School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alvin S. Hatch Elementary School	41 68890 6043616		June 11, 2026

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Direct Technical Assistance

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 Alvin S. Hatch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Direct Technical Assistance

This plan is being put in place to address issues at Alvin S. Hatch Elementary that are reflected in the 2024-25 data analysis (School Dashboard). These issues include:

A need to support structured literacy for students performing below standard, and abating chronic absenteeism. In particular, the subgroups affected include Socioeconomically Disadvantaged Students, Students with Special Needs, and English Learners. These areas are defined as areas of need in the CA Accountability Dashboard and will address both state and local indicators.

In the Academic Year 26-27, Hatch Elementary School SPSA addresses the DTA status of the school based on data in the California School Dashboard. Hatch Elementary School was identified as needing assistance for Chronic Absenteeism with Socioeconomically Disadvantaged Students (20.3% absent rate), well below standards in English Language Arts for English Learners (116.3 points below standard) and Students with Disabilities (124 points below standard), and well below standards in Mathematics for Students with Disabilities (111 points below standard).

Based on the data from the 2025 California School Dashboard, English Learner Students were in the red status level for ELA, Students with Disabilities were in the red status for Chronic Absenteeism, and Students with Disabilities were in the Red status for English Language Arts and Mathematics. Our SPSA plan will focus on improving school and student outcomes with input from all stakeholders, through a needs assessment identifying resource inequities to improve these outcomes for the 2026-27 school year.

The plan is aligned to the District LCAP as follows:

SPSA Goal 1: Support English Learners

LCAP Goal 1 Academic Improvement - The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content, and
performance standards, and provide opportunities for all students to access courses.
These areas will be evaluated regularly to ensure maintenance of progress, and metrics, and actions will be reevaluated as necessary to determine if there is a
need to evaluate a priority for a broad or focused goal.
LCAP Metric 1.4 % students scoring Level 4 on the English Language Proficiency Assessment for California (ELPAC)

LCAP Goal 2 Focus on Equity - There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education,
Hispanic/Latinx students and socio-economically disadvantaged.
LCAP Metric 2.1 CAASPP Assessments data in ELA and Math, ELPAC, and RFEP rates of reclassification for At-Promise Students in grades 3rd, 7th, and 11th
LCAP Metric 2.9 English Language Proficiency Assessment for California (ELPAC)
Summative (Percentage of students scoring 4) and reclassification. Will increase Reclassification by 10%
(Reclassification - Students scoring Level 4 on the ELPAC)

SPSA Goal 2: Increase Communication and Parent Involvement

LCAP Goal 3 Whole Child - The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and
monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to
support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years.

We will be evaluated on a regular basis to ensure maintenance of progress and metrics, and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.
LCAP Metric 3.8 Form a Committee: Include teachers, parents, administrators, and community members to oversee the initiative. Develop Communication Strategies.

SPSA Goal 3: Increase ELA and Math Performance on CAASPP (3-5 grade), and Reading proficiency on DIBELS (K-3 grade)

LCAP Goal 1 Academic Improvement - The metrics and actions within this goal will ensure we maintain high-quality staff, define a district-wide implementation of academic content, and
performance standards, and provide opportunities for all students to access courses.
These areas will be evaluated regularly to ensure maintenance of progress, and metrics, and actions will be reevaluated as necessary to determine if there is a
need to evaluate a priority for a broad or focused goal.
LCAP Metric 1.2 % of K-3rd grade students demonstrating proficiency on the DIBELS 8th Assessment
LCAP Metric 1.3 % of 3rd, 7th, and 11th grade students at proficient or above on the CAASPP ELA/Math

Goal 4: Increase Attendance Rate with a focus on Socioeconomically Disadvantaged Students

LCAP Goal 2 Focus on Equity - There shall be a particular focus on increasing academic achievement for our at-promise students, including English Learners, Special Education,
Hispanic/Latinx students and socio-economically disadvantaged.
LCAP Metric 2.4 Attendance Data (District-Wide)
LCAP Metric 2.4 Chronic Absentee Rate

LCAP Goal 3 Whole Child - The metrics and actions within this goal will be implemented to ensure that progress is made within the whole child. Progress will be measured and
monitored through our systems in the areas of Behavior, Social Emotional Learning, Mental Health, and Academics to guide ongoing services. Continue to
support student wellness strategies and monitor student outcome data to support the whole child. This goal will be maintained over the coming three years.
We will be evaluated on a regular basis to ensure maintenance of progress and metrics, and actions will be reevaluated as necessary to determine if there is a need to evaluate a priority to a broad or focus goal.
LCAP Metric 3.3 % student attendance Rate
LCAP Metric 3.4 % district Chronic Absenteeism Rate

Educational Partner Involvement

How, when, and with whom did Alvin S. Hatch 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

Goals are reviewed and revised as needed by the School Site Council on an ongoing basis and yearly to review and establish goals. Site goals are established based on Local Control Accountability Plan (LCAP) goals and all teachers, classified staff, Parent Teacher Organization (PTO), and the English Language Advisory Committee (ELAC) members provide feedback and are involved in the process.

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.

Resource inequities are reflected in the data analysis and highlight the need (1) to support structured literacy for students performing below standard, (2) to increase English Language Development among English Learners via supplemental supports, (3) to increase student engagement, and (4) to improve school climate with regard to attendance. These areas are defined as areas of need within the CA Accountability Dashboard.

A significant number of students do not have access to technology and/or internet connectivity. This lack of access creates inequities and a digital divide for students in areas of English Language Arts (reading and writing), Mathematics, Social Studies, and Science. There is an equity issue, as well, among teachers who are technologically well equipped --

so-called "digital natives" -- and those who experience limitations with technology access, technology knowledge, and familiarity with online programs that support student achievement. This inequity is being addressed during the 2026-27 school year by offering targeted professional development opportunities around using technology to instruct, assess, and differentiate instruction.

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.

Hatch received state indicators of red, orange, or yellow in 2025 for the following categories:

Chronic Absenteeism
Socioeconomically Disadvantaged 20.3% RED
English Learners 17% ORANGE
Hispanic 16.8% ORANGE
Students with Disabilities 16% YELLOW

English Language Arts
Students with Disabilities 124 points below standard RED
English Learners 116.3 points below standard ORANGE
Hispanic 97.5 points below standard YELLOW
Socioeconomically Disadvantaged 94.1 points below standard YELLOW

Mathematics
Students with Disabilities 111 points below standard RED
English Learners 98.9 points below standard ORANGE
Hispanic 87.7 points below standard YELLOW
Socioeconomically disadvantaged students are 85.2 points below standard YELLOW
White students are 6.5 points below standard YELLOW

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.

There were no groups that had two or more performance levels below the "all student" performance.

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, DIBELS test scores indicate a need to improve English Learner performance in ELA. All student need assistance in writing. In Particular, English Learners and Students with Disabilities need assistance in developing grade level writing skills.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.18%	0.37%	0.18%	1	2	1
Asian	1.11%	0.92%	0.71%	6	5	4
Filipino	0.74%	1.29%	0.71%	4	7	4
Hispanic/Latino	64.51%	64.15%	64.77%	349	349	364
White	29.02%	29.60%	29.18%	157	161	164
Multiple/No Response	3.88%	3.31%	4.09%	21	18	23
			Total Enrollment	541	544	562

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		43	63
Kindergarten	96	61	88
Grade 1	96	96	68
Grade 2	81	95	90
Grade3	84	85	93
Grade 4	79	86	80
Grade 5	81	78	80
Total Enrollment	541	544	562

Conclusions based on this data:

1. Our largest student subgroup remains Hispanic/Latino.
2. The enrollment at Hatch is increasing.
3. Hatch is expanding out TK enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	198	189	180	39.7%	36.6%	32.0%
Fluent English Proficient (FEP)	65	69	64	10.7%	12.0%	11.4%
Reclassified Fluent English Proficient (RFEP)				5%		

Conclusions based on this data:

1. Our English Language Population has decreased by 4.6%.
2. The Fluent English Proficiency has decreased by .6%.

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	78	89	85	78	87	84	78	87	84	100.0	97.8	98.8
Grade 4	80	81	86	80	79	86	80	78	86	100.0	97.5	100
Grade 5	83	84	78	83	82	77	83	82	77	100.0	97.6	98.7
All Grades	241	254	249	241	248	247	241	247	247	100.0	97.6	99.2

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	2376.	2364.	2351.	7.69	10.34	7.14	24.36	13.79	17.86	19.23	25.29	22.62	48.72	50.57	52.38
Grade 4	2438.	2395.	2413.	21.25	11.54	13.95	15.00	16.67	15.12	22.50	10.26	18.60	41.25	61.54	52.33
Grade 5	2444.	2456.	2447.	12.05	13.41	9.09	14.46	20.73	20.78	21.69	21.95	20.78	51.81	43.90	49.35
All Grades	N/A	N/A	N/A	13.69	11.74	10.12	17.84	17.00	17.81	21.16	19.43	20.65	47.30	51.82	51.42

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	7.69	10.34	9.52	57.69	54.02	52.38	34.62	35.63	38.10
Grade 4	17.50	8.97	12.79	53.75	51.28	56.98	28.75	39.74	30.23
Grade 5	12.05	12.20	14.29	53.01	58.54	53.25	34.94	29.27	32.47
All Grades	12.45	10.53	12.15	54.77	54.66	54.25	32.78	34.82	33.60

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	2.56	4.60	4.76	64.10	42.53	40.48	33.33	52.87	54.76
Grade 4	13.75	5.13	8.14	46.25	33.33	44.19	40.00	61.54	47.67
Grade 5	6.02	9.76	2.60	43.37	52.44	59.74	50.60	37.80	37.66
All Grades	7.47	6.48	5.26	51.04	42.91	47.77	41.49	50.61	46.96

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	7.69	4.60	8.33	67.95	75.86	53.57	24.36	19.54	38.10
Grade 4	6.25	7.69	10.47	76.25	73.08	69.77	17.50	19.23	19.77
Grade 5	3.61	4.88	7.79	68.67	73.17	70.13	27.71	21.95	22.08
All Grades	5.81	5.67	8.91	70.95	74.09	64.37	23.24	20.24	26.72

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	6.41	6.90	3.57	65.38	57.47	52.38	28.21	35.63	44.05
Grade 4	12.50	7.69	3.49	65.00	56.41	58.14	22.50	35.90	38.37
Grade 5	14.46	10.98	3.90	50.60	59.76	71.43	34.94	29.27	24.68
All Grades	11.20	8.50	3.64	60.17	57.89	60.32	28.63	33.60	36.03

Conclusions based on this data:

1. 99.2% of students 3rd-5th were tested on ELA CAASPP.
2. Less than 33% of students are below standard in ELA.
3. Students to be performing lowest in the writing section.

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	78	89	85	78	89	84	78	89	84	100.0	100	98.8
Grade 4	80	81	86	80	81	86	80	81	86	100.0	100	100
Grade 5	83	84	78	83	82	77	83	82	77	100.0	97.6	98.7
All Grades	241	254	249	241	252	247	241	252	247	100.0	99.2	99.2

* 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	2417.	2400.	2368.	15.38	11.24	7.14	26.92	25.84	15.48	26.92	20.22	21.43	30.77	42.70	55.95
Grade 4	2451.	2408.	2451.	13.75	4.94	6.98	21.25	14.81	31.40	35.00	32.10	29.07	30.00	48.15	32.56
Grade 5	2446.	2461.	2450.	8.43	14.63	6.49	12.05	13.41	16.88	25.30	18.29	25.97	54.22	53.66	50.65
Grade 11															
All Grades	N/A	N/A	N/A	12.45	10.32	6.88	19.92	18.25	21.46	29.05	23.41	25.51	38.59	48.02	46.15

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	14.10	16.85	7.14	53.85	40.45	38.10	32.05	42.70	54.76
Grade 4	18.75	7.41	17.44	48.75	30.86	50.00	32.50	61.73	32.56
Grade 5	6.02	17.07	9.09	45.78	26.83	44.16	48.19	56.10	46.75
Grade 11									
All Grades	12.86	13.89	11.34	49.38	32.94	44.13	37.76	53.17	44.53

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	20.51	13.48	8.33	53.85	48.31	40.48	25.64	38.20	51.19
Grade 4	15.00	7.41	13.95	47.50	44.44	48.84	37.50	48.15	37.21
Grade 5	8.43	12.20	6.49	45.78	51.22	46.75	45.78	36.59	46.75
All Grades	14.52	11.11	9.72	48.96	48.02	45.34	36.51	40.87	44.94

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	14.10	14.61	4.76	60.26	53.93	51.19	25.64	31.46	44.05
Grade 4	12.50	11.11	10.47	56.25	45.68	56.98	31.25	43.21	32.56
Grade 5	6.02	10.98	11.69	55.42	51.22	46.75	38.55	37.80	41.56
All Grades	10.79	12.30	8.91	57.26	50.40	51.82	31.95	37.30	39.27

Conclusions based on this data:

1. 99.2% of students completed the CAASPP Math Test
2. Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems had the lowest scores for students in the Math CAASPP.
3. Concepts & Procedures: Applying mathematical concepts and procedures, had the highest percentage of students performing above standard.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the 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	1427.4	1404.4	1413.1	1438.5	1419.9	1418.4	1400.8	1367.9	1401.0	35	50	25
1	1414.0	1402.0	1417.1	1458.5	1428.4	1449.7	1368.9	1375.3	1383.8	35	27	35
2	1441.1	1416.6	1456.3	1475.3	1457.6	1474.5	1406.5	1375.1	1437.6	30	33	28
3	1457.5	1449.5	1453.2	1461.3	1462.1	1458.7	1453.2	1436.5	1447.1	28	33	35
4	1508.2	1485.6	1480.7	1520.7	1493.3	1496.0	1495.3	1477.4	1464.8	27	31	31
5	1517.5	1528.6	1520.3	1527.0	1553.8	1530.5	1507.5	1503.0	1509.5	34	21	23
All Grades										189	195	177

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	8.57	10.00	16.00	42.86	26.00	24.00	37.14	36.00	32.00	11.43	28.00	28.00	35	50	25
1	5.71	0.00	2.86	5.71	18.52	14.29	48.57	40.74	34.29	40.00	40.74	48.57	35	27	35
2	3.33	0.00	0.00	33.33	18.18	32.14	20.00	42.42	57.14	43.33	39.39	10.71	30	33	28
3	0.00	6.06	0.00	25.00	21.21	14.29	50.00	27.27	54.29	25.00	45.45	31.43	28	33	35
4	22.22	9.68	16.13	40.74	35.48	16.13	22.22	25.81	38.71	14.81	29.03	29.03	27	31	31
5	11.76	28.57	26.09	35.29	23.81	30.43	50.00	33.33	34.78	2.94	14.29	8.70	34	21	23
All Grades	8.47	8.21	9.04	30.16	24.10	20.90	38.62	34.36	42.37	22.75	33.33	27.68	189	195	177

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	17.14	20.00	20.00	40.00	18.00	28.00	28.57	32.00	24.00	14.29	30.00	28.00	35	50	25
1	17.14	29.63	22.86	37.14	25.93	20.00	34.29	14.81	42.86	11.43	29.63	14.29	35	27	35
2	20.00	6.06	25.00	43.33	57.58	35.71	30.00	24.24	35.71	6.67	12.12	3.57	30	33	28
3	17.86	27.27	14.29	35.71	24.24	42.86	35.71	18.18	22.86	10.71	30.30	20.00	28	33	35
4	55.56	32.26	29.03	25.93	32.26	38.71	14.81	16.13	12.90	3.70	19.35	19.35	27	31	31
5	35.29	52.38	47.83	55.88	33.33	39.13	8.82	4.76	0.00	0.00	9.52	13.04	34	21	23
All Grades	26.46	25.64	25.42	40.21	30.77	33.90	25.40	20.51	24.29	7.94	23.08	16.38	189	195	177

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		0.00	20.00		16.00	8.00		62.00	40.00		22.00	32.00		50	25
1		0.00	0.00		0.00	8.57		22.22	14.29		77.78	77.14		27	35
2		0.00	0.00		3.03	17.86		27.27	42.86		69.70	39.29		33	28
3		3.03	0.00		3.03	5.71		18.18	28.57		75.76	65.71		33	35
4		3.23	0.00		12.90	12.90		29.03	25.81		54.84	61.29		31	31
5		4.76	0.00		23.81	21.74		38.10	39.13		33.33	39.13		21	23
All Grades	1.59	1.54	2.82	14.29	9.74	11.86	40.74	35.38	30.51	43.39	53.33	54.80	189	195	177

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	28.57	22.00	24.00	60.00	44.00	44.00	11.43	34.00	32.00	35	50	25
1	42.86	44.44	40.00	48.57	33.33	51.43	8.57	22.22	8.57	35	27	35
2	13.33	9.09	21.43	83.33	78.79	71.43	3.33	12.12	7.14	30	33	28
3	7.14	15.15	5.71	53.57	45.45	51.43	39.29	39.39	42.86	28	33	35
4	33.33	32.26	29.03	55.56	45.16	38.71	11.11	22.58	32.26	27	31	31
5	14.71	23.81	13.04	79.41	66.67	82.61	5.88	9.52	4.35	34	21	23
All Grades	23.81	23.59	22.60	63.49	51.28	55.37	12.70	25.13	22.03	189	195	177

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	20.00	24.00	20.00	57.14	40.00	48.00	22.86	36.00	32.00	35	50	25
1	20.59	7.41	17.14	58.82	66.67	54.29	20.59	25.93	28.57	34	27	35
2	30.00	12.12	25.93	60.00	78.79	66.67	10.00	9.09	7.41	30	33	27
3	25.93	30.30	45.71	66.67	42.42	31.43	7.41	27.27	22.86	27	33	35
4	70.37	51.61	45.16	22.22	35.48	32.26	7.41	12.90	22.58	27	31	31
5	73.53	76.19	78.26	23.53	14.29	8.70	2.94	9.52	13.04	34	21	23
All Grades	39.57	30.77	37.50	48.13	47.18	40.91	12.30	22.05	21.59	187	195	176

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	5.71	0.00	12.00	74.29	73.47	60.00	20.00	26.53	28.00	35	49	25
1	0.00	0.00	2.86	11.76	18.52	20.00	88.24	81.48	77.14	34	27	35
2	3.33	0.00	0.00	43.33	30.30	60.71	53.33	69.70	39.29	30	33	28
3	0.00	0.00	0.00	28.57	18.18	22.86	71.43	81.82	77.14	28	33	35
4	3.70	3.23	0.00	51.85	25.81	32.26	44.44	70.97	67.74	27	31	31
5	2.94	9.52	0.00	58.82	42.86	56.52	38.24	47.62	43.48	34	21	23
All Grades	2.66	1.55	2.26	45.21	38.14	39.55	52.13	60.31	58.19	188	194	177

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	34.29	12.00	36.00	40.00	62.00	24.00	25.71	26.00	40.00	35	50	25
1	0.00	0.00	0.00	28.57	30.77	28.57	71.43	69.23	71.43	35	26	35
2	6.67	0.00	3.57	40.00	51.52	71.43	53.33	48.48	25.00	30	33	28
3	0.00	3.03	0.00	78.57	36.36	48.57	21.43	60.61	51.43	28	33	35
4	14.81	6.45	0.00	62.96	67.74	41.94	22.22	25.81	58.06	27	31	31
5	5.88	4.76	0.00	85.29	71.43	91.30	8.82	23.81	8.70	34	21	23
All Grades	10.58	5.15	5.65	55.03	53.61	49.15	34.39	41.24	45.20	189	194	177

Conclusions based on this data:

1. During the 2024–25 school year, 9% of students across all grade levels achieved a Level 4 on the summative assessment.
2. Data shows that 16% of tested kindergarteners performed at the highest level, scoring a Level 4.
3. Zero students in the second and third grades achieved a Level 4 on the assessment.

School and Student Performance Data

Student Population

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

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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**
544	**40.6%**	**34.7%**	**0.0%**
Total Number of Students enrolled in Alvin S. Hatch 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	189	34.7%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	221	40.6%
Students with Disabilities	62	11.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4%
American Indian	0	0.0%
Asian	5	0.9%
Filipino	7	1.3%
Hispanic	349	64.2%
Two or More Races	18	3.3%
Pacific Islander	0	0.0%
White	161	29.6%

Conclusions based on this data:

1. English Language Learners make up 34.7% of the total enrollment at Hatch Elementary.

2. The Hispanic subcategory surpasses the White subcategory by nearly double.

3. The percentage of students who are eligible for free or reduced-priced meals, or who have parents/guardians who did not receive a high school diploma, is now 40.6% -- which has decreased from previous years.

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress Orange		

Conclusions based on this data:

1. We have a low suspension rate.
2. English Learners' performance level needs to increase.
3. Chronic absenteeism is high.

School and Student Performance Data

Academic Performance
English Language Arts

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

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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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	
62.2 points below standard	116.3 points below standard	
Maintained 0.9 points	Declined 4.3 points	
236 Students	109 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0 Students	94.1 points below standard
		Increased 5.5 points
		112 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
124 points below standard	0 Students	0 Students
Maintained -0.8 points		
45 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	97.6 points below standard
3 Students	2 Students	Increased 5.1 points
		155 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
29.3 points above standard	0 Students	2.3 points above standard
11 Students		Increased 11.7 points
		64 Students

Conclusions based on this data:

1. Overall, our students scored low in ELA on the CAASPP.
2. Our three groups who scored Very Low on ELA CAASPP were English Language Learners, Students with Disabilities, and our Socioeconomically Disadvantaged students. This group of Socioeconomically Disadvantaged.
3. On ELA, Hispanic students scored Very Low while White students scored higher. We did not have enough data from other race/ethnicity groups to see a performance level.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
58.4 points below standard	98.9 points below standard	
Maintained -0.5 points	Increased 8.6 points	
240 Students	113 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	0 Students	85.2 points below standard
		Increased 5.2 points
		115 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
111 points below standard	0 Students	0 Students
Declined 3.1 points		
45 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	87.7 points below standard
3 Students	2 Students	Increased 6.1 points
		159 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
26.4 points above standard	0 Students	6.5 points below standard
11 Students		Maintained -1.5 points
		64 Students

Conclusions based on this data:

1. Overall, students on the Math scored low. English Language Learners increased by 8.6 points.
2. Groups who scored Very Low on Math were English Language Learners and Students with Disabilities.
3. On Math CAASPP, Hispanic students scored significantly below standard (87.7 points) , while White students scored only 6.5 points below standard. Students who identified as two or more races performed significantly above standard.

School and Student Performance Data

Academic Performance
Science

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

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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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	0	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
44.1 science points	34.9 science points	0 Students
Declined 2.8 points	Maintained 1.6 points	
75 Students	36 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	0 Students	38.4 science points
		Maintained 1.6 points
		34 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
27.6 science points	0 Students	0 Students
Declined 12 points		
14 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	35.3 science points
1 Student	1 Student	Maintained 0.1 points
		48 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	56.7 science points
4 Students		Declined 2.9 points
		21 Students

Conclusions based on this data:

1. All students declined on average by 2.8 points, not too significant.
2. English learners are performing significantly lower than students identified as socioeconomically disadvantaged.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
41.7 making progress.	making progress.
Number Students: 144 Students	Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
22.9%	35.4%	0%	41.7%

Conclusions based on this data:

1. English Learner Progress scored in the medium performance level which makes progress towards English language proficiency by progressing at least one ELPI level.
2. A high percentage of students "maintaining" lower and intermediate levels indicates a growth plateau. These students are at risk of becoming Long-Term English Learners (LTELs).
3. Students at the highest level of proficiency are sustaining their skills.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	
13.9% Chronically Absent	17% Chronically Absent	
Declined 0.6	Maintained 0.3	
560 Students	194 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	Fewer than 11 students - No Data for Privacy	20.3% Chronically Absent
	2 Students	Increased 4.1
		232 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
16% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Declined 8	2 Students	
75 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	16.8% Chronically Absent
4 Students	7 Students	Maintained -0.4
		357 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
11.5% Chronically Absent	0 Students	7.9% Chronically Absent
Increased 3.2		Declined 1.4
26 Students		164 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are Chronically Absent which has increased by 4% from the following year.
2. White students have a low level of chronic absenteeism; all other subgroups with the exception of Students with Disabilities are moderate.
3. Students with Disabilities have the second highest level of chronic absenteeism with 16% Chronically Absent. This declined by from the previous year.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	4

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	
0.2% suspended at least one day	0% suspended at least one day	
Declined 0.4%	Maintained 0%	
563 Students	196 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	0.4% suspended at least one day
	2 Students	Increased 0.4%
		232 Students

Students with Disabilities	African American	American Indian
Blue	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Maintained 0%	2 Students	
75 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
4 Students	7 Students	Maintained 0%
		359 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
0% suspended at least one day	0 Students	0.6% suspended at least one day
Maintained 0%		Declined 1.2%
26 Students		165 Students

Conclusions based on this data:

1. School-wide suspension rates are less than 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.

Academic Achievement: Support English Language Learners
During the 2026-27 school year, English language learners (ELs)will increase grade-level proficiency in English Language Arts (ELA) by 3% for students in grades 3–5 (as measured by CAASPP) and ensure all English Language Learners advance at least one ELPAC level toward reclassification.

To ensure coherence across all K–5 classrooms, the school will provide high-quality professional development and essential materials, including: 1) Core Literacy Suite: Full implementation of FUNdations, Heggerty, and Benchmark Advance with fidelity. 2) Targeted ELD Tool and professional development: Provision of ELD Benchmark Advance Books and specialized ELD Curriculum Materials to support both designated and integrated ELD instruction. 3) Supplemental Resources: Distribution of Additional Benchmark Materials to further differentiate grade-level content.

To ensure ELs are supported, we will ensure a Multi-Tiered Support Systems (MTSS) to address academic and social-emotional barriers through expanded student services: 1) Academic Intervention: Students 1–2 years behind reading benchmarks will receive targeted interventions and afterschool tutoring to accelerate foundational skill acquisition. 2) Integration of afterschool counseling services to support the emotional resilience and engagement of students as they work toward academic milestones. 3) Staff will utilize DIBELS 8 for foundational reading tracking and ELPAC data to ensure students are on a clear path to reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

There shall be a focused effort to strengthen literacy achievement for all students, with particular attention to English Learners and the goal of reclassification.

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.

In the 2024-2025 school year, 9.04% of our English Language Learners showed proficiency on their English Language Proficiency Assessment for California (ELPAC).

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
ELPAC	EL Students making progress toward English language proficiency	We will see an increase of all English Learners advanced by one proficiency band
DIBELS	EL students making average or above growth from the BOY to EOY.	We will see an increase in reading foundational skills, specifically in oral reading fluency and accuracy.

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	ELD Curriculum Materials & Additional Benchmark Materials To support our English Language Learners, the school will provide targeted professional development on the Benchmark Advance ELD curriculum. We are ensuring all teachers have the necessary tools for success, including: The Deluxe ELD Package and comprehensive teacher manuals, A classroom library of at least 10 hardcover ELD books. Our focus is on helping teachers implement the curriculum with confidence while mastering differentiated instruction to meet diverse student needs. Additionally, we are looking to fund further growth opportunities, such as GLAD certification or specialized writing conferences, to further enhance our ELL instructional strategies.	English Learners and socioeconomically disadvantaged students	3000 Title I 4000-4999: Books And Supplies Supplementary reading materials for EL students None Specified
1.2	Tutoring afterschool To support our English Language learners, the school will provide after school tutoring to support students' reading comprehension, by unlocking complex texts through strategic scaffolding. By front-loading academic vocabulary and utilizing visual cues, we empower students to move beyond literal decoding to deep, inferential understanding. We focus on building background knowledge, allowing students to bridge the gap between their home language and English academic discourse.	English Learners and socioeconomically disadvantaged students	9300 Title I 1000-1999: Certificated Personnel Salaries Cost of teacher (hourly) not to exceed 65 hours per school year $9,300
1.4	Counseling At our elementary school, counseling for English Language Learners will prioritize fostering a sense of belonging and safety to lower the "affective filter" that can hinder language acquisition. Our counselor will support teachers to help students communicate their emotions. Our Counselor will support newcomers by ensuring they have peer-buddy systems, they provide a structured social environment that reduces isolation and builds student confidence.	English Learners and socioeconomically disadvantaged students	500 Title I 0000: Unrestricted $500
1.7		All	

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.

We were able to add 0.1 and 0.2 Intervention teacher positions to support literacy skills at grades 4 and 5, specifically for reading comprehension and writing. All students, grades TK-3 were assessed on DIBELS -- BOY, MOY, and EOY -- to track real-time data and increased achievement.

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

We had one ELD intervention teacher position this year, but we are going to have all literacy TOSAs support with ELD instruction.

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

We will have three literacy/ ELD TOSAs next year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Increase Communication and Parent Involvement
By June 2027, the school will increase meaningful parent engagement and home-school communication by 20% (as measured by event sign-in sheets and annual parent surveys). We will host at least four academic "Parent/ Family Engagement Nights" focused on Literacy (DIBELS), Mathematics, and CAASPP state testing.

Identified Need: To improve student proficiency in ELA and Math, families require a deeper understanding of assessment data and at-home support strategies. Historically, attendance barriers (language and childcare) have limited participation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of parents who are engaged in school goals and improve proficiency in ELA and CAASPP scores.

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.

3rd-5th grade students' performance on CAASPP assessments were below expectations, indicating a need for more support from families. English Learners, Low Income, and Hispanic students remain far below school wide results in math, reflecting a need for additional resources to support families.

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
Average parent attendance at school-wide academic nights	45 parents	Increase parent attendance at Family Engagement Nights by 20%

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	Hatch will host a quarterly series of Academic Parent Empowerment Nights designed to bridge the gap between classroom instruction and home support. These sessions will provide families with transparent data regarding DIBELS (literacy) and CAASPP (state testing), alongside practical strategies for Mathematics and the importance of Consistent Attendance.	All Students	8000 Title I 1000-1999: Certificated Personnel Salaries Release time/substitute for teachers
2.2	To ensure equitable access for our diverse community, Hatch will provide professional	All students	2000 Title I Part A: Allocation

	interpretation services, on-site childcare, and nutritional refreshments, removing the primary barriers to family participation in school governance and academic oversight.		1000-1999: Certificated Personnel Salaries Release time/substitute for teachers

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.

The implementation at Hatch is centered on a "Whole-Family" approach to academic success. Rather than traditional one-way presentations, these Parent Nights are designed as interactive workshops.

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

In the previous cycle, Hatch may have intended to host traditional sit-down meetings, but found that a different format was necessary to meet the goal. Hatch wil Shift to "Hands-On" Workshops: While the original plan was to provide information to parents, the actual implementation shifted to "Make-and-Take" workshops. For example, during the Literacy (DIBELS) Night, parents didn't just watch a slideshow; they practiced reading fluency activities with their children. This change was made to increase active engagement.

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.

Instead of just explaining DIBELS and CAASPP, Hatch will provide "Home Academic Toolkits" (flashcards, math games, and reading logs) at every meeting. Analysis showed that parents were more likely to attend and implement strategies if they had the physical tools to do so immediately.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Achievement
Grades K–2: Increase the percentage of students scoring "At or Above Benchmark" on the End-of-Year (EOY) DIBELS assessment.

Grades 3–5: Increase the percentage of students meeting or exceeding standards on the ELA and Mathematics CAASPP summative assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students proficiency in ELA and MATH CAASPP scores (3-5 grade), and increase the reading proficiency level according to DIBELS (K-2grade)

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.

According to recent CAASPP data, over 70% of our third through fifth-grade students are currently performing below grade-level proficiency in English Language Arts (ELA). To aggressively close this achievement gap, we are launching a targeted, multi-tiered intervention plan. Our immediate strategic steps include investing in evidence-based literacy programs, implementing rigorous tracking and monitoring systems for English Learners, and establishing quarterly writing benchmarks across narrative, informative, and opinion genres.

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
CAASPP Smarter Balanced Summative Assessments (3-5th); DIBELS (K-2)	English Language Arts: 3-5th grade Increase from a baseline of 28% (2024–25); Mathematics: 3-5th grade Increase from a baseline of 28% (2024–25) DIBELs: Reading Screener: K-2: Proficiency Scores- 44%	By the Spring 2027 administration, the percentage of students in grades 3–5 meeting or exceeding standards on the CAASPP Smarter Balanced Summative Assessments will increase by 3 percentage points in both English Language Arts (ELA) and Mathematics.

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	Online Learning Programs: IXL and RAZ-Kids: IXL and Raz-Kids support early achievement by providing adaptive, standards-aligned practice that transforms screen time into targeted learning for	All Students; English Language Learners, Hispanic, and	17000 Title I 4000-4999: Books And Supplies

	foundational literacy and math. Together, these platforms deliver real-time diagnostic data to help teachers customize small-group instruction while giving early readers and English Learners low-stakes, interactive environments to build confidence and core skills.	socioeconomically disadvantaged	We will focus on achievement scores, data driven strategies
3.2	English Learner Monitoring Strategy: To effectively track our English Learners, we will analyze how closely our DIBELS data correlates with student benchmark proficiency on the CAASPP. Establishing this predictive data link will allow us to implement targeted, ongoing progress monitoring and integrated supports throughout the instructional day.	English Language Learners	
3.3	Writing Benchmark: Implementing regular writing benchmarks establishes clear, consistent checkpoints throughout the year that allow teachers to identify learning gaps early and standardize academic rigor across all classrooms. This consistent data stream enables educators to immediately tailor daily lessons and small-group interventions, ensuring targeted linguistic and structural support for English Learners and struggling writers before gaps widen.	All Students	9050 Title I 5800: Professional/Consulting Services And Operating Expenditures
3.4	Writing PD for Teachers and Reviewing Data: Providing targeted Writing Professional Development (PD) equips teachers with calibrated scoring rubrics and evidence-based instructional strategies to ensure equitable grading and high-quality writing instruction across all classrooms. Collaboratively reviewing this benchmark data during professional learning communities (PLCs) allows teaching teams to identify school-wide trends, share successful interventions, and immediately adjust their daily lesson plans to target specific student needs.	All Students	1000 District Funded 5000-5999: Services And Other Operating Expenditures

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.

The implementation of these strategies relies on a continuous, data-driven instructional cycle designed to create systemic change in our literacy outcomes. By simultaneously adopting evidence-based programs and establishing clear writing benchmarks (narrative, informative, opinion), we create a rigorous, standardized framework for student achievement.

The effectiveness of this approach is maximized by pairing student-level interventions with teacher-level professional development. For English Learners, dedicated tracking and monitoring ensure that interventions are timely, targeted, and dynamic. Meanwhile, regular data-review sessions during professional development empower teachers to adjust their daily instruction based on benchmark results. Ultimately, the integration of these four components transforms raw assessment data into actionable classroom strategies, ensuring that over 70% of our struggling students receive the precise support needed to bridge the proficiency gap.

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

While our core strategic goals remain unchanged, there is a minor variance between our intended implementation budget and actual expenditures. Originally, a larger portion of the budget was allocated toward purchasing research-based digital learning programs. However, during the initial rollout, we identified a critical need for localized, intensive data-tracking support to properly monitor our English Learner (EL) population.

Consequently, we reallocated a portion of the curriculum funds toward teacher stipends and professional development hours. This adjustment allowed teams to collaboratively build the narrative, informative, and opinion writing benchmarks in-house. This shift has maximized the effectiveness of our budget, ensuring that our digital investments are paired with highly trained educators who can actively use the data to drive student growth.

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.

As a direct result of our CAASPP data analysis showing that over 70% of 3rd-5th grade students lack proficiency, we are making targeted adjustments to ensure our plan is more aggressive and measurable:

Goal Alignment: The overarching literacy goal has been refined to explicitly target both English and Spanish proficiency gaps, shifting from a general ELA focus to a comprehensive dual-language/biliteracy approach.

Metrics & Annual Outcomes: We have adjusted our annual outcome metric from a broad "3% growth on CAASPP" to a more precise "5% increase in students meeting or exceeding benchmarks on quarterly narrative, informative, and opinion writing assessments," allowing for real-time monitoring.

Strategies/Activities: We have added a dedicated sub-strategy focusing exclusively on English Learner (EL) monitoring and rapid-response intervention, alongside mandatory data-review cycles for teachers.

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.

Goal 4: Increase Attendance Rate with a focus on Socioeconomically Disadvantaged Students
To foster an equitable, supportive, and engaging school culture where barriers to attendance are removed, ensuring our socioeconomically disadvantaged students are present, engaged, and thriving every day.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create a positive school climate where students feel safe and supported.

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.

Chronic Absenteeism and increase Positive Behavior Intervention Systems to support student engagement is is an identified need.

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
Attendance Report	23% of Low-SES are chronically absent	Decrease the Low-SES are chronically absent by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Targeted outreach allows the school to meet families where they are—through home visits, community-based meetings, and partnerships with local organizations. This proactive communication helps identify and mitigate the root causes of absenteeism, such as unstable transportation, housing insecurity, lack of childcare, or healthcare access, by connecting families with dedicated community resources.	All	2500 Title I 0000: Unrestricted
4.2	Parent Nights/ Parent Chats: These events provide a unique opportunity for parents to connect with one another. By facilitating small-group discussions or "coffee chats," parents can share tips, resources, create emergency contact networks, and realize they are not alone in navigating the logistical hurdles of the school year.	All	1000 Title I 4000-4999: Books And Supplies

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.

This is where Parent Nights and school-wide campaigns live. The school establishes a welcoming environment, gamifies attendance with positive incentives, and hosts engaging community nights to demystify attendance data. The focus will be building a baseline culture where students want to be in school and parents clearly understand the link between daily attendance and academic success.

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

Specialized Staff would conduct proactive home visits for all chronically absent students to build trust and hand out resources. Home visits have been delayed or restricted due to staff safety comfort levels, scheduling conflicts, or families being hard to reach/displaced.

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

We are adding a new formative, short-term metric to track engagement alongside our summative end-of-year chronic absenteeism data. Relying solely on year-end data prevents us from making real-time course corrections.

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

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

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	$24,783.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$53,350.00
Total Federal Funds Provided to the School from the LEA for CSI	$41,714.00

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	$50,350.00
Title I Part A: Allocation	$2,000.00

Subtotal of additional federal funds included for this school: $52,350.00

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 ($)
District Funded	$1,000.00

Subtotal of state or local funds included for this school: $1,000.00

Total of federal, state, and/or local funds for this school: $53,350.00

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
Title I	53,350	3,000.00
Title I Part A: Parent Involvement	1,014	1,014.00
Unrestricted	41714	41,714.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
Title I	50,350.00
Title I Part A: Allocation	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	19,300.00
4000-4999: Books And Supplies	21,000.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,050.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	1,000.00
0000: Unrestricted	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	17,300.00
4000-4999: Books And Supplies	Title I	21,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,050.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,800.00
Goal 2	10,000.00
Goal 3	27,050.00
Goal 4	3,500.00

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

6 Parent or Community Members

Name of Members	Role
Jeff Clinton	Principal
Brooke O'Brien	Other School Staff
Pablo Oropeza	Parent or Community Member
Ilene Hernandez	Parent or Community Member
Amanda Bachelor	Parent or Community Member
Nicole Riley	Parent or Community Member
Marlena Ramirez	Classroom Teacher
Elizabeth Bennett	Classroom Teacher
Heidi Cornelison	Classroom Teacher
Kayla Pichard	Parent or Community Member
Mark Weisbarth	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Departmental Advisory Committee
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2026.

Attested:

	Principal, Jeff Clinton on May 28, 2026
	SSC Chairperson, Pablo Oropeza on 5/28/2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (Se*ctions: 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 (S*ections: 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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