a collaborative and data-driven process to develop, review, and update the School Plan for Student Achievement (SPSA). The school analyzed school-wide and subgroup data to identify strengths and areas for improvement, ensuring that goals aligned with the Local Control and Accountability Plan (LCAP) and ESSA requirements. Stakeholder input was gathered through surveys, focus groups, and meetings. The process followed a structured timeline: stakeholder consultation and data review took place in August and September, followed by goal drafting and resource allocation in October and November. The draft SPSA was shared for feedback and approval between January and March with progress monitoring and adjustments occurring from February through May. The annual review and priority setting for the next cycle took place in April. The School Site Council (SSC) played a key role in approving goals and budgets, while the English Learner Advisory Committee (ELAC) ensured strategies addressed the needs of English Learners. Teachers and staff provided insights through professional learning community (PLC) meetings and staff development sessions, while parents, families, and students contributed through surveys, workshops, and forums. District personnel provided technical assistance to maintain alignment with district priorities and compliance requirements. This collaborative approach ensured that Fern Drive Elementary's SPSA effectively supported student success.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The most recent California School Dashboard data for Fern Drive Elementary in the Fullerton School District highlights both strengths and areas for improvement. Chronic absenteeism is rated “Very High” (Blue level 5), which is an area of strength, indicating that the school excels in maintaining strong attendance and engagement among students. However, the suspension rate is rated “Yellow” (Level 2), suggesting a moderate concern that could be improved. To address this, we will continue to focus on Restorative Practices and further implementing Social-Emotional Learning (SEL) programs to reduce suspensions and foster a positive school climate.

Additionally, English Language Arts (ELA) performance is rated “Orange” (Level 3), indicating a need for improvement, particularly for student groups such as English Learners and Socioeconomically Disadvantaged students. To address this, Fern Drive Elementary we will focus on targeted academic interventions, small-group instruction, and additional support services to close performance gaps and increase proficiency in ELA. By leveraging our strengths in attendance and addressing the suspension and academic challenges, Fern is working toward creating a more supportive and effective learning environment for all students.

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

Our Fern Drive Dashboard indicate several areas show a performance gap between student groups and the overall “all student” performance. Notably, in English Language Arts (ELA), the performance for English Learners and Socioeconomically Disadvantaged students is two or more performance levels below the “all student” average, which is rated Orange (Level 3). This indicates that these student groups are performing significantly below the overall student body and require targeted intervention.

In addition, the suspension rate for Students with Disabilities and Socioeconomically Disadvantaged students is two or more performance levels higher than the “all student” rate, which is rated Yellow (Level 2). This suggests that these groups are disproportionately affected by disciplinary actions and may benefit from increased support, including Restorative Practices and Social-Emotional Learning (SEL) programs aimed at reducing suspensions and promoting positive behaviors.

To address these gaps, we will focus on targeted academic support for English Learners and Socioeconomically Disadvantaged students, as well as behavioral interventions for at-risk student groups. By continuing to refine these efforts, Fern Drive Elementary aims to close the performance gaps and ensure equitable outcomes for all students.

Other Needs

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

In addition to California School Dashboard data, Fern Drive Elementary uses locally collected data to identify student needs and measure outcomes. This includes iReady diagnostic assessments, benchmark assessments, formative classroom assessments, and progress monitoring tools in English Language Arts (ELA) and Mathematics to track growth throughout the year. Reading comprehension data shows that while many students are approaching grade level, additional support is needed to reach proficiency.

The school also reviews attendance records to identify trends in chronic absenteeism and develop targeted interventions. Behavioral data and social-emotional learning (SEL) surveys help monitor student engagement and well-

being, guiding interventions for students facing academic or emotional challenges. Combining state and local data allows Fern Drive Elementary to create more targeted plans to improve student outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.45%	1.57%	1.61%	6	6	6
African American	0.73%	0.52%	0.54%	3	2	2
Asian	10.9%	10.73%	11.83%	45	41	44
Filipino	2.42%	2.88%	1.61%	10	11	6
Hispanic/Latino	48.67%	50.00%	51.08%	201	191	190
Pacific Islander	0%	%	0.27%	0		1
White	25.91%	24.08%	24.46%	107	92	91
Two or More Races	9.93%	10.21%	8.60%	41	39	32
Not Reported	0%	%	%	0		
Total Enrollment				413	382	372

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	78	33	
Grade 1	54	57	
Grade 2	64	55	
Grade3	50	66	
Grade 4	50	48	
Grade 5	54	44	
Grade 6	63	57	
Total Enrollment	413	382	

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	49	42	40	11.9%	11.0%	10.8%
Fluent English Proficient (FEP)	21	25	25	5.1%	6.5%	6.7%

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	66	60	50	66	58	50	66	58	98.0	100	96.7
Grade 4	53	47	62	48	47	62	48	47	62	90.6	100	100
Grade 5	54	43	50	54	42	49	54	42	49	100.0	97.7	98
Grade 6	63	56	48	61	55	48	60	55	48	96.8	98.2	100
All Grades	221	212	220	213	210	217	212	210	217	96.4	99.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2406.	2400.	18.00	21.21	18.97	34.00	15.15	15.52	20.00	28.79	31.03	28.00	34.85	34.48
Grade 4	2445.	2432.	2451.	18.75	12.77	12.90	27.08	14.89	30.65	20.83	31.91	33.87	33.33	40.43	22.58
Grade 5	2488.	2506.	2501.	22.22	33.33	24.49	22.22	19.05	24.49	20.37	14.29	26.53	35.19	33.33	24.49
Grade 6	2548.	2542.	2556.	20.00	12.73	22.92	45.00	45.45	37.50	20.00	29.09	27.08	15.00	12.73	12.50
All Grades	N/A	N/A	N/A	19.81	19.52	19.35	32.55	23.81	26.73	20.28	26.67	29.95	27.36	30.00	23.96

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.00	15.15	10.34	56.00	66.67	67.24	24.00	18.18	22.41
Grade 4	12.50	6.38	17.74	66.67	70.21	64.52	20.83	23.40	17.74
Grade 5	12.96	21.43	18.37	62.96	54.76	57.14	24.07	23.81	24.49
Grade 6	21.67	29.09	22.92	55.00	56.36	64.58	23.33	14.55	12.50
All Grades	16.98	18.10	17.05	59.91	62.38	63.59	23.11	19.52	19.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.00	12.12	13.79	60.00	54.55	56.90	32.00	33.33	29.31
Grade 4	10.42	4.26	11.29	62.50	55.32	64.52	27.08	40.43	24.19
Grade 5	12.96	9.52	14.29	57.41	59.52	69.39	29.63	30.95	16.33
Grade 6	18.33	10.91	25.00	66.67	69.09	56.25	15.00	20.00	18.75
All Grades	12.74	9.52	15.67	61.79	59.52	61.75	25.47	30.95	22.58

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.00	7.58	10.34	74.00	72.73	75.86	18.00	19.70	13.79
Grade 4	8.33	10.64	6.45	75.00	68.09	74.19	16.67	21.28	19.35
Grade 5	14.81	21.43	20.41	66.67	61.90	69.39	18.52	16.67	10.20
Grade 6	15.00	16.36	16.67	80.00	70.91	68.75	5.00	12.73	14.58
All Grades	11.79	13.33	12.90	74.06	69.05	72.35	14.15	17.62	14.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.00	12.12	12.07	60.00	66.67	65.52	26.00	21.21	22.41
Grade 4	6.25	8.51	8.06	70.83	74.47	69.35	22.92	17.02	22.58
Grade 5	12.96	28.57	14.29	66.67	52.38	67.35	20.37	19.05	18.37
Grade 6	25.00	21.82	16.67	70.00	72.73	68.75	5.00	5.45	14.58
All Grades	15.09	17.14	12.44	66.98	67.14	67.74	17.92	15.71	19.82

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51	66	60	51	65	60	51	65	60	100.0	98.5	100
Grade 4	53	47	62	52	47	62	52	47	62	98.1	100	100
Grade 5	54	43	50	54	42	50	54	42	50	100.0	97.7	100
Grade 6	63	56	48	63	56	48	63	56	48	100.0	100	100
All Grades	221	212	220	220	210	220	220	210	220	99.5	99.1	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2418.	2430.	2421.	7.84	20.00	8.33	37.25	24.62	33.33	27.45	23.08	33.33	27.45	32.31	25.00
Grade 4	2468.	2454.	2476.	30.77	12.77	16.13	17.31	14.89	38.71	15.38	53.19	20.97	36.54	19.15	24.19
Grade 5	2478.	2508.	2488.	11.11	28.57	20.00	22.22	9.52	18.00	31.48	35.71	22.00	35.19	26.19	40.00
Grade 6	2563.	2563.	2562.	39.68	37.50	33.33	14.29	19.64	18.75	25.40	21.43	22.92	20.63	21.43	25.00
Grade 11															
All Grades	N/A	N/A	N/A	23.18	24.76	18.64	22.27	18.10	28.18	25.00	31.90	25.00	29.55	25.24	28.18

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.73	20.00	20.00	60.78	61.54	55.00	25.49	18.46	25.00
Grade 4	34.62	14.89	27.42	30.77	59.57	48.39	34.62	25.53	24.19
Grade 5	14.81	26.19	20.00	51.85	45.24	48.00	33.33	28.57	32.00
Grade 6	42.86	37.50	39.58	38.10	44.64	35.42	19.05	17.86	25.00
Grade 11									
All Grades	27.27	24.76	26.36	45.00	53.33	47.27	27.73	21.90	26.36

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.73	23.08	11.67	62.75	49.23	63.33	23.53	27.69	25.00
Grade 4	28.85	14.89	16.13	36.54	53.19	58.06	34.62	31.91	25.81
Grade 5	7.41	19.05	16.00	64.81	57.14	42.00	27.78	23.81	42.00
Grade 6	31.75	26.79	20.83	39.68	50.00	54.17	28.57	23.21	25.00
All Grades	20.91	21.43	15.91	50.45	51.90	55.00	28.64	26.67	29.09

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.73	16.92	8.33	68.63	60.00	75.00	17.65	23.08	16.67
Grade 4	25.00	8.51	14.52	44.23	63.83	59.68	30.77	27.66	25.81
Grade 5	7.41	23.81	18.00	59.26	47.62	48.00	33.33	28.57	34.00
Grade 6	20.63	19.64	20.83	68.25	64.29	58.33	11.11	16.07	20.83
All Grades	16.82	17.14	15.00	60.45	59.52	60.91	22.73	23.33	24.09

Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1381.6	*	*	1397.6	*	*	1344.2	*	6	11	7
1	*	*	*	*	*	*	*	*	*	5	*	5
2	*	*	*	*	*	*	*	*	*	7	4	*
3	*	*	*	*	*	*	*	*	*	7	8	8
4	*	*	*	*	*	*	*	*	*	7	6	5
5	*	*	*	*	*	*	*	*	*	5	*	4
6	*	*	*	*	*	*	*	*	*	9	5	5
All Grades										46	40	37

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.04	20.00	5.41	39.13	25.00	56.76	28.26	35.00	13.51	19.57	20.00	24.32	46	40	37

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	45.45	*	*	18.18	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.91	30.00	32.43	39.13	37.50	35.14	19.57	12.50	13.51	17.39	20.00	18.92	46	40	37

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.25	0.00	*	18.75	9.09	*	56.25	63.64	*	18.75	27.27	*	16	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.70	12.50	8.11	23.91	12.50	10.81	32.61	45.00	51.35	34.78	30.00	29.73	46	40	37

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.26	32.50	29.73	54.35	45.00	51.35	17.39	22.50	18.92	46	40	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.61	37.50	35.14	41.30	37.50	43.24	26.09	25.00	21.62	46	40	37

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.87	10.00	5.41	50.00	52.50	56.76	39.13	37.50	37.84	46	40	37

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.22	15.00	16.22	60.87	55.00	59.46	23.91	30.00	24.32	46	40	37

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
372	59.9%	10.8%	0.5%
Total Number of Students enrolled in Fern Drive Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	10.8%
Foster Youth	2	0.5%
Homeless	7	1.9%
Socioeconomically Disadvantaged	223	59.9%
Students with Disabilities	61	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	6	1.6%
Asian	44	11.8%
Filipino	6	1.6%
Hispanic	190	51.1%
Two or More Races	32	8.6%
Pacific Islander	1	0.3%
White	91	24.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. **Strength in Attendance:** The Blue rating for Chronic Absenteeism indicates that Fern Drive Elementary is excelling in ensuring students attend school regularly. This is a positive sign of the school's ability to engage students and families, which is crucial for academic success. Strong attendance supports consistent learning, and the school can build on this success by continuing to encourage high levels of student engagement.

Positive Performance in Math: The Green rating in Math shows that the school is performing well in this subject area, with most students meeting or exceeding grade-level expectations. This is an encouraging sign that math instruction is effective and that the school's curriculum and teaching strategies in this area are positively impacting student outcomes.

2. Moderate Concern in Suspension Rates: The Yellow rating for Suspension Rates suggests a moderate concern regarding student behavior and discipline. While the suspension rate is not extremely high, it indicates that there is room for improvement in managing behavior, especially for certain student groups like Students with Disabilities and Socioeconomically Disadvantaged students, who may be disproportionately affected. The school might benefit from expanding its Restorative Justice Practices and Social-Emotional Learning (SEL) programs to reduce suspensions and promote positive behaviors in a more inclusive way.
3. Challenges in English Language Arts (ELA): The Orange rating in ELA points to a need for improvement, particularly in closing performance gaps for English Learners and Socioeconomically Disadvantaged students. These groups are performing below the "all student" average, signaling that targeted academic interventions, such as small-group instruction, ELA support programs, and focused tutoring, are necessary to boost proficiency levels. The school may need to allocate additional resources and support to these groups to help close these achievement gaps.

School and Student Performance Data

Academic Performance English Language Arts

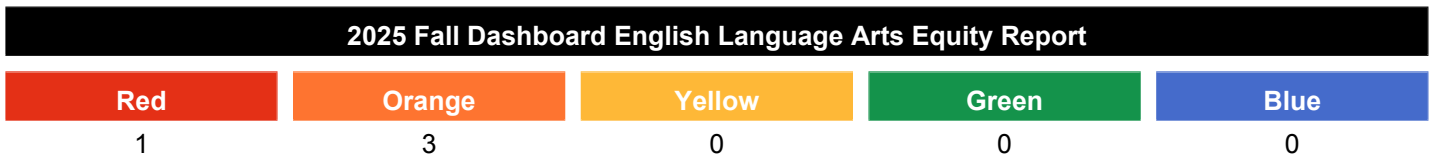
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>10 points below standard</p> <p>Maintained 1.5 points</p> <p>214 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>27.6 points below standard</p> <p>Declined 15.1 points</p> <p>26 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>18.7 points below standard</p> <p>Maintained -0.2 points</p> <p>128 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>87.5 points below standard</p> <p>Declined 12.8 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>69.6 points above standard</p> <p>Increased 37.1 points</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>25.9 points below standard</p> <p>Declined 6.8 points</p> <p>99 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>13.1 points above standard</p> <p>Increased 16 points</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Orange</p> <p>20.5 points below standard</p> <p>Declined 4.1 points</p> <p>60 Students</p>

Conclusions based on this data:

1. ELA Achievement Trends: There is variability in student performance across grades:

Grade 3 has a notable proportion of students not meeting standards, with 28.79% in the Not Met category, and only 18.18% meeting or exceeding standards. This suggests room for improvement in foundational literacy skills. Grade 4 shows a relatively better performance with 40.43% meeting or exceeding standards, but 39.29% still did not meet standards.
2. In Grade 5, a significant 35.19% of students met or exceeded the standard, and 33.33% fell into the Not Met category, indicating moderate success but also areas for growth.
3. Grade 6 exhibits a similar trend, with only 12.73% of students meeting or exceeding the standard and 6.12% not meeting the standard, suggesting substantial room for academic growth, especially in the area of reading comprehension and writing skills.

School and Student Performance Data

Academic Performance Mathematics

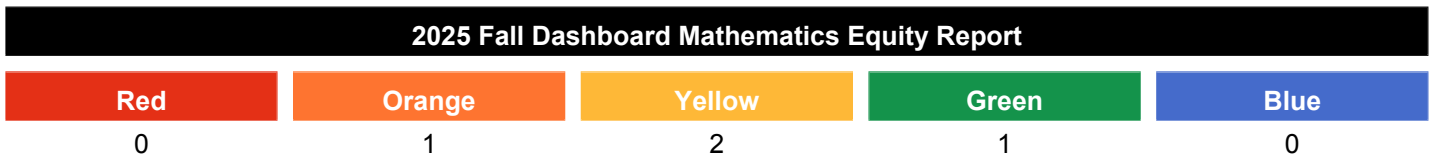
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>12.2 points below standard</p> <p>Declined 4.1 points</p> <p>214 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>24.8 points below standard</p> <p>Declined 16.9 points</p> <p>26 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>19.9 points below standard</p> <p>Maintained 1.3 points</p> <p>128 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>66.5 points below standard</p> <p>Increased 7.5 points</p> <p>46 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>56 points above standard</p> <p>Increased 14 points</p> <p>25 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>25.3 points below standard</p> <p>Declined 11.5 points</p> <p>99 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>13.1 points above standard</p> <p>Increased 4.4 points</p> <p>20 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>22.1 points below standard</p> <p>Increased 3.5 points</p> <p>60 Students</p>

Conclusions based on this data:

- 1. Strong Performance in Math:** Overall, the school performs well in math, with a higher percentage of students meeting or exceeding standards compared to English Language Arts (ELA). This is evident in the Green rating in the California School Dashboard for math, signaling that the majority of students are achieving at grade level or higher in this subject area.

Grade-Level Performance:

Grade 3 saw 55.56% of students meeting or exceeding standards, showing a solid foundation in math, though room for improvement remains, as 20% were in the Not Met category.

Grade 4 showed 49.06% of students meeting or exceeding standards, indicating a similar pattern of success with potential for growth in certain areas, as 31.91% were still Not Met.

Grade 5 had 56.98% meeting or exceeding standards, reflecting continued strength in math, although there was a notable portion, 30.95%, still falling behind.

Grade 6 saw 61.82% meeting or exceeding standards, which is the strongest performance in the school, although a portion of students still needed additional support, with 24.49% in the Not Met category.
- 2. Targeted Areas for Improvement:** While the overall math performance is strong, a consistent portion of students across grades remains in the Not Met category, suggesting that more targeted interventions and differentiated instruction may be needed, especially for students struggling with foundational math concepts.
- 3. Conclusion:** Fern Drive Elementary shows strong overall performance in math, with a significant number of students meeting or exceeding grade-level expectations. However, there are still opportunities to support students who are not

meeting standards, particularly by providing more focused math interventions and continuing to build on the existing strengths in instruction.

School and Student Performance Data

Academic Performance Science

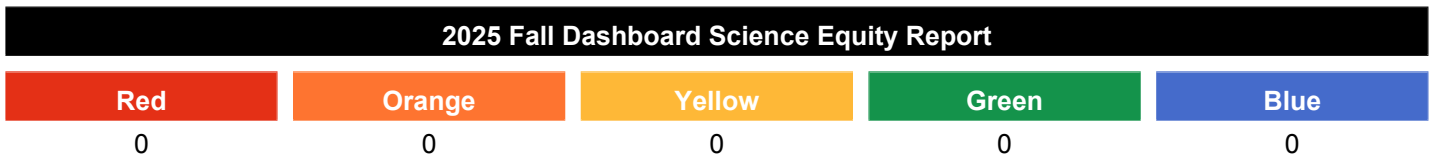
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>57.3 science points</p> <p>Increased 3.1 points</p> <p>47 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>51.4 science points</p> <p>Maintained 0 points</p> <p>22 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 7 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 2 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 6 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 52.9 science points Increased 5.9 points 20 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 58.7 science points Increased 8.1 points 14 Students</p>

Conclusions based on this data:

1.

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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 56 making progress. Number Students: 25 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 12%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 32%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 56%

Conclusions based on this data:

1. Fern did not have enough students to register a color band on the CA Dashboard.
2. We did have 69.2% of our EL students make at least 1 level of progress. 19.2% maintained their levels and 11.5% decreased by one level.
3. Reviewing this data, and understanding that our population of EL students is a relatively small number, we will continue to focus on intentional, effective EL instruction to help all students move forward and gain 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p style="background-color: #e6f2ff; padding: 2px;">6.2% Chronically Absent</p> <p>Increased 1.7</p> <p>385 Students</p>	<p>English Learners</p>  <p>Orange</p> <p style="background-color: #e6f2ff; padding: 2px;">9.1% Chronically Absent</p> <p>Increased 2.3</p> <p>44 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p style="background-color: #e6f2ff; padding: 2px;">33.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p style="background-color: #e6f2ff; padding: 2px;">8.5% Chronically Absent</p> <p>Increased 2</p> <p>234 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>11.7% Chronically Absent</p> <p>Increased 4.2</p> <p>77 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Green</p> <p>2% Chronically Absent</p> <p>Increased 2</p> <p>51 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>8.2% Chronically Absent</p> <p>Increased 1.2</p> <p>195 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>9.4% Chronically Absent</p> <p>Increased 9.4</p> <p>32 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>2.2% Chronically Absent</p> <p>Declined 1</p> <p>92 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

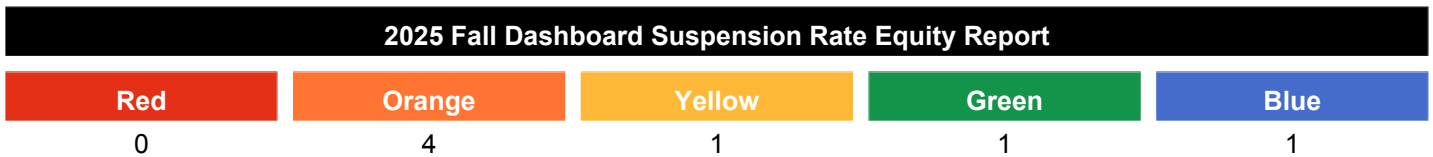
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.3%</p> <p>394 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.2% suspended at least one day</p> <p>Increased 2.2%</p> <p>46 Students</p>	<p>Long-Term English Learners</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.9%</p> <p>237 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 1.1%</p> <p>77 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>57 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 1%</p> <p>196 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2.9%</p> <p>34 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 2%</p> <p>92 Students</p>

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

ENGLISH LANGUAGE ARTS

By Spring 2026, the percentage of students in grade 2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results.

By Spring 2026, the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -11.5 to -8.5.

By Spring 2026, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

By Spring 2026, the percentage of K-2 students achieving proficiency on benchmark assessments in ELA will increase by at least 10% compared to initial benchmark results.

By Spring 2026, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from district diagnostic one results.

By Spring 2026, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from -8.2 to -5.2.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

Identified Need

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

Additionally, English Language Arts (ELA) performance is rated "Orange" (Level 3), indicating a need for improvement, particularly for student groups such as English Learners and Socioeconomically Disadvantaged students. To address this, Fern Drive Elementary will focus on targeted academic interventions, small-group instruction, and additional support services to close performance gaps and increase proficiency in ELA. By leveraging its strengths in attendance and addressing the suspension and academic challenges, the school is working toward creating a more supportive and effective learning environment for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready	D2 Data	Increase by 10%
SBAC	D2 Data	DFS increase by 3 points

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Certificated Personnel:</p> <ul style="list-style-type: none"> • A PE Teacher will provide instruction for students, to provide release times for grade levels to participate in Professional Learning Communities (PLC) biweekly for 50 minutes. PLC Teams discuss how to respond when students are not learning the G and V Standards, and identify interventions to help students at risk. • Substitute teachers will be paid to allow teachers to participate in professional development and training in their areas of Language Arts, Math, ELD, and their professional growth goals. At the site level, teachers and support staff engage in professional development in order to increase their skills and best meet the needs of students. • Teacher substitutes will be utilized to support the following programs: Grade level meetings, Conducting Student Assessments, Round Tables/SIT Meetings, Teacher Evaluation Conferences, and Instructional Rounds. • STEAM Lab teacher will be provide all students, grades TK-6, to attend the lab 1x/week for up to 50 minutes to engage in STEAM activities incorporating grade level standards. • 50% Teacher will be hired to provide math interventions weekly for targeted students in math. • Teacher salaries, busing and camp fees for students to attend OE Science Camp. <p>-Stipends for Speech and Debate Coaches, hockey coaching hours</p>	<p>Targeted Student Groups & All Student Groups</p>	<p>16,500.00 Title I Part A: Targeted Assistance Program 2000-2999: Classified Personnel Salaries IA to support targeted students, push-in</p> <p>8,200.00 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitute Teachers / Teacher Planning Aug.</p> <p>7,800.00 LCFF - Base 5000-5999: Services And Other Operating Expenditures copier, printers and print shop costs</p> <p>3,819.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Steam Lab teacher</p> <p>66,682 Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries Math Intervention Teacher</p> <p>1,200.00 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials</p> <p>2,843.00 LCFF - Supplemental 4000-4999: Books And Supplies i-Ready</p> <p>4,500.00 LCFF - Supplemental 4000-4999: Books And Supplies Hands on learning/field trips</p> <p>6,400.00</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			LCFF - Supplemental 1000-1999: Certificated Personnel Salaries OE Camp, hockey, robotics, FSD Fest,
1.2	Classified Personnel: -An Instructional Aide will be hired to assist with the increased number of students in Kindergarten -Instructional Aides will be hired to support targeted students in grades K-6	All Student Groups	7,692.00 LCFF - Base 1000-1999: Certificated Personnel Salaries PE teacher 30,768.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE teacher 15,700.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries K/1 IA - classroom support 11,600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA support extra hours, noon supervision 5,750.00 LCFF - Base 2000-2999: Classified Personnel Salaries Office extra hours - school start up/yearbook 1,200.00 LCFF - Base 5000-5999: Services And Other Operating Expenditures Office supplies
1.3	Service Purchases: <ul style="list-style-type: none"> • Copier Machine Maintenance Contract and Laminator supplies will be purchased to maintain the copier machine and to assist in the duplication of intervention materials. • iReady subscriptions will be extended to provide intervention in Reading and Math. • Funds for the reproduction of instructional materials and overages on copy machine will be available to assist with the implementation of the CCSS. • Identified teachers will attend trainings/workshops such as Systematic ELD, CGI, Writer's Workshop, Thinking 	All students and targeted student groups based on data reflection; SPED, SED, EL, etc.	3,500.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures printers and copiers LCFF - Base 6000-6999: Capital Outlay iPads for grade level distribution

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Maps, Rtl, and technology to improve instruction.</p> <ul style="list-style-type: none"> • Consultants will be contracted to present Professional Development such as Writers Workshop, High Reliability Schools, OG training, and CGI to teachers. • Field Trips and Assemblies will be provided for student <p>Student Support Strategies:</p> <p>Rtl Coach 30 minutes daily - reading and math</p> <p>Read Naturally</p> <p>SIPPS Vocabulary Instruction</p> <p>Accelerated Reader Grades 1-6</p> <p>Before and after school intervention and tutoring</p> <p>Provide meaningful homework</p> <p>At home reading log</p> <p>One-on-One tutoring</p> <p>Saturday School</p> <p>Small group instruction</p> <p>Parent helpers</p> <p>In-class interventions and re-teaching</p> <p>Peer tutoring</p> <p>Reading buddies</p> <p>School-based resource help</p> <p>School based speech and language</p> <p>Differentiated Instruction</p> <p>Modified Classroom Assignments</p> <p>Instructional technology - VIP 1:1 iPad Program</p> <p>Enrichment activities for gifted and talented students</p>		
1.4	<p>Instructional Purchases:</p> <ul style="list-style-type: none"> • Support for SPED teachers will be given with instructional materials and 	Targeted Student Groups, All Student Groups, and FD families	15,834.00 LCFF - Base 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>strategies to better serve Students With Disabilities (SWD).</p> <ul style="list-style-type: none"> • Materials will be purchased for the Rtl intervention program to use with targeted students such Phonics for Reading, Phonemic Awareness SIPPS, LindaMood-Bell, Leveled Books, etc. • Additional supplemental materials will be purchased for Language Arts and Math instruction such as Simple Solutions, IXL, i-Ready Reading and Math, other curriculum and apps. • Books and additional materials will be purchased for the library to ensure our library is current. • Materials will be purchased for EL students to supplement ELD instruction (realia, poetry, DVDs, books, amplifiers, SMART TVs, Apple TVs, and supplemental materials for Wonders Program etc.) to ensure full implementation of ELD and reinforcement of listening, speaking, reading and writing throughout the day, integrating technology for engagement and achievement. • Materials for Interventions/Clubs for before/after school such as ALEKS licenses, Robotics Club and other materials as needed to support interventions. <p>School/Home/Community Tools:</p> <p>School and teacher websites</p> <p>Parent help in classrooms</p> <p>Parent Illuminate access</p> <p>Weekly Blackboard Principal Community message (News From The Nest)</p> <p>Participation in community art and writing contests</p> <p>Local library support in lending books and programs</p> <p>Read Across America activities</p> <p>Wednesday Fern Drive folders</p>		<p>Materials and supplies</p> <p>14,821.00</p> <p>Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies</p> <p>Material and supplies</p> <p>17,860.00</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies</p> <p>Materials and supplies</p>

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

Fern Drive's students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences via Science, Technology, Engineering, Arts and Mathematics (STEAM).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 Technology/Digital Literacy: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

Identified Need

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

To ensure the effective integration of technology and instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated and non-functional. To effectively and proficiently utilize our STEAM lab to support meeting our district-wide goals on the focus of technology, we allocate funds for a focus teacher for our STEAM lab who will collaborate with our classroom teachers to meet technology standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common Sense Media lessons	Start of school year - 0%	100% of students
Access to age appropriate technology	Start of school year - 0%	100% of students

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Certificated Personnel: <ul style="list-style-type: none"> A Focus Teacher will be provided to teach students in the STEM Lab 1 stipend is paid for the Speech and Debate Teacher/Coach 	All students	4610.00 LCFF - Supplemental 6000-6999: Capital Outlay Technology acquisition 3,819.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures STEAM Lab focus teacher

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2,700.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Speech and Debate
2.2	Classified Personnel: <ul style="list-style-type: none"> Technology support will be provided by Tech I staff 	All Students	
2.3	Service Purchases: <ul style="list-style-type: none"> Teachers will attend trainings/ conferences to improve their instructional practices i.e. CUE and other technology conferences. 	All Students	
2.4	Instructional Purchases: <ul style="list-style-type: none"> Technology support/replacement for Student/Teacher needs iReady, iPads, Laptops, desktop computers, smart TVs, printers, apps, keyboards, earphones, cables, etc. will be purchased to provide students more opportunities to print, publish their final edited works, and support students' needs. Computers, laptops, iPads, memory, cables, and other technology equipment and Apps, services will be purchased for teachers, Principal, Office Staff to access and run district, instructional and intervention programs, etc. to run efficiently. Technology support/replacement for Student/Teacher needs STEAM Lab 	All Students	3,000.00 LCFF - Base 4000-4999: Books And Supplies Technology support/replacement chargers & blocks

Annual Review

SPSA Year Reviewed: 2025-26

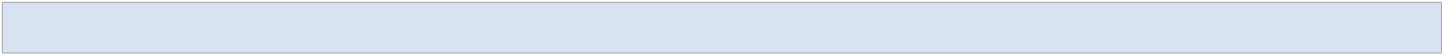
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.



Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Secure Environment

Fern Drive will provide a welcoming, safe and secure environment for all members of our school community. We will also strive to achieve the PBIS Platinum award from the State of California for the 2025-26 year. Fern will further strengthen our school climate by focusing on parent engagement, a collaborative relationship between home and school and a focus on increasing student attendance rates. Our increased rate of attendance, with a rating of blue on the CA Dashboard, as well as our low suspension rate, signified with a yellow rating on CA Dashboard, demonstrate how we are providing a safe, secure and inclusive school climate. We will continue to strive for and seek to improve the suspension rate in the 25-26 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 Safe & Secure Environment: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social and emotional health and well-being of all staff and students.

Identified Need

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

Reviewing our Dashboard data, we identified our EL absenteeism rate as an immediate need. Our overall suspensions had a very slight increase, specifically in our white student group.

Attendance - we had a 6.3% decrease absences meaning that our attendance rate improved from the previous school year. All student groups, except our EL students, scored green or blue on the dashboard.

The most recent California School Dashboard data for Fern Drive highlights both strengths and areas for improvement. Chronic absenteeism is rated "Very High" (Blue level 5), which is an area of strength, indicating that the school excels in maintaining strong attendance and engagement among students. However, the suspension rate is rated "Yellow" (Level 2), suggesting a moderate concern that could be improved. To address this, we will focus on expanding Restorative Practices and further implementing Social-Emotional Learning (SEL) programs to reduce suspensions and foster a positive school climate.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism of our EL students by 1% annually while monitoring all students and our socioeconomically disadvantaged students.	Overall rate: The school's chronic absenteeism rate is currently at 4.5% overall but our EL students are 6.8%, which was in increase of 1.8%.	Overall rate: Our EL chronic absenteeism rate will be no more than 5.8%
Survey Data (Community, staff and Students)	Current Survey Data	Maintain/Increase
Second Step Lessons	Beginning of year, 0%	100% completion at all grade levels
Dashboard Suspension	Dashboard Data	Decrease/maintain

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Supporting Positive School Relationships:</p> <p>Using PBIS strategies, Fern Drive will promote positive relationships among adults, between adults and students, and among students, emphasizing the school's personal standards of "Be Respectful, Be Responsible and Be Safe."</p> <p>Fern Drive will incorporate the feedback of FSD's PBIS coach.</p> <p>Fern Drive Staff will recognize positive student expectations through our weekly PBIS Gotcha drawing, Pipping awards, monthly character trait awards, and Positive Office Referrals called "Soaring to the Nest".</p> <p>Fern Drive will hold a monthly PBIS rewards store for students to spend their earned gotchas. PTA donation and parent volunteers will help make this successful.</p> <p>Fern Drive Staff will create a school environment where students and staff are likely to feel safe and comfortable at school.</p> <p>Utilize the revised PBIS matrix of behavior expectations and teach it to students throughout the school year.</p> <p>Promote restorative justice for conflict resolution.</p> <p>Lunch Bunch for identified groups of students who need academic, behavioral, attendance and socio-emotional support.</p> <p>SEL Lessons through the Second Step curriculum for all TK-6th grade students.</p> <p>Principal holds an "Expectations and Rules" assembly for all grade levels in September and a "Rules Refresher" assembly again in January.</p> <p>We kick the year off, the first week of school, by having all students rotate through our PBIS rotations of expected behaviors as listed on our matrix. Students model expected behaviors and classrooms practice them.</p>		<p>Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Prizes for monthly gotcha store</p>
3.2	<p>Maintain/Increase School Attendance:</p> <p>Student Attendance incentives.</p>		<p>300 LCFF - Supplemental 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Teach families the importance of daily school attendance.</p> <p>Emphasize importance of participation in family school events.</p> <p>Provide Saturday School opportunities to families for attendance recovery.</p>		Attendance incentives for SSOAR
3.3	<p>Supporting School Safety:</p> <p>Emphasize the importance of positive physical, mental, and emotional health for students and adults.</p> <p>Fern Drive's school grounds will be maintained to emphasize safety for all staff and students.</p> <p>A variety of regular drills will be held to support emergency preparedness. These drills include fire, earthquake, intruder and lockdown.</p> <p>A detailed emergency plan is in place, and is practiced annually, and all staff members understand their roles in the event of a serious emergency.</p> <p>Emergency Supplies are kept on site and updated on an annual basis.</p> <p>Additional hours for noon supervisors to assist with supervision before and during school to ensure student safety.</p> <p>A detailed Safe School Plan is in place.</p>		1,100.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Noon Supervisor Hours
3.4	<p>Customer Service Emphasis:</p> <p>Fern Drive's staff will strive to provide excellent customer service to it's students, families and community members.</p>		

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

Fern Drive values its home/school/community partnership. It is the ongoing goal of the school to have positive communication and interactions between all three partners with the goal of working collaboratively to increase student achievement as well as increasing knowledge and participation in school initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Parent and Community Engagement - FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

Identified Need

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

Fern Drive Elementary is committed to strengthening family-school connections by improving communication, increasing equitable participation, and addressing barriers such as language support and scheduling conflicts. Data indicates a need for more real-time updates and transparent communication to boost engagement, especially among socioeconomically disadvantaged and English Learner families. To address this, the school will enhance multilingual outreach, implement digital tools, and offer flexible meeting options, parent workshops, and cultural events to create an inclusive and engaged school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Survey (HRS, Community, and LCAP)	Fall and winter survey	We will increase the number completing the survey by 10%
Parent Meetings (SSC, ELAC, PTA, Foundation, Coffee with the Principal)	Sign in sheets	Increase by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Supporting School to Home Communication:</p> <p>School administration, front office and classroom teachers will establish positive communication prior to the start of the school year. Information will be disseminated to families describing school programs, policies, and procedures.</p> <p>The school will communicate via Blackboard calls and school website and marquee, PeachJar, Instagram and Facebook to inform all families of</p>	All Student Groups	<p>200.00</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies</p> <p>S'more Communication</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>current events, celebrate success, and support academic excellence.</p> <p>The office has two iPads for parents to communicate with staff if there is no technology available in the home. The office also displays school events on a TV mounted in the front office that utilizes an iPad and Apple TV.</p> <p>Personal phone calls and face to face meetings will ensure that important information regarding academic or behavioral concerns is conveyed directly.</p> <p>The school principal holds “Coffee with the Principal” meetings to build rapport, community and trust with the families and provide parent training.</p>		
4.2	<p>Supporting Communication Among Staff and Students:</p> <p>Teachers will make communication learning goals and work expectations to students. Teachers will promote positive communication and celebrate success.</p> <p>Staff to student communication will be made through a variety of communication tools such as PeachJar, Class Dojo, SeeSaw, Haiku, email, phone, face to face, and announcements.</p> <p>Office Staff and Administration will be available to support as needed throughout the school day.</p>	All Student Groups	
4.3	<p>Supporting Communication Among Students:</p> <p>Positive communication skills will be promoted through parent/family meetings, classroom discussion, curricular connections, and one to one conversation.</p> <p>Students will understand the importance of positive communication through social media and demonstrate an understanding of positive digital citizenship.</p> <p>Students will demonstrate proficiency in oral and written communication skills. Support for students in need will be available through teachers, the school administrative team, PBIS Team, and the school Mental Health Associate.</p>	All Student Groups	
4.4	Supporting Communication with the Wider Community:	All Student Groups	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Fern Drive will utilize social media (Facebook & Instagram) to promote school programs, practices, events, and to celebrate success. Student Council, PTA and Fern Foundation also have IG pages to celebrate successes and promote programs, etc.</p> <p>Fern Drive will also participate in community events such All the Arts Family Night, FEF Fundraising events, FSD Fest, Champions for Learning, etc.</p>		

Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$258,398.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Targeted Assistance Program	\$98,003.00

Subtotal of additional federal funds included for this school: \$98,003.00

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 (\$)
LCFF - Base	\$49,476.00
LCFF - Supplemental	\$110,919.00

Subtotal of state or local funds included for this school: \$160,395.00

Total of federal, state, and/or local funds for this school: \$258,398.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	49,476.00
LCFF - Supplemental	110,919.00
Title I Part A: Targeted Assistance Program	98,003.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	126,261.00
2000-2999: Classified Personnel Salaries	50,650.00
4000-4999: Books And Supplies	60,558.00
5000-5999: Services And Other Operating Expenditures	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	3,819.00
6000-6999: Capital Outlay	4,610.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	15,892.00
2000-2999: Classified Personnel Salaries	LCFF - Base	5,750.00
4000-4999: Books And Supplies	LCFF - Base	18,834.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	43,687.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	26,903.00

5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,819.00
6000-6999: Capital Outlay	LCFF - Supplemental	4,610.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	66,682.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	16,500.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	14,821.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	242,669.00
Goal 2	14,129.00
Goal 3	1,400.00
Goal 4	200.00

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

Name of Members	Role
Blandy Morales (2)	Parent or Community Member
Heidi Benfit (2)	Parent or Community Member
Jessica Garry (1)	Parent or Community Member
Mattias Bellasalmo (2)	Parent or Community Member
Mulyani Kawibawa (1)	Parent or Community Member
Natalie Mitchell (1)	Classroom Teacher
Samantha Gambrell (1)	Classroom Teacher
Kelley Stewart (2)	Classroom Teacher
Matt Deemer (1)	Other School Staff
Julie Lucas (1)	Principal

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

State Compensatory Education Advisory Committee

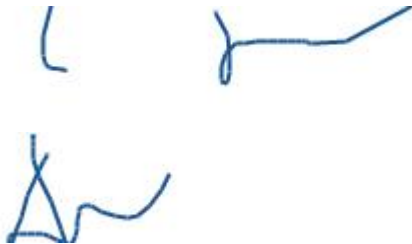
English Learner Advisory Committee

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 April 29, 2025.

Attested:



Principal, Julie Lucas on 4/29/25

SSC Chairperson, Kristen Jones on 4/29/25

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 (LCAP) process.

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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