



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert C. Fisler School TK-8	30-66506-0102582	4/22/26	May 19, 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 Robert C. Fisler School TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	20
Academic Performance.....	22
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	40
Goal 3.....	43
Goal 4.....	47
Goal 5.....	51
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source	53
Expenditures by Goal.....	54
School Site Council Membership	55
Recommendations and Assurances	56
Instructions.....	57
Appendix A: Plan Requirements	64

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements67

Appendix C: Select State and Federal Programs70

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 Robert C. Fisler School TK-8 for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our school's plan for meeting ESSA requirements aligns with the district's Local Control and Accountability Plan (LCAP) to ensure coherence across federal, state, and local programs. School goals, actions, and expenditures are developed through a comprehensive needs assessment using multiple data sources, including student achievement, English learner progress, attendance, and climate data. Stakeholder input from parents, staff, students, and advisory groups such as ELAC and SSC informs priorities and strategies. Programs funded through ESSA (e.g., Title I, II, III, and IV) are integrated with LCAP actions to support equitable access to high-quality instruction, targeted interventions for underserved students, and professional learning for staff. Progress is monitored through ongoing data reviews, site and district leadership meetings, and annual evaluations, ensuring resources are used effectively to improve student outcomes.

Educational Partner Involvement

How, when, and with whom did Robert C. Fisler School TK-8 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Fisler School engaged in a collaborative, data-driven process for the development, annual review, and update of the SPSA (School Plan for Student Achievement). Fisler engaged in a collaborative planning process to develop and review the SPSA. The principal worked with the School Site Council (SSC), teachers, support staff, and district personnel to analyze student data, review progress toward prior goals, and identify areas of need. Input was also gathered from parents and families through ELAC meetings, parent meetings, and surveys to ensure stakeholder perspectives were included. The planning and review process occurred throughout the school year, with formal discussions taking place during SSC and ELAC meetings where members reviewed student achievement data, evaluated the effectiveness of current strategies and expenditures, and provided recommendations for revisions. The SSC reviewed and approved the final SPSA and the Annual Review and Update to ensure that the plan reflects students' needs and aligns with district priorities, the LCAP, and federal program requirements.

Our school's plan for effectively meeting ESSA's planning requirements focuses on aligning federal, state, and local initiatives, including the Local Control and Accountability Plan (LCAP). This involves:

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

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

Integration of Programs: Coordinating funding sources (Title I, II, III, IV, and LCFF) to support cohesive strategies for instruction, intervention, and professional development.

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

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

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress

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.

None

Other Needs

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

Past i-Ready data indicates that the school needs to continue supporting EL students with informational text. This type of text is essential for helping students master grade-level standards across all content areas. Providing targeted instruction and resources in vocabulary to aid with comprehension of informational text will enhance EL students' comprehension skills, vocabulary development, and overall academic success. By prioritizing this support, the school can ensure that EL students are better equipped to engage with complex texts and meet academic expectations.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Robert C. Fisler School TK-8. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	0.11%	0.11%	0	1	1
African American	0.89%	1.23%	0.90%	8	11	8
Asian	78.99%	79.12%	79.48%	707	705	709
Filipino	5.47%	5.84%	5.72%	49	52	51
Hispanic/Latino	7.49%	7.07%	7.17%	67	63	64
Pacific Islander	0.22%	0.22%	0.11%	2	2	1
White	3.69%	3.93%	3.59%	33	35	32
Two or More Races	3.24%	2.47%	2.91%	29	22	26
Not Reported	0%	%	%	0		
Total Enrollment				895	891	892

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	113	77	
Grade 1	93	96	
Grade 2	96	96	
Grade3	88	95	
Grade 4	100	97	
Grade 5	101	102	
Grade 6	106	106	
Grade 7	97	101	
Grade 8	101	99	
Total Enrollment	895	891	

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	187	177	156	20.9%	19.9%	17.5%
Fluent English Proficient (FEP)	258	273	280	28.8%	30.6%	31.4%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	94	95	96	88	93	94	88	93	94	93.6	97.9	97.9
Grade 4	97	98	101	96	95	98	96	95	98	99.0	96.9	97
Grade 5	102	99	102	101	98	99	101	98	99	99.0	99	97.1
Grade 6	108	106	107	105	103	105	105	103	105	97.2	97.2	98.1
Grade 7	99	98	104	97	97	101	97	97	101	98.0	99	97.1
Grade 8	101	99	99	101	97	98	101	97	98	100.0	98	99
All Grades	601	595	609	588	583	595	588	583	595	97.8	98	97.7

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	2513.	2500.	2489.	64.77	56.99	52.13	22.73	23.66	22.34	9.09	13.98	14.89	3.41	5.38	10.64
Grade 4	2538.	2545.	2559.	54.17	56.84	61.22	25.00	21.05	24.49	13.54	12.63	7.14	7.29	9.47	7.14
Grade 5	2606.	2596.	2590.	66.34	63.27	55.56	20.79	22.45	29.29	4.95	6.12	9.09	7.92	8.16	6.06
Grade 6	2618.	2641.	2641.	57.14	71.84	61.90	27.62	17.48	32.38	9.52	7.77	1.90	5.71	2.91	3.81
Grade 7	2669.	2666.	2690.	67.01	64.95	80.20	26.80	27.84	15.84	4.12	3.09	1.98	2.06	4.12	1.98
Grade 8	2665.	2679.	2684.	53.47	58.76	63.27	30.69	35.05	31.63	12.87	5.15	2.04	2.97	1.03	3.06
All Grades	N/A	N/A	N/A	60.37	62.26	62.52	25.68	24.53	26.05	9.01	8.06	6.05	4.93	5.15	5.38

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	48.86	36.56	30.85	45.45	59.14	59.57	5.68	4.30	9.57
Grade 4	35.42	41.05	41.84	55.21	54.74	50.00	9.38	4.21	8.16
Grade 5	46.53	47.96	34.34	46.53	43.88	61.62	6.93	8.16	4.04
Grade 6	41.90	62.14	47.62	51.43	33.98	48.57	6.67	3.88	3.81
Grade 7	50.52	54.64	70.30	47.42	43.30	25.74	2.06	2.06	3.96
Grade 8	47.52	54.64	53.06	48.51	45.36	41.84	3.96	0.00	5.10
All Grades	45.07	49.74	46.55	49.15	46.48	47.73	5.78	3.77	5.71

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	54.55	46.24	40.43	43.18	50.54	53.19	2.27	3.23	6.38
Grade 4	50.00	51.58	57.14	46.88	41.05	39.80	3.13	7.37	3.06
Grade 5	61.39	63.27	55.56	32.67	33.67	40.40	5.94	3.06	4.04
Grade 6	57.14	66.99	62.86	36.19	31.07	35.24	6.67	1.94	1.90
Grade 7	77.32	68.04	69.31	19.59	26.80	28.71	3.09	5.15	1.98
Grade 8	55.45	55.67	65.31	38.61	42.27	30.61	5.94	2.06	4.08
All Grades	59.35	58.83	58.66	36.05	37.39	37.82	4.59	3.77	3.53

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	19.32	20.43	19.15	76.14	75.27	69.15	4.55	4.30	11.70
Grade 4	11.46	26.32	25.51	77.08	70.53	71.43	11.46	3.16	3.06
Grade 5	26.73	25.51	31.31	67.33	69.39	64.65	5.94	5.10	4.04
Grade 6	27.62	26.21	22.86	68.57	69.90	74.29	3.81	3.88	2.86
Grade 7	30.93	24.74	40.59	67.01	72.16	57.43	2.06	3.09	1.98
Grade 8	24.75	29.90	39.80	73.27	68.04	57.14	1.98	2.06	3.06
All Grades	23.64	25.56	29.92	71.43	70.84	65.71	4.93	3.60	4.37

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	38.64	39.78	38.30	54.55	54.84	51.06	6.82	5.38	10.64
Grade 4	31.25	30.53	31.63	62.50	64.21	64.29	6.25	5.26	4.08
Grade 5	56.44	47.96	34.34	39.60	47.96	59.60	3.96	4.08	6.06
Grade 6	36.19	50.49	49.52	60.00	45.63	45.71	3.81	3.88	4.76
Grade 7	49.48	52.58	53.47	48.45	39.18	44.55	2.06	8.25	1.98
Grade 8	53.47	59.79	55.10	43.56	38.14	44.90	2.97	2.06	0.00
All Grades	44.39	47.00	43.87	51.36	48.20	51.60	4.25	4.80	4.54

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	94	95	96	93	94	95	93	94	95	98.9	98.9	99
Grade 4	97	98	101	96	98	100	96	98	100	99.0	100	99
Grade 5	102	99	102	102	98	101	102	98	101	100.0	99	99
Grade 6	108	106	107	108	105	106	108	105	106	100.0	99.1	99.1
Grade 7	99	98	104	98	98	102	98	98	102	99.0	100	98.1
Grade 8	101	99	99	101	99	98	101	99	98	100.0	100	99
All Grades	601	595	609	598	592	602	598	592	602	99.5	99.5	98.9

* 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	2526.	2516.	2514.	56.99	58.51	61.05	34.41	31.91	23.16	7.53	7.45	7.37	1.08	2.13	8.42
Grade 4	2546.	2554.	2557.	48.96	54.08	52.00	32.29	26.53	35.00	13.54	17.35	9.00	5.21	2.04	4.00
Grade 5	2600.	2598.	2594.	65.69	62.24	60.40	16.67	16.33	19.80	9.80	13.27	10.89	7.84	8.16	8.91
Grade 6	2636.	2645.	2655.	63.89	69.52	70.75	17.59	13.33	13.21	9.26	12.38	11.32	9.26	4.76	4.72
Grade 7	2656.	2665.	2709.	65.31	69.39	87.25	19.39	15.31	8.82	10.20	10.20	3.92	5.10	5.10	0.00
Grade 8	2659.	2673.	2693.	59.41	60.61	67.35	19.80	22.22	17.35	10.89	7.07	7.14	9.90	10.10	8.16
Grade 11															
All Grades	N/A	N/A	N/A	60.20	62.50	66.61	23.08	20.78	19.44	10.20	11.32	8.31	6.52	5.41	5.65

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	67.74	69.15	72.63	31.18	27.66	18.95	1.08	3.19	8.42
Grade 4	53.13	56.12	67.00	38.54	41.84	31.00	8.33	2.04	2.00
Grade 5	65.69	63.27	58.42	29.41	28.57	31.68	4.90	8.16	9.90
Grade 6	62.96	64.76	67.92	28.70	25.71	28.30	8.33	9.52	3.77
Grade 7	68.37	70.41	88.24	25.51	24.49	10.78	6.12	5.10	0.98
Grade 8	61.39	60.61	62.24	27.72	31.31	31.63	10.89	8.08	6.12
Grade 11									
All Grades	63.21	64.02	69.44	30.10	29.90	25.42	6.69	6.08	5.15

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	62.37	52.13	48.42	36.56	43.62	42.11	1.08	4.26	9.47
Grade 4	41.67	46.94	45.00	56.25	47.96	49.00	2.08	5.10	6.00
Grade 5	52.94	48.98	48.51	40.20	38.78	46.53	6.86	12.24	4.95
Grade 6	51.85	60.95	61.32	38.89	33.33	33.02	9.26	5.71	5.66
Grade 7	58.16	56.12	68.63	32.65	35.71	30.39	9.18	8.16	0.98
Grade 8	43.56	49.49	52.04	47.52	42.42	40.82	8.91	8.08	7.14
All Grades	51.67	52.53	54.15	41.97	40.20	40.20	6.35	7.26	5.65

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	58.06	52.13	57.89	39.78	44.68	34.74	2.15	3.19	7.37
Grade 4	52.08	51.02	52.00	44.79	42.86	42.00	3.13	6.12	6.00
Grade 5	50.98	41.84	47.52	39.22	50.00	46.53	9.80	8.16	5.94
Grade 6	60.19	64.76	60.38	33.33	28.57	33.02	6.48	6.67	6.60
Grade 7	54.08	59.18	67.65	39.80	35.71	31.37	6.12	5.10	0.98
Grade 8	49.50	51.52	53.06	43.56	44.44	43.88	6.93	4.04	3.06
All Grades	54.18	53.55	56.48	39.97	40.88	38.54	5.85	5.57	4.98

Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1477.8	1454.9	1443.4	1464.0	1456.7	1441.4	1509.6	1450.5	1448.2	29	34	23
1	1483.2	1478.4	1450.4	1478.9	1471.8	1447.4	1487.2	1484.5	1452.9	28	18	20
2	1491.1	1504.5	1482.3	1489.0	1501.5	1484.4	1492.8	1507.2	1479.8	27	25	17
3	1514.6	1502.9	1514.1	1506.9	1498.4	1514.8	1521.8	1506.9	1512.8	19	19	18
4	1552.7	1525.1	1523.8	1562.9	1535.0	1521.8	1541.9	1514.6	1525.3	18	14	22
5	*	1580.9	*	*	1591.3	*	*	1570.0	*	10	12	9
6	*	*	*	*	*	*	*	*	*	10	6	8
7	*	*	*	*	*	*	*	*	*	*	10	5
8	*	*	*	*	*	*	*	*	*	7	*	*
All Grades										151	141	125

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	37.93	29.41	26.09	37.93	47.06	39.13	20.69	14.71	21.74	3.45	8.82	13.04	29	34	23
1	14.29	16.67	10.00	71.43	50.00	35.00	10.71	33.33	35.00	3.57	0.00	20.00	28	18	20
2	22.22	32.00	5.88	48.15	56.00	64.71	18.52	4.00	23.53	11.11	8.00	5.88	27	25	17
3	36.84	10.53	27.78	42.11	57.89	61.11	15.79	26.32	0.00	5.26	5.26	11.11	19	19	18
4	33.33	35.71	27.27	50.00	35.71	50.00	16.67	21.43	13.64	0.00	7.14	9.09	18	14	22
5	*	41.67	*	*	50.00	*	*	8.33	*	*	0.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.48	27.66	20.80	47.68	46.10	45.60	15.23	17.02	20.80	8.61	9.22	12.80	151	141	125

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	31.03	29.41	21.74	44.83	44.12	43.48	17.24	17.65	17.39	6.90	8.82	17.39	29	34	23
1	42.86	33.33	5.00	39.29	44.44	45.00	10.71	16.67	35.00	7.14	5.56	15.00	28	18	20
2	33.33	52.00	29.41	33.33	36.00	47.06	25.93	4.00	17.65	7.41	8.00	5.88	27	25	17
3	52.63	36.84	50.00	31.58	42.11	38.89	10.53	10.53	0.00	5.26	10.53	11.11	19	19	18
4	61.11	50.00	54.55	33.33	28.57	31.82	0.00	14.29	0.00	5.56	7.14	13.64	18	14	22
5	*	83.33	*	*	16.67	*	*	0.00	*	*	0.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.05	40.43	33.60	34.44	37.59	40.00	12.58	11.35	12.80	9.93	10.64	13.60	151	141	125

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	23.08	23.53	30.43	30.77	50.00	21.74	38.46	20.59	43.48	7.69	5.88	4.35	26	34	23
1	15.79	27.78	10.00	52.63	27.78	35.00	26.32	38.89	40.00	5.26	5.56	15.00	19	18	20
2	20.00	20.00	0.00	73.33	60.00	58.82	6.67	16.00	35.29	0.00	4.00	5.88	30	25	17
3	40.74	5.26	16.67	40.74	42.11	44.44	14.81	52.63	27.78	3.70	0.00	11.11	27	19	18
4	33.33	7.14	0.00	50.00	28.57	59.09	16.67	50.00	27.27	0.00	14.29	13.64	12	14	22
5	69.23	16.67	*	7.69	41.67	*	15.38	41.67	*	7.69	0.00	*	13	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.19	20.57	11.20	42.38	40.43	40.00	29.14	29.79	37.60	7.28	9.22	11.20	151	141	125

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	37.93	29.41	30.43	55.17	67.65	69.57	6.90	2.94	0.00	29	34	23
1	60.71	38.89	35.00	35.71	55.56	65.00	3.57	5.56	0.00	28	18	20
2	37.04	64.00	41.18	51.85	24.00	52.94	11.11	12.00	5.88	27	25	17
3	36.84	26.32	44.44	57.89	68.42	38.89	5.26	5.26	16.67	19	19	18
4	44.44	35.71	40.91	55.56	42.86	50.00	0.00	21.43	9.09	18	14	22
5	*	66.67	*	*	33.33	*	*	0.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.74	37.59	34.68	51.66	51.77	58.06	8.61	10.64	7.26	151	141	124

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	31.03	35.29	13.04	65.52	52.94	65.22	3.45	11.76	21.74	29	34	23
1	21.43	22.22	10.00	64.29	77.78	55.00	14.29	0.00	35.00	28	18	20
2	48.15	40.00	17.65	44.44	52.00	76.47	7.41	8.00	5.88	27	25	17
3	68.42	42.11	61.11	21.05	47.37	27.78	10.53	10.53	11.11	19	19	18
4	55.56	57.14	59.09	38.89	35.71	22.73	5.56	7.14	18.18	18	14	22
5	*	91.67	*	*	8.33	*	*	0.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.02	43.26	36.00	41.72	46.10	47.20	11.26	10.64	16.80	151	141	125

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	37.93	20.59	13.04	48.28	73.53	82.61	13.79	5.88	4.35	29	34	23
1	32.14	38.89	15.00	64.29	44.44	50.00	3.57	16.67	35.00	28	18	20
2	11.11	4.00	0.00	70.37	88.00	82.35	18.52	8.00	17.65	27	25	17
3	21.05	10.53	16.67	63.16	68.42	61.11	15.79	21.05	22.22	19	19	18
4	5.56	7.14	4.55	77.78	78.57	72.73	16.67	14.29	22.73	18	14	22
5	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.52	19.86	11.20	61.59	65.25	65.60	15.89	14.89	23.20	151	141	125

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	65.52	67.65	69.57	34.48	29.41	30.43	0.00	2.94	0.00	29	34	23
1	14.29	16.67	20.00	78.57	83.33	70.00	7.14	0.00	10.00	28	18	20
2	44.44	56.00	35.29	51.85	36.00	58.82	3.70	8.00	5.88	27	25	17
3	42.11	10.53	16.67	57.89	89.47	77.78	0.00	0.00	5.56	19	19	18
4	77.78	28.57	9.09	22.22	64.29	86.36	0.00	7.14	4.55	18	14	22
5	*	41.67	*	*	58.33	*	*	0.00	*	*	12	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.38	38.30	27.20	52.32	57.45	68.00	5.30	4.26	4.80	151	141	125

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
892	28.6%	17.5%	0.0%
Total Number of Students enrolled in Robert C. Fisler School TK-8.	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	156	17.5%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	255	28.6%
Students with Disabilities	42	4.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.9%
American Indian	1	0.1%
Asian	709	79.5%
Filipino	51	5.7%
Hispanic	64	7.2%
Two or More Races	26	2.9%
Pacific Islander	1	0.1%
White	32	3.6%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Fisler School is performing at a high level academically, with both English Language Arts and Mathematics rated Blue, reflecting strong overall student achievement.
2. Fisler School is committed to strengthening progress for English Learners, as current data shows this is an area where additional growth is needed.

3. Fisler School demonstrates a positive and supportive school environment, with Chronic Absenteeism and Suspension Rate both rated Blue, indicating strong student engagement and overall school climate.

School and Student Performance Data

Academic Performance English Language Arts

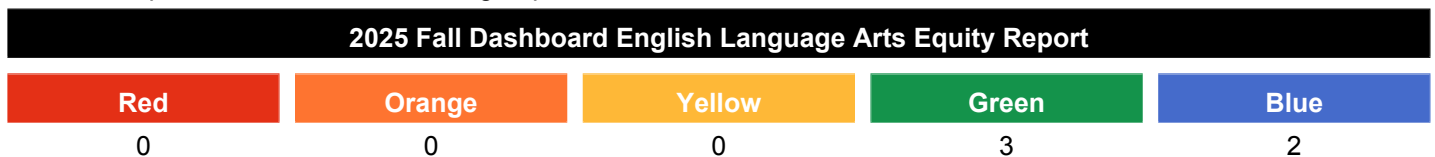
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 100.3 points above standard Increased 3.7 points 589 Students	English Learners Green 60.2 points above standard Declined 4.9 points 173 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Blue 96 points above standard Increased 8.4 points 182 Students

Students with Disabilities  No Performance Color 5.3 points below standard Maintained 0.2 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Blue 109.4 points above standard Increased 6.3 points 482 Students	Filipino  Green 77.1 points above standard Declined 8.4 points 33 Students	Hispanic  Green 34.5 points above standard Declined 4.2 points 35 Students
Two or More Races  No Performance Color 103.6 points above standard Declined 51.4 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 6.3 points below standard Declined 44.4 points 19 Students

Conclusions based on this data:

1. Fisler School demonstrates strong overall performance in English Language Arts, with the majority of student groups performing above standard and maintaining high levels of achievement.
2. Socioeconomically disadvantaged students, are showing strong outcomes in ELA and increased their progress demonstrating notable growth.
3. Despite overall strong performance, there are areas growth for continues improvement among targeted groups (Filipino, Hispanic, White, and English Language Learners) to ensure continued progress.

School and Student Performance Data

Academic Performance Mathematics

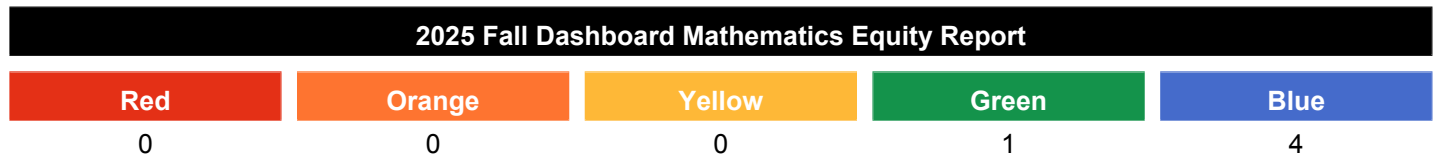
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 95.3 points above standard Increased 10.8 points 592 Students	English Learners  Blue 68.9 points above standard Maintained 0.4 points 176 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 78.5 points above standard Increased 15.8 points 182 Students

Students with Disabilities  No Performance Color 7 points below standard Increased 17.4 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Blue 107.6 points above standard Increased 9.1 points 485 Students	Filipino  Blue 52.9 points above standard Increased 17.1 points 33 Students	Hispanic  Green 16.5 points above standard Increased 14.8 points 35 Students
Two or More Races  No Performance Color 82.6 points above standard Declined 46.2 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 13.2 points below standard Declined 4.1 points 19 Students

Conclusions based on this data:

1. Fisler School demonstrates strong overall performance in math with the majority of student groups performing above standard and maintaining high levels of achievement.
2. English Language Learners students, are showing strong outcomes in Math and maintained their progress.
3. Despite overall strong performance, there are areas growth for continued improvement among all subgroups.

School and Student Performance Data

Academic Performance Science

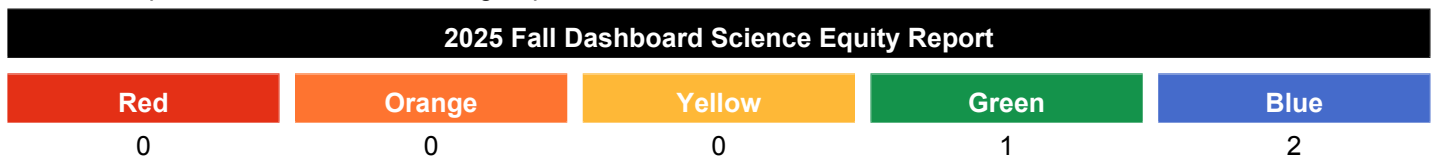
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 70.4 science points Maintained 0.6 points 197 Students	English Learners  Green 56.7 science points Declined 8.3 points 45 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 71.1 science points Increased 2.8 points 68 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 71.7 science points Maintained 1 points 158 Students	Filipino  No Performance Color 70.1 science points Increased 6.8 points 15 Students	Hispanic  No Performance Color 63.2 science points Declined 3.2 points 11 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Conclusions based on this data:

1. Fisler School demonstrates strong overall performance in science, with All Students and Socioeconomically Disadvantaged students performing at the Blue level and maintaining or increasing their achievement.
2. English Learner students are performing at the Green level; however, their recent decline in points indicates a need for targeted support to strengthen and accelerate their progress.
3. While there is some variability across student groups, including growth for Filipino students (+6.8 points) and a decline for Hispanic students (-3.2 points), the small sample size for the Hispanic group (11 students) limits the ability to draw firm conclusions. This group should be closely monitored over time.

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 52.7 making progress. Number Students: 91 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20%	27.8%	0%	52.2%

Conclusions based on this data:

1. There are no Long-Term English Learners identified (0 students), which suggests that Fisler is redesignating students in a timely manner. The absence of students maintaining ELPI Level 4 (0%) is likely due to students being redesignated once they reach proficiency, reflecting effective systems for moving students to full English proficiency.
2. A majority of English Learners are either progressing (52.2%) or maintaining their level (27.8%)
3. 20% of students decreased at least one ELPI level, highlighting inconsistency in language development.

School and Student Performance Data

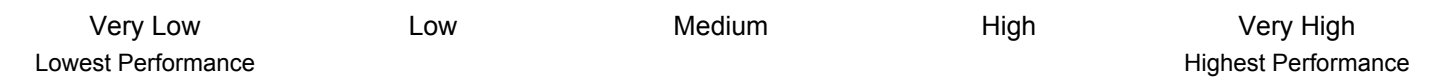
Academic Performance College/Career Report

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.

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



This section provides number of student groups in each level.



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.

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.

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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 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



Blue

2% Chronically Absent

Maintained -0.3

906 Students

English Learners



Green

2.5% Chronically Absent

Increased 1.4

163 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Yellow

5.2% Chronically Absent

Maintained 0.3

271 Students

Students with Disabilities  Green 4.4% Chronically Absent Maintained -0.3 45 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0.8% Chronically Absent Maintained -0.4 721 Students	Filipino  Blue 2% Chronically Absent Maintained 0.1 51 Students	Hispanic  Green 7.8% Chronically Absent Declined 3 64 Students
Two or More Races  No Performance Color 3.7% Chronically Absent Declined 0.8 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 12.1% Chronically Absent Increased 6.4 33 Students

Conclusions based on this data:

1. Fislser demonstrates strong overall attendance, with All Students at the Blue level and only 2% chronically absent, reflecting low rates of chronic absenteeism and stable performance (maintained -0.3).
2. Most student groups are performing at Green or Blue levels (e.g., Asian 0.8%, Filipino 2%, Students with Disabilities 4.4%)
3. There is a need to reduce chronic absenteeism among specific student groups, particularly White students (12.1%, increased 6.4) Socioeconomically Disadvantaged students (5.2%), and Hispanic students (7.8%, declined), through targeted attendance supports and early intervention.

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.

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 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

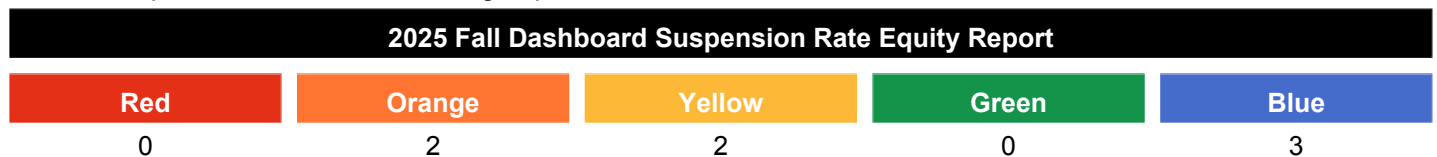
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Maintained 0.2% 912 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 163 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 0.7% suspended at least one day Increased 0.4% 274 Students

Students with Disabilities  Orange 2.1% suspended at least one day Increased 2.1% 47 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  Blue 0.1% suspended at least one day Maintained 0.1% 725 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 51 Students	Hispanic  Yellow 1.5% suspended at least one day Maintained 0% 66 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 3% suspended at least one day Increased 3% 33 Students

Conclusions based on this data:

1. Fislser demonstrates strong overall suspension outcomes, with All Students at the Blue level (0.3%) and English Learners at 0%, reflecting low suspension rates across the school.
2. Most student groups are at Blue or Yellow levels; however, Students with Disabilities (2.1%, Orange) and White students (3%, Orange, increased) show higher suspension rates.
3. Several student groups have no performance color due to small sample sizes, limiting conclusions; however, overall trends suggest consistent and generally low suspension rates across the school.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

Fisler School ELA (2026/2027)

ELA Goals

By Spring, the percentage of students in grades K-2 scoring in levels 1 and 2 (not mastered) on the final district diagnostic assessment in ELA will decrease by at least 10% from the district's diagnostic assessment.

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

By Spring, the overall ELA Distance From Standard (DFS) on the SBAC, for students in grades 3–8, will increase by at least 3 points from 100.8 to 103.8.

ELA Goals

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

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

By Spring, the overall Math Distance From Standard (DFS) on the SBAC, for students in grades 3–8, will increase by at least 3 points from 95.3 to 98.3.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

All English Learners will demonstrate growth toward English language proficiency and achieve academic progress in English Language Arts and Mathematics, with appropriate supports and differentiated instruction to meet their unique language development needs.

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 ELA and Math	Dashboard Data	DFS increase of 3 points or more
IReady ELA and Math	D2 Scores	DFS Increase 3 points or more
OG Phonics Screener	Benchmark 2	Proficiency Increase Benchmark
ELPAC	Dashboard Data	DFS increase 3 points or more

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	Support for California Common Core Standards Curriculum Fisler School implements Common Core Standards-based instruction, with teachers collaborating in PLCs to develop formative assessments aligned with Guaranteed and Viable Standards. Data-driven RTI groups provide targeted support in all subjects. Assessment & Technology Integration: Teachers use iReady and Blackboard LMS for standards-based assessments, tracking progress and guiding instruction. Students enhance learning with laptops, iPads, and educational apps such as IXL (math), Accelerated Reader, iReady ELA, and BrainPop. Google Classroom and Blackboard LMS support digital learning. Instructional Strategies & Enrichment: GATE strategies & Depth & Complexity Icons foster critical thinking. Junior Great Books & Shared Inquiry challenge advanced learners. Lucy Calkins' Units of Study (K-6), CGI, Writer's & Reader's Workshop develop literacy and math skills. Study Sync, Listenwise, & iReady ELA (Grades 6-8) enhance reading and ELD. Speech & Debate (Grades 4-8) builds public speaking and argumentation skills with competition opportunities. Monthly learning objectives are submitted to the administration and displayed in classrooms. Teachers will focus on guaranteed and viable standards, clear instruction, student discourse, and small group support to ensure all students, especially English Learners and students with disabilities, reach grade-level expectations. Fisler teachers will continue to work on vertical articulation between grade levels and ensure that Fisler Signature Instructional Practices are implemented for high levels of instruction and engagement. Creative & Experiential Learning: School Plays integrate social studies and science by grade level. STEM & Math Enrichment: Science Camp, Science Olympiad, Family Science Night, Math Olympiad, Math Field Day, MinecraftEdu, Robotics. College & Career Readiness (Grades 5-8): Thrively strength assessments help students identify passions and career pathways. 8th-grade students receive 1:1 counseling for high school, college, and career planning.	All Students	21,500 LCFF - Base 2000-2999: Classified Personnel Salaries Full Day Kinder Aides 5,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher Extra Salary: advanced robotics, Science Camp, Math Field Day, Math Olympiad 15,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Copier (Image Source) & print shop 7,560 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitutes for Teacher Release: For various Professional Development, IEP meetings, and instructional rounds, school events such as Career Day 4,800 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Speech & Debate X2 6,000 LCFF - Base 2000-2999: Classified Personnel Salaries Extra Clerical, translations, SSOAR 17491 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies: SouthWest I.S. account Technology Supplies (light bulbs)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Progress is tracked through counseling forms, Thrively lessons, and community projects.		4,000 LCFF - Base 4000-4999: Books And Supplies Store Warehouse (paper) 7,030 LCFF - Supplemental 4000-4999: Books And Supplies Student Laptop and IPAD
1.2	Support for Struggling Learners Fisler School provides targeted interventions to support struggling learners through various programs and services: Push-in RSP Services: Students receive in-class support to meet IEP goals. Response to Intervention (RtI): Small-group instruction is provided based on Universal Screenings, diagnostic tests, and formative assessments (K-8). Instructional Aide for Kindergarten: The school pays the salary of one Kindergarten aide to ensure every classroom has support for small-group instruction. Saturday School: Additional intervention opportunities are available for students in need of extra academic support. Positive Behavioral Interventions and Supports (PBIS): A school-wide Behavior Matrix reinforces positive behaviors. Multi-Tiered Systems of Support (MTSS): Regular meetings help teachers identify and support struggling students through a data-driven referral process. EL Support: Programs such as BrainPOP ESL and Study Sync ELD help English Learners develop language skills.	All Students	3,600 LCFF - Supplemental 4000-4999: Books And Supplies Apple Software Implementation 3,709 LCFF - Supplemental 4000-4999: Books And Supplies Additional materials & supplies needed for academic programs 21,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
1.3	Support for Teacher Planning, Collaboration, and Professional Development Fisler School provides ongoing professional development and collaborative opportunities to enhance instruction and support student learning.	All Students	40,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE Teacher, Two PE Aides for PLC Time Release (.8)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional Development: Teachers receive training on Common Core instruction, including Marzano Strategies, Visible Learning (John Hattie), Design Thinking, and technology integration. PLC Meetings: Weekly Professional Learning Community (PLC) meetings allow teachers to analyze data, share resources, and create common formative assessments. Grade-Level & Teacher Planning Days: Teachers collaborate to align curriculum and instructional strategies. Instructional Rounds: Teachers observe best teaching practices in real classrooms and debrief on instructional strategies. District Trainings & Inservices: Teachers participate in Reader's & Writer's Workshop, Cognitively Guided Instruction (CGI) Math, and Thinking Maps training. Middle School Collaboration: ELA and Math teachers engage in cross-school collaboration with middle and high school educators. Professional Conferences: Teachers attend Cotsen Foundation Conferences, OC GATE, CAG, and CUE for continued growth. GATE Certification: Teachers pursue Year 1 & Year 2 GATE Certification through the district or university. District TOSA Support: Teachers receive curricular support, including science instruction guidance.		
1.4	Communication and Support from the School Community Fisler School fosters strong parent and community engagement through various communication channels and collaborative events. Parent Involvement: Parents regularly volunteer in classrooms and participate in school activities. Committees & Councils: ELAC, PTSA, School Site Council, FFAST Foundation, and the Safety Committee meet regularly to support school initiatives. Parent-Teacher Conferences: Held twice a year and as needed to ensure student progress and support. Communication Platforms: School & teacher websites are regularly updated. Social Media (Instagram & Twitter) shares school updates. BlackBoard Connect sends emails, voice messages, and weekly Smore newsletters to parents.	All Students	3253 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Community-Supported School Events: The school community actively participates in and supports events such as: Read Across America Film Festival Book Fairs Family Science Night All the Arts Night (Celebrating Diversity Night) PTSA School Spirit Rally Best Party Ever (hosted by the Foundation)		

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.

Fisler implemented a consistent cycle of data analysis through PLCs using i-Ready diagnostics, SBAC data, and common formative assessments to guide instruction. Teachers focused on targeted small group instruction, explicit vocabulary development, and increased student discourse in both ELA and math. Intervention supports were provided for English Learners and students with disabilities, including push-in support and differentiated instruction. As a result, the school demonstrated moderate growth in both ELA and math, with increases in students meeting standards and improvements in Distance From Standard (DFS).

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

Overall, implementation remained aligned to the original plan; however, some adjustments were necessary due to staffing and scheduling constraints. At times, intervention support was more limited than anticipated, requiring classroom teachers to take on a larger role in differentiation. Professional development was implemented as planned, though some sessions were condensed or embedded into existing meeting structures rather than occurring as standalone trainings. Budgeted resources for instructional materials and assessments were utilized as intended.

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.

Based on this analysis, Fisler will refine its focus on accelerating progress for English Learners and students with disabilities by strengthening designated and integrated supports, increasing opportunities for structured academic discourse, and aligning instruction more closely to grade-level standards. The school will also continue to strengthen Tier 1 instruction through the use of high-quality instructional strategies, including explicit vocabulary instruction and ongoing use of data to guide planning. Annual measurable outcomes have been adjusted to reflect more targeted and attainable school-wide growth, but accelerated growth to close the achievement gaps among subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

All Fisler students and staff will have safe and consistent access to 21st century tools, resources, and learning opportunities that support meaningful, engaging, and rigorous experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Will ensure all students have equitable access to high-quality digital tools, robust infrastructure, personalized learning technologies, and engaging online instructional resources. Through ongoing professional learning and integration of digital literacy, students will develop the critical thinking, collaboration, and technological skills necessary for success in college, career, and a rapidly evolving global society.

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
% of Students who have access to google accounts	100% of students have access	100% of account holders will use them
% of Teachers who complete Digital Citizenship though Common Sense Media	100% of students provide lessons in first month of school	100% of teachers provide lessons to all students
% of students who have access to an iPad or Laptop	100% have access to an iPad or Laptop	100% of students will meaningfully use an iPad or Laptop

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	Support for 21st Century Curriculum and Instruction Fisler School integrates technology-rich learning to foster creativity, collaboration, communication, and critical thinking in all students. Technology Access: Students use laptops, iPads, and educational apps such as IXL (Math and ELA),	All Students	19,940 LCFF - Base 4000-4999: Books And Supplies Instructional applications and programs: Speech & Debate Curr.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	BrainPop, Vocabulary.com, and Moby Max (ELA/math) to reinforce skills. Project-Based Learning & Design Thinking: During Pathfinder time, students engage in hands-on innovation through design, engineering, and creative projects. Middle school electives include animation, coding, photography, robotics, rocketry, graphic design, and web design. Progressive Coding Curriculum: K-2: Early human design skills with communication and collaboration. Enrichment coding opportunities with Kibo, Beebots, Ozobots, Dash & Dot. 3-8: Block and language-based coding through TechSmart, progressing from Lego Mindstorm EV3s, circuits (Littlebits), Python for drones, and Vex Robotics. 6-8: Opportunity to take the AP Computer Science Principles Exam. Digital Citizenship: Explicit instruction through Common Sense Media, with grade-level projects reported twice a year. Fisler is a Digital Citizenship Certified School, renewing certification annually. After-School Enrichment: Advanced courses in robotics, animation, app development, and MinecraftEdu are offered through the Foundation.		IXL Starfall Duolingo Brain Pop Brain Pop ESL 1,200 LCFF - Base 4000-4999: Books And Supplies 1st & 5th Grade Funds 71,990 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Computer Technician salary .8 6,859 LCFF - Base 2000-2999: Classified Personnel Salaries Computer Technician salary .1 1,551 LCFF - Base 4000-4999: Books And Supplies Misc. Technology Supplies 12,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Techsmart Training 6,000 LCFF - Base 4000-4999: Books And Supplies Techsmart Platform 12,000 LCFF - Supplemental 4000-4999: Books And Supplies IReady ELA
2.2	Support for 21st Century Professional Development	All Students	5,400 LCFF - Base 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional Development is provided throughout the year on campus with site specific needs. Progressive skills in coding across grade levels require vertical articulation. Teachers are given time to collaborate and explore technology through release days, as well as PLC meetings. Teachers / Staff also attend conferences such as the Computer Using Educators (CUE) conference or the CTE conference. Attendees share ideas and best practices with their colleagues after the conference through Professional Development Wednesdays and PLCs. 3rd-8th grade teachers are trained in coding through TechSmart.		Conferences (such as ISTE) for professional development/technology intergration across curriculum 4,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conference Attendance

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.

Strategies were implemented consistently through PLCs, targeted instruction, and use of technology, resulting in overall student growth and improved outcomes.

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

There were minimal differences, with slight adjustments and resource allocation to better support student needs.

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.

No significant changes will be made due to budgetary constraints.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Secure Environment

By Spring 2027, Fisler School will continue to foster a welcoming, safe, and supportive environment for all students, staff, and families, grounded in our core values of being Kind, Safe, Respectful, and Responsible (KSRR). These values will guide our classrooms, interactions, and school-wide practices. Through strong instruction and PBIS, staff will create inclusive classrooms where students feel valued and supported. Students will build positive relationships and practice KSRR in their daily interactions, while families will be engaged as partners through clear communication and meaningful opportunities to connect.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We will foster a safe, inclusive, and supportive environment that nurtures the physical, social, and emotional well-being of all students and staff. Through intentional social-emotional learning and wellness initiatives, students will develop the self-awareness, confidence, and communication skills needed to advocate for themselves and thrive academically and personally.

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
Second Step Lessons	100% of Lessons Taught in the Classroom	100% of Lessons are Taught
Dashboard Attendance	Currently Blue	Maintain Current High Level of Attendance
Dashboard Suspension	Currently Blue	Continue to use Alternative means of behavior interventions

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	Supporting a Welcoming Environment Buildings and campus are neat and orderly. Trash on and around campus is picked up before, during,	All Students	7,000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and after school hours. Bathrooms are clean at all times. Maintaining clean signs to welcome families and communicate traffic patterns and school rules. Staff, students and parents promote a positive and welcoming environment, with excellent customer services by school staff. Positive Behavioral Intervention and Supports (PBIS) school-wide program helps with the implementation of Behavior Matrix to promote positive behaviors. The PBIS team, comprised of administration, teachers, counselor, support staff, and students, works towards a positive school climate. Administration and teachers work closely with PTSA and the Foundation to support school-wide events and assemblies to celebrate talents and diversity and promote a welcoming environment, such as Celebrating Diversity through All the Arts Night, Fisler Spirit Rally, Read Across America, Family Science Night, Family Film Festival, and The Best Party Ever. Support new students and families through orientation and our New Student Program, pairing each student with a buddy or leader who models KSRR and helps them feel connected from the start.		Marzano 4,000 LCFF - Base 4000-4999: Books And Supplies Materials & Supplies 4,000 LCFF - Supplemental 4000-4999: Books And Supplies Outdoor Equipment
3.2	Supporting School Safety Fire drills, lockdown drills, and earthquake drills are held regularly in preparation for a emergency situation and/or disaster. Fisler's Safety Committee, comprised of administration, support staff, and parent representatives, meets regularly to debrief on drills, discuss safety concerns, and develop action plans to improve safety protocol on campus. A detailed emergency plan is in place with all staff members understanding their roles. A mock-drill is practice annually, which entails having all teams (Command Center, Security, Search and Rescue, Medical, and Release and Reunion) to play out their roles with impromptu scenarios. Each classroom is equipped with a box of emergency food, water, and an emergency bucket with all supplies. Additional emergency supplies and water are stored in the school's emergency shed. All supplies are kept updated annually.	All Students	3,000 LCFF - Supplemental 4000-4999: Books And Supplies Emergency Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Multi-Tiered Systems of Support (MTSS) meetings are held to support teachers with struggling learners and students who exhibit emotional or behavioral difficulties. The counselor serves on this team and supports students as well as teachers in the classroom. The school administration works closely with the School Resource Officer of a neighboring high school as needed. A detailed Safe School Plan and Safe School Action Plan are in place.		
3.3	School Programs/Activities Fisler's counselor leads staff and students through social emotional support trainings. The counselor also leads Team Kids, a charity/community service program that empowers students to make a difference. Parent groups support Team Kids activities by assisting in the school-wide carnival and helping to collect items for the charity donations. Positive Behavioral Intervention and Supports (PBIS) school-wide program helps with the implementation of Behavior Matrix to promote positive behaviors. Information is shared with the parent community through PTSA meetings, monthly newsletters, and emails sent by teachers. Opportunities for parent involvement are given to help support positive behaviors such as through anti-bullying assemblies, planning Red Ribbon Week, and assisting with the prizes for PBIS Rewards System. Agenda items will focus on diversity and how the school can better embrace difference. Middle school students hold pep rallies five times a year to promote school spirit and participation with school activities and events such as Middle School Dances. Parent support is needed to run the dances, provide refreshments, and help with the planning. Fisler has a School Wide Cultural Proficiency Plan. The plan is based from the school core values of being Kind, Safe, Responsible, and Respectful. The plan seeks to shift instructional practices and school events to promote individuality, innovation, creativity, student ownership, inclusion and safety in learning. It is meant to confront biases and support one another to provide an environment that is safe for all students and families. With the efforts of the community, staff, PBIS, and students, we promote an inclusive and safe learning environment. A new student orientation has been	All Students	3299 LCFF - Supplemental 4000-4999: Books And Supplies Middle School Support

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	established for new students to Fisler. New Parent Orientations are held for all incoming Kindergarten parents and new parents. PBIS works to support teachers with Restorative Circles and Class Meetings to address social-emotional concerns. A MTSS team consisting of several general education teachers, the Response to Intervention Teacher, the Resource Specialist, and administration are working toward inclusive practices in the general education classroom. Together, they are finding ways to establish an inclusive model where differentiation and student individual learning needs are attended to without excluding or removing students. It is also to improve teaching practices through a reflective and collaborative process.		

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.

Strategies were implemented with fidelity, including PBIS, MTSS, safety protocols, and school-wide community-building activities, resulting in a positive, safe, and inclusive school environment with strong attendance and low suspension rates.

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

There were no major differences between the planned implementation and budgeted expenditures, with all key programs, safety measures, and student supports carried out as intended.

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.

No significant changes will be made due to budgetary constraints; however, the school will continue to strengthen PBIS, MTSS, and inclusive practices to further support student well-being, as reflected in Goal 3 actions and strategies in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

By Spring 2027, Fisler School will strengthen true partnership with families by deepening engagement and two-way communication; using multiple platforms to share updates and celebrate student learning, staff will also create meaningful opportunities for families to actively participate in and help shape the school community through PTSA, the Fisler Foundation, ELAC, School Site Council, and school events. The goal is to increase authentic involvement, shared decision-making, and family voice across all aspects of the school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

We will continue to engage families as essential partners in their child's education by fostering a welcoming, inclusive culture, maintaining open and effective communication, and providing ongoing, meaningful opportunities for families to actively support, participate in, and celebrate student learning and diverse cultural experiences.

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
LCAP Survey Participation	5% of Families Complete Survey	Increase by 10% of completion
School Wide Events	55% of Population participates in events	Increase participation by 10%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Supporting School to Home Communication Administration and Staff provides clear communication at the start of the year through Back to School Night, Principal's Message, Mobile Devices Handbook, and Parent Community Handbook, which includes school programs, policies and procedures. All resources are offered online at the school's website.	All Students	2,270 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies for copying flyers and sending notifications, Wednesday Folders, school events

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Fisler School communicates with the parent community via phone, emails, newsletters, social media, to inform of current/upcoming events and successes. The principal sends an electronic newsletter weekly to highlight events and celebrate successes. School calendar, which is provided online, is kept up to date and lists all school-wide events. Parents follow Fisler's Twitter and Instagram social media accounts to get current news and happenings. Teachers communicate with students using the class website, Google Classroom and Blackboard LMS. Middle School Staff communicates all activities and resources through a Middle School Activities website. Student learning and innovation are showcased to the public through district events such as the Innovation Experience, site events such as the Film Festival and All the Art Reflection Night, and online through the website. As needed, personal phone calls and face to face meetings are conducted.		2,200 LCFF - Base 4000-4999: Books And Supplies 8th Grade Promotion 1,000 LCFF - Supplemental 4000-4999: Books And Supplies ELAC Expense
4.2	Supporting Communication With School Staff Administration provides a digital weekly staff newsletter. It has the week's overview, upcoming dates/events, staff meeting recaps, announcements and celebrations, District news, and resources such as calendar links and sign ups. Administration provides communication to staff through emails, phone calls, staff lounge bulletin board and white board. The Fisler Staff Website holds information such links to calendars, leadership meeting minutes/agendas, MTSS/PBIS resources, Photo Gallery, Plan for Professional Growth, RtI Resources, Staff Handbook, and Instructional Sharing. The Fisler Staff Class can be accessed digitally by staff 24/7.	All Students	
4.3	Supporting Communication with Students Teachers communicate learning goals and expectations directly to students in the classroom. Learning goals and expectation, such as Fisler's Behavior Matrix, are posted on every classroom. Teachers communicate with students using the class website, Google Classroom and Blackboard LMS. Announcement are given in class and can also be sent electronically using Blackboard. Feedback to student work is given through Google and/or Blackboard LMS through the comment	All Students	2,000 LCFF - Supplemental 4000-4999: Books And Supplies Communication

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	feature. Students are able to access resources online on Blackboard and Google 24/7. Upcoming school events are promoted using the PA system to students school-wide. Announcements are made by the the middle school leadership team. Students also watch a principal video two times a week. All middle school activities/events/announcements and resources are posted on the Middle School Activities Blackboard page, which has been made public to parents.		
4.4	Supporting Communication with the District Fisler administration and staff support district events and promote participation among school community members. District events will be highlighted on the school's website as needed. Clear and timely communication is made between the school and district through email, text, and direct communication. District information is communicated to staff during staff meetings, leadership meetings, through the staff newsletter, emails, and postings in the staff lounge.	All Students	
4.5	Supporting Communication with the Wider Community Fisler uses social media, such as Twitter and Instagram, to promote school events, programs and successes. Fisler establishes a positive relationship with Sunny Hills High School and Troy High School. Sunny Hills will continue to provide an orientation for 8th graders prior to open enrollment. We will support the high school district with providing data for initial placements. Fisler participates in community events such as Face of Fullerton, Fullerton Fit Families, All the Arts Pin Auction, Toast to Learning, Rotary Club Jog-a-thon, and Needlework Guild of America events. Apple Tours are conducted to showcase the 1:1 iPad and Laptop Program. Education professionals, parents, community members, and other districts (locally, nationally, and internationally) are invited to attend.	All Students	

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.

Strategies were implemented consistently through multiple communication platforms, school-wide events, and parent engagement opportunities, resulting in increased family participation and stronger connections between home and school, as evidenced by an increased participation in fundraising and attendance on campus.

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

There were no major differences between planned implementation and budgeted expenditures, with communication systems and engagement activities carried out as intended.

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.

No significant changes will be made due to budgetary constraints; however, efforts will continue to expand outreach to the broader community and increase family engagement, as reflected in Goal 4 strategies and actions in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$329,652.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$125,971.00
LCFF - Supplemental	\$203,681.00

Subtotal of state or local funds included for this school: \$329,652.00

Total of federal, state, and/or local funds for this school: \$329,652.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	125,971.00
LCFF - Supplemental	203,681.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	57,360.00
2000-2999: Classified Personnel Salaries	130,602.00
4000-4999: Books And Supplies	98,290.00
5000-5999: Services And Other Operating Expenditures	24,400.00
5800: Professional/Consulting Services And Operating Expenditures	19,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	12,560.00
2000-2999: Classified Personnel Salaries	LCFF - Base	34,359.00
4000-4999: Books And Supplies	LCFF - Base	58,652.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	20,400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	44,800.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	96,243.00
4000-4999: Books And Supplies	LCFF - Supplemental	39,638.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	19,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
159,943.00
140,940.00
21,299.00
7,470.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Caroline Llewellyn	Principal
Krista Ceballos	Classroom Teacher
Esther Chae	Classroom Teacher
Amy Moon	Classroom Teacher
Lance Do	Parent or Community Member
Ellen Ngyuen	Parent or Community Member
Sandra Lee	Parent or Community Member
Purvi Shahpatel-Nguyen	Parent or Community Member
BJ Lee	Parent or Community Member
Hyewon Betsy Kim	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/22/26.

Attested:

Principal, Caroline Llewellyn on 4/22/26

SSC Chairperson, Lance Do on 4/22/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023