



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fern Drive Elementary School	30-66506-6028039	April 16, 2026	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 Fern Drive Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement
Targeted Support and Improvement

Targeted Title 1

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

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Plan Description

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

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

Comprehensive Support and Improvement
Targeted Support and Improvement
Targeted Title 1

At Fern Drive Elementary School in Fullerton, California, our plan for meeting ESSA requirements is closely aligned with the Fullerton School District's Local Control and Accountability Plan (LCAP) to ensure coherence across federal, state, and local programs. Our school goals, actions, and expenditures are developed through a comprehensive needs assessment using multiple data sources, including student achievement data, English learner progress, attendance, stakeholder input at SSC, ELAC & PTA meetings, and school climate indicators.

At Fern Drive, stakeholder voice is essential. Parents, staff, and students, along with advisory groups such as ELAC and the School Site Council (SSC), provide input that helps shape our priorities and strategies. Programs funded through ESSA, including our Targeted Title I funds, are thoughtfully integrated with district LCAP actions to ensure equitable access to high-quality instruction, targeted academic support for students who need additional intervention, and ongoing professional learning for our staff.

Progress toward our goals is monitored through regular data reviews, in weekly PLC collaboration, our MTSS process including Round Table meetings and Student Intervention Team meetings, and site and district leadership meetings, allowing us to respond quickly to student needs. Through this continuous improvement process, Fern Drive ensures that federal and district resources are used strategically to support the academic, social, and emotional success of every Falcon.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Analyzing the 2025 California School Dashboard, Fern Drive Elementary did not have any state indicators in the Red performance category. However, English Language Arts (ELA) was identified in the Orange performance category, indicating that overall student performance was below the state standard and represents an area for continued improvement. This designation highlights the need for continued focus on strengthening literacy instruction, targeted intervention, and progress monitoring to support students in meeting grade-level standards. The school will continue to analyze assessment data, implement evidence-based instructional strategies, and provide additional support for student groups who may require accelerated academic assistance in reading and writing.

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.

Based on the 2025 Dashboard results for Fern Drive, no student groups performed two or more performance levels below the All Students group on any state indicator. While some variation in performance exists among student groups, these differences did not meet the threshold of two or more color levels below the All Students performance level. This indicates that, overall, student group performance at Fern Drive is relatively aligned with schoolwide outcomes.

Although no student groups triggered the two-level difference threshold, the school continues to closely monitor performance for groups that historically require additional support, including English learners, students with disabilities, and socioeconomically disadvantaged students. Fern Drive remains committed to implementing targeted instructional supports, data analysis through PLC collaboration, and intervention strategies to ensure that all student groups continue to make progress toward meeting or exceeding grade-level standards.

Through ongoing monitoring of Dashboard indicators and local assessment data, Fern Drive will continue to focus on equitable outcomes, targeted intervention, and consistent progress monitoring to support the academic success of every student.

Other Needs

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

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

The school also reviews attendance records to identify trends in chronic absenteeism and develop targeted interventions. Behavioral data and social-emotional learning (SEL) surveys help monitor student engagement and well-being, guiding interventions for students facing academic or emotional challenges. Combining state and local data allows Fern Drive Elementary to create more targeted plans to improve student outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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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.

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/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	*	1381.6	*	*	1397.6	*	*	1344.2	*	6	11	7
1	*	*	*	*	*	*	*	*	*	5	*	5
2	*	*	*	*	*	*	*	*	*	7	4	*
3	*	*	*	*	*	*	*	*	*	7	8	8
4	*	*	*	*	*	*	*	*	*	7	6	5
5	*	*	*	*	*	*	*	*	*	5	*	4
6	*	*	*	*	*	*	*	*	*	9	5	5
All Grades										46	40	37

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

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

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

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

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learners:
With 69.2% of English Learners making at least one level of progress, 19.2% maintaining, and 11.5% decreasing, continued focus on designated and integrated ELD is needed to accelerate progress toward proficiency.
2. ELA:

With approximately 56% of students meeting or exceeding standards and 44% below standard, ELA shows growth, with a continued need to strengthen writing, academic discourse, and targeted intervention to increase overall proficiency.

3. **Mathematics:**
With approximately 68% of students meeting or exceeding standards and 32% below standard, mathematics performance remains strong, with continued emphasis on problem-solving, reasoning, and supporting students approaching standard to reach proficiency.

School and Student Performance Data

Academic Performance English Language Arts

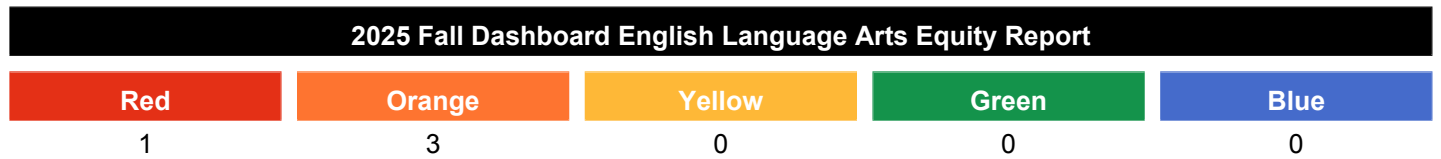
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This section provides number of student groups in each level.



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  Orange 10 points below standard Maintained 1.5 points 214 Students	English Learners  No Performance Color 27.6 points below standard Declined 15.1 points 26 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 18.7 points below standard Maintained -0.2 points 128 Students

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

Conclusions based on this data:

- Based on the 2025 California School Dashboard, Fern Drive Elementary's English Language Arts (ELA) indicator is in the Orange performance level, indicating that overall performance is below the state standard and that continued focus on literacy instruction and targeted supports will be important for improving outcomes.
- Areas of Strength:**
Although ELA remains an area for improvement overall, the data show several encouraging indicators. A number of students are demonstrating growth toward grade-level expectations, reflecting the impact of ongoing instructional improvements, collaborative planning, and targeted supports provided through the school's instructional programs. Fern Drive staff continue to engage in data-driven Professional Learning Community (PLC) collaboration, analyzing assessment results and refining instructional strategies to better meet student needs. In addition, consistent classroom routines that emphasize student engagement, discourse, and structured literacy instruction are supporting student progress in reading and writing.
- Areas for Growth:**
The Orange performance level in ELA indicates that additional work is needed to increase the number of students meeting or exceeding grade-level standards. The data suggests a continued need to strengthen core literacy instruction and targeted interventions, particularly for student groups that historically require additional support, including English learners, socioeconomically disadvantaged students, and students with disabilities. Increasing opportunities for small-group instruction, explicit reading and writing strategies, and ongoing progress monitoring will help accelerate student learning. Continued use of local assessments, intervention programs, and collaborative data analysis will support Fern Drive's efforts to improve literacy outcomes and move overall performance toward higher Dashboard performance levels.

School and Student Performance Data

Academic Performance Mathematics

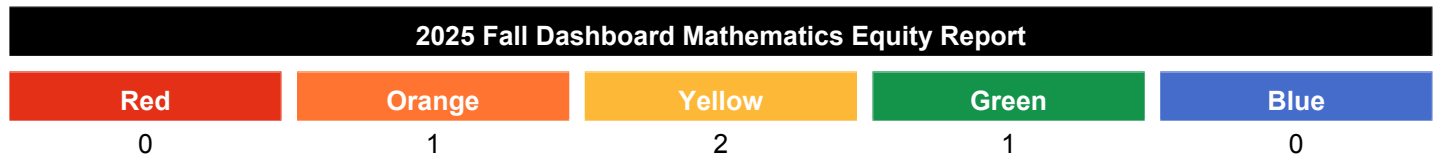
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This section provides number of student groups in each level.



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

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

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

Conclusions based on this data:

- Based on the 2025 California School Dashboard, Fern Drive Elementary's Mathematics indicator is in the Orange performance level, indicating that overall student performance is below the state standard and that mathematics achievement remains an area for focused improvement. The data provides insight into both areas of progress and areas where additional support and instructional focus will be important.
- Areas of Strength:**
While the overall performance level indicates the need for growth, several positive trends are evident. Many students are continuing to demonstrate progress toward grade-level standards, reflecting the impact of consistent instruction and collaborative planning among staff. Teachers at Fern Drive engage in Professional Learning Communities (PLCs) to analyze assessment data, identify learning gaps, and plan targeted instruction to support student understanding of key mathematical concepts. Additionally, classroom instruction increasingly emphasizes mathematical discourse, problem solving, and conceptual understanding, helping students develop deeper thinking skills and confidence when working with complex problems.
- Areas for Growth:**
The Orange performance level in Mathematics indicates that increasing the number of students who meet or exceed grade-level standards remains a priority. Some students continue to struggle with foundational number sense, multi-step problem solving, and applying mathematical reasoning to new situations. Student groups such as English learners, socioeconomically disadvantaged students, and students with disabilities may require additional targeted supports to accelerate progress. To address these needs, Fern Drive will continue to strengthen small-group instruction, targeted intervention, and ongoing progress monitoring. Teachers will also continue using formative assessments and collaborative data analysis to refine instruction and ensure students receive the support necessary to build strong mathematical understanding and achieve at higher levels.

School and Student Performance Data

Academic Performance Science

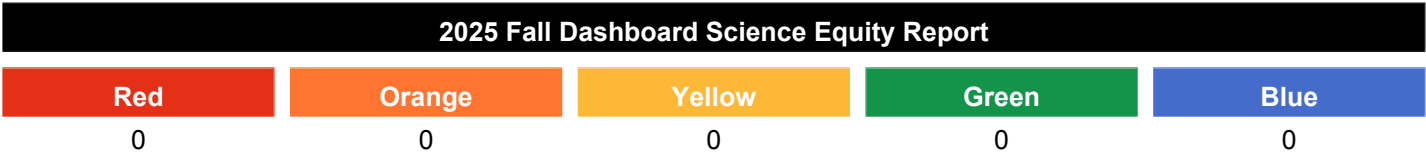
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This section provides number of student groups in each level.



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

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

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

Conclusions based on this data:

- Based on the 2025 California School Dashboard, Fern Drive Elementary earned a Blue performance level in Science, the highest level on the Dashboard. This indicates that, overall, students are performing well above the state standard on the California Science Test (CAST). These results reflect strong instructional practices and a schoolwide commitment to providing engaging, standards-aligned science learning experiences.
- Areas of Strength:**
The Blue performance level in Science demonstrates a clear strength for Fern Drive Elementary. A high percentage of students are meeting or exceeding the state standard, indicating that students are developing strong skills in scientific inquiry, analysis, and problem solving. Teachers provide opportunities for students to engage in hands-on investigations, collaborative learning, and real-world problem solving, which support deeper understanding of scientific concepts. Additionally, science instruction at Fern Drive integrates critical thinking, observation, and evidence-based reasoning, helping students build the skills needed for success in middle school and beyond.
- Areas for Growth:**
Although science performance is strong overall, the school will continue to monitor student group performance to ensure equitable outcomes for all learners. Student groups such as English learners, students with disabilities, and socioeconomically disadvantaged students may benefit from continued supports that strengthen academic language development and access to complex scientific content. Teachers will continue to incorporate structured discourse, vocabulary development, and scaffolded investigations to ensure all students can fully participate in science learning. By continuing to analyze data and refine instructional strategies, Fern Drive aims to maintain its strong science performance while ensuring all student groups have opportunities to succeed at high levels.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 56 making progress. Number Students: 25 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
12%	32%	0%	56%

Conclusions based on this data:

1. According to the 2025 California School Dashboard, Fern Drive Elementary did not have enough English Learner students to receive a color performance level for the English Learner Progress Indicator (ELPI). However, the available data still provides insight into the progress English Learners are making toward English language proficiency.
2. The Dashboard data indicates that 69.2% of Fern Drive’s English Learners made at least one level of progress on the ELPAC, demonstrating meaningful growth in English language development. Additionally, 19.2% of students maintained their current proficiency level, while 11.5% decreased by one level. Overall, the majority of English Learners are showing progress toward language proficiency.
3. Given that Fern Drive’s English Learner population is relatively small, individual student progress can significantly impact overall percentages. As a result, the school will continue to focus on intentional and effective English Language Development (ELD) instruction, including both designated and integrated ELD, to support language acquisition. Teachers will continue to use data analysis, targeted instructional strategies, and collaborative planning through PLCs to ensure English Learners receive the support necessary to continue progressing toward full English proficiency and academic success.

School and Student Performance Data

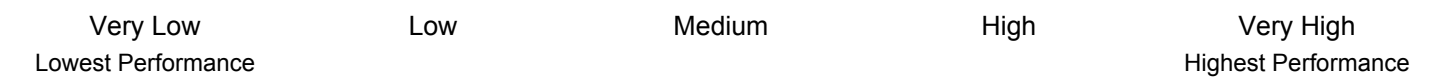
Academic Performance College/Career Report

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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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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



Orange

6.2% Chronically Absent

Increased 1.7

385 Students

English Learners



Orange

9.1% Chronically Absent

Increased 2.3

44 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

33.3% Chronically Absent

0

12 Students

Socioeconomically Disadvantaged



Orange

8.5% Chronically Absent

Increased 2

234 Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

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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

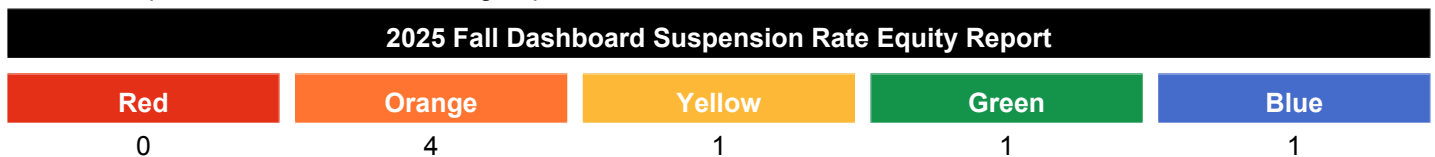
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This section provides number of student groups in each level.



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

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

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

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

ELA:

By spring 2027, our SBAC ELA distance from standard (DFS) will increase by 3 points or more from our spring 2026 results, for both overall and significant student groups, to increase to a level 3, (yellow), on the CA Dashboard.

By Spring 2027, the percentage of students in grades 1–6 scoring at standard (Green) on the i-Ready Reading diagnostic will increase by at least 10% compared to our Fall 2026 results.

By Spring 2027, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 2% from the 2025 results.

MATH:

By spring 2027, our SBAC Math distance from standard (DFS) will increase by 3 points or more from our spring 2026 results, for both overall and significant student groups, to increase to level 2, (green), on the CA Dashboard.

By Spring 2027, the percentage of students in grades 1–6 scoring at standard (Green) on the i-Ready Reading diagnostic will increase by at least 10% compared to our Fall 2026 results.

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.

Our English Language Arts (ELA) performance is rated “Orange” (Level 3), indicating a need for improvement, particularly for student groups such as English Learners and Socioeconomically Disadvantaged and white student groups. Our math performance is rated yellow, indicating room for growth, for all student groups.

To address this, Fern Drive Elementary will focus on targeted academic interventions, small-group instruction, and additional support services to close performance gaps and increase proficiency in ELA and Math. By leveraging its strengths in attendance and addressing the suspension and academic challenges, the school is working toward creating a more supportive and effective learning environment for all students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready	2025-26 D3 Data	Increase by 10%
SBAC	2026 Dashboard Data	DFS increase by 3 points
K-2 Assessments	Fall & Spring Benchmark Data	Increase by 10%

ELPAC	Dashboard Data	Increase by 10%
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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
1.1	Certificated personnel will be utilized to support student achievement, targeted intervention, and ongoing professional growth. A PE teacher will provide instruction to allow grade-level teams to participate in biweekly Professional Learning Communities (PLCs), where staff collaboratively analyze data, monitor progress toward grade-level standards, and plan targeted interventions for students in need. Substitute teachers will be provided to ensure staff can engage in professional development, grade-level collaboration, student assessment, and data-driven meetings such as RTI and Student Intervention Team discussions, as well as instructional rounds and evaluation conferences. A STEAM Lab focus teacher will deliver weekly, standards-aligned instruction for all TK–6 students to promote engagement and critical thinking, while a 50% Math RTI teacher will provide targeted math intervention for identified students. Additional supports include funding for Outdoor Education Science Camp to enhance experiential learning opportunities and stipends for staff leading enrichment programs such as Speech and Debate, robotics, and other extracurricular activities that extend student learning beyond the classroom.	Targeted Student Groups & All Student Groups	16,500.00 Title I Part A: Targeted Assistance Program 2000-2999: Classified Personnel Salaries IA to support targeted students, push-in 8,200.00 LCFF - Base 1000-1999: Certificated Personnel Salaries Substitute Teachers / Teacher Planning Aug. 6721.00 LCFF - Base 5000-5999: Services And Other Operating Expenditures copier, printers and print shop costs 7875.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Steam Lab focus teacher 68,048.00 Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries Math Intervention Teacher 1,200.00 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Materials 6,000.00 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies i-Ready 4,500.00 LCFF - Supplemental 4000-4999: Books And Supplies Hands on learning/field trips

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			6,400.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries OE Camp, hockey, robotics, FSD Fest,
1.2	Classified personnel will be utilized to support student learning and ensure effective school operations across the campus. An instructional aide will be assigned to assist with the increased enrollment in Kindergarten, while additional instructional aides will provide targeted support for students in grades K–6, reinforcing instruction and interventions to meet diverse learning needs. Additional time for office staff will ensure efficient front office operations and enhance communication and support for students, staff, and families.	All Student Groups	25,768.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries PE teacher 15,700.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries K/1 IA - classroom support 11,600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA support extra hours, noon supervision 5,750.00 LCFF - Base 2000-2999: Classified Personnel Salaries Office extra hours - school start up/yearbook 10,322.00 LCFF - Base 5000-5999: Services And Other Operating Expenditures Office supplies
1.3	Service purchases will be aligned to support high-quality instruction, intervention, and student engagement across the school. Contracts and supplies will be maintained to ensure the efficient reproduction of instructional and intervention materials, including copier maintenance, laminating resources, and printing needs to support implementation of the California State Standards. The school will continue to utilize instructional platforms such as i-Ready Instruction and IXL to provide targeted support in reading and mathematics. Professional learning will be strengthened through teacher participation in trainings and workshops focused on areas such as ELD, CGI, RtI, Writer's Workshop, and instructional technology, as well as through contracted consultants who provide specialized professional development in research-based instructional practices. Additionally, field trips and assemblies will be funded to enrich student learning experiences and support engagement beyond the classroom.	All students groups	3,500.00 Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures printers and copiers

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Instructional purchases will be strategically aligned to support student achievement and close learning gaps by providing targeted resources, supplemental curriculum, and tools that enhance differentiated instruction and engagement for all students, including Students with Disabilities and English Learners. Materials will support core instruction and intervention through the RtI framework, including foundational literacy and math resources, leveled texts, and supplemental supports. The school will continue to utilize platforms such as IXL and i-Ready Instruction for targeted intervention in reading and mathematics, along with Mystery Science to support NGSS-aligned instruction and Seesaw to enhance instruction and strengthen home-to-school communication. Library materials will be updated to ensure access to engaging, current texts, and additional supports such as extended learning opportunities and attendance incentives will promote academic growth and consistent student engagement.	Targeted Student Groups & All Student Groups	15,834.00 LCFF - Base 4000-4999: Books And Supplies Materials and supplies 2,979.00 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Material and supplies 17,824.00 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The strategies outlined in Goal 1 were implemented with a strong focus on targeted intervention, small group instruction, and professional collaboration. PLCs, RTI supports, and the use of programs such as i-Ready and IXL provided structured opportunities to address student needs in both ELA and math. Additional supports, including IMSE implementation in grades K-3, intervention teachers, instructional aides, and extended learning opportunities, contributed to consistent implementation. These efforts resulted in steady academic progress, particularly in mathematics, while ELA growth remains an area of continued focus.

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 closely aligned with the planned strategies and expenditures. Minor adjustments were made to staffing and resource allocation to address student needs, including maximizing the use of instructional aides and intervention supports. Professional development and instructional materials were implemented as planned, with flexibility to respond to site-specific needs throughout the year.

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 the analysis, continued refinement of ELA instruction will be prioritized, with an increased emphasis on writing, academic discourse, and targeted support for English Learners. Intervention structures will be strengthened to ensure

consistent progress monitoring and timely response to student needs. Metrics and outcomes will remain aligned to i-Ready, SBAC DFS, and benchmark data, with adjustments reflected in the updated strategies and activities under Goal 1 in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Technology and Digital Literacy

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Certificated personnel support will include a Focus Teacher to provide instruction in the STEAM Lab, as well as a stipend for the Speech and Debate teacher/coach to support and sustain the program.	All students	3,819.00 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures STEAM Lab focus teacher 1,200.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Speech and Debate

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Classified personnel support will include Technology I staff to provide ongoing technical assistance, maintenance, and troubleshooting to ensure that instructional technology operates effectively and supports student learning.	All Students	
2.3	Service purchases will support teacher participation in professional development opportunities, including trainings and conferences such as CUE, PAL, and other technology-focused events, to strengthen instructional practices and enhance student learning.	All Students	
2.4	Instructional purchases will focus on maintaining and upgrading technology to support both student learning and staff efficiency. This includes devices such as iPads, laptops, desktop computers, and peripherals (e.g., keyboards, earphones, printers, cables), as well as applications and services like iReady, to enhance instruction and provide students with opportunities to produce and publish work. Technology will also be updated to ensure teachers, the principal, and office staff can effectively access and implement district programs and interventions. Additionally, continued investment in technology for the STEAM Lab will support hands-on, innovative learning experiences for students.	All Students	4,000.00 LCFF - Base 4000-4999: Books And Supplies Technology support/replacement chargers & blocks

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Strategies were implemented to increase student access to technology and digital literacy through the STEAM lab, Common Sense Media lessons, and updated devices. Students had expanded opportunities to engage with digital tools, supporting progress toward the goal of 100% access and participation.

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

Implementation generally aligned with the planned actions and expenditures. Minor adjustments were made to prioritize technology replacement and ensure devices and infrastructure met student and staff 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.

Moving forward, the plan will continue to prioritize device replacement, digital literacy instruction, and staff training to ensure consistent integration of technology. These refinements will be reflected in the updated strategies and activities under Goal 2 in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Safe and Secure Environment

Fern Drive will provide a welcoming, safe and secure environment for all members of our school community. We will also strive to achieve the PBIS Platinum award from the State of California for the 2026-27 year. Fern will further strengthen our school climate by focusing on parent engagement, a collaborative relationship between home and school and a focus on increasing student attendance rates. Our rate of attendance, with a rating of orange on the CA Dashboard, as well as our low suspension rate, signified with a yellow rating on CA Dashboard, demonstrate how we are providing a safe, secure and inclusive school climate. We will continue to strive for and seek to improve the suspension rate in the 26-27 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Reviewing our Dashboard data, we identified our Students with Disabilities absenteeism rate as an area of immediate need. Our overall suspension rating remained the same, yellow (which is low), however our identified student groups all declined with the exception of our white student group that went from orange (level 4) to green (level 2). Attendance - we had an increase in absences that moved our overall rating from blue to orange. All student groups scored in orange, except our white and Asian student groups scored green or blue on the dashboard.

The most recent California School Dashboard data for Fern Drive highlights both strengths and areas for improvement. Chronic absenteeism is rated medium (orange, level 4), which is a decrease and indicates that this is an area for growth. Fern strives to increase and excel in maintaining strong attendance and engagement among students. The suspension rate is rated "Yellow" (Level 2), which is maintaining from the previous year. This is still an area of concern for us. To address this, we will continue to focus on implementing restorative practices, training students on conflict-resolution and continuing to implement Social-Emotional Learning (SEL) programs to reduce suspensions and foster a positive school climate. Additionally, we will continue to effectively use our MHA's to support students and the positive culture we continue to build and maintain.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease chronic absenteeism of all students by 1% annually while monitoring our significant student groups on the Dashboard.	Overall rate: The school's chronic absenteeism rate is currently at 6.2% overall which was an increase of 1.7%.	Overall rate: Our chronic absenteeism rate will be no more than 5.2%
Survey Data (Community, staff and Students)	Current Survey Data	Maintain/Increase
Second Step Lessons	Beginning of year, 0%	100% completion at all grade levels

Dashboard Suspension	Dashboard Data	Decrease/maintain
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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
3.1	Fern Drive will foster a positive, safe, and inclusive school culture by implementing PBIS strategies that promote strong relationships among students and staff while reinforcing the core expectations of being respectful, responsible, and safe. Guided by the PBIS coach, staff will explicitly teach and model behavior expectations using the revised PBIS matrix, beginning with schoolwide rotations at the start of the year and reinforced through assemblies and ongoing instruction. Positive behaviors will be recognized through systems such as PBIS Gotcha drawings, Pipping awards, monthly character awards, Positive Office Referrals ("Soaring to the Nest"), and a monthly PBIS rewards store supported by PTA and parent volunteers. The school will also incorporate restorative practices, provide targeted supports such as Lunch Bunch groups, with our MHA (Mental Health Associates) and deliver TK–6 social-emotional learning through the Second Step curriculum to ensure all students feel supported, connected, and successful.	All Students Groups	1000 LCFF - Supplemental 4000-4999: Books And Supplies Prizes for monthly gotcha store
3.2	Fern Drive will maintain and increase student attendance by implementing attendance incentives, educating families on the importance of daily attendance, and promoting participation in school events to strengthen school-home connections. Additionally, the school will provide Saturday School opportunities to support attendance recovery and ensure students remain engaged in their learning. Attendance letters will be sent as needed and SART meetings held to support students and families with chronic attendance concerns.	All Student Groups	1300 LCFF - Supplemental 4000-4999: Books And Supplies Attendance incentives for SSOAR
3.3	Fern Drive will ensure a safe and secure learning environment by prioritizing the physical, mental, and emotional well-being of students and staff, maintaining school facilities to support safety, and implementing a comprehensive Safe School Plan. The school conducts regular emergency drills, including fire, earthquake, intruder, and lockdown procedures, and maintains a detailed emergency plan that is practiced annually with clearly defined staff roles. Emergency supplies are updated yearly, and additional supervision is provided through extended noon supervisor support to enhance student safety before and during school.	All Student Groups	11,262.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional Noon Supervisor Hours

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 systems, SEL instruction through Second Step, attendance incentives, and restorative practices. These efforts supported a positive school climate, as reflected in a low suspension rate (Yellow) and increased focus on student engagement, though chronic absenteeism (6.2%) remains an area for growth.

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

Implementation closely aligned with planned strategies and expenditures, including PBIS incentives, supervision, and safety supports. Minor adjustments were made to prioritize attendance supports and student engagement efforts in response to increased absenteeism.

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.

Moving forward, the plan will intensify efforts to reduce chronic absenteeism and strengthen supports for Students with Disabilities through targeted interventions and family engagement. Continued emphasis on PBIS, SEL, and restorative practices will be reflected in updated Goal 3 strategies within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parent Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Fern Drive is committed to fostering strong home-school connections through consistent, positive, and multi-faceted communication with families and the broader community. The school utilizes a variety of platforms, including Seesaw, PeachJar, email, phone calls, social media, the school website, and marquee, to share important information, promote programs and events, and celebrate student success. Staff establish proactive communication with families at the start of the school year and maintain ongoing outreach through	All Student Groups	1281.00 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Material and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	both digital and in-person interactions, including face-to-face meetings and “Coffee with the Principal” events that build trust, provide parent education, and strengthen relationships. Fern Drive also engages families through community events and partnerships, while ensuring equitable access to communication through on-site technology supports. Across the campus, students and staff are encouraged to model and practice positive communication, including responsible digital citizenship, creating a supportive and connected school community that promotes student success.		

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 to strengthen home-school communication through multiple platforms, including social media, Seesaw, Blackboard messages, and in-person opportunities such as Coffee with the Principal and parent meetings. These efforts increased opportunities for engagement and improved communication with families, with a continued focus on increasing participation rates.

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

Implementation closely aligned with planned strategies and minimal expenditures, as most efforts focused on communication systems and outreach. Minor adjustments were made to increase accessibility and participation through flexible meeting options and expanded communication methods.

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.

Moving forward, the plan will enhance multilingual communication, increase real-time updates, and expand opportunities for family engagement to ensure broader participation. These refinements will be reflected in updated Goal 4 strategies and activities within the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$258,583.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Targeted Assistance Program	\$98,308.00

Subtotal of additional federal funds included for this school: \$98,308.00

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

State or Local Programs	Allocation (\$)
LCFF - Base	\$50,827.00
LCFF - Supplemental	\$109,448.00

Subtotal of state or local funds included for this school: \$160,275.00

Total of federal, state, and/or local funds for this school: \$258,583.00

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	50,827.00
LCFF - Supplemental	109,448.00
Title I Part A: Targeted Assistance Program	98,308.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	117,491.00
2000-2999: Classified Personnel Salaries	60,812.00
4000-4999: Books And Supplies	55,918.00
5000-5999: Services And Other Operating Expenditures	20,543.00
5800: Professional/Consulting Services And Operating Expenditures	3,819.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	8,200.00
2000-2999: Classified Personnel Salaries	LCFF - Base	5,750.00
4000-4999: Books And Supplies	LCFF - Base	19,834.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	17,043.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,243.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	38,562.00
4000-4999: Books And Supplies	LCFF - Supplemental	25,824.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	3,819.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	68,048.00
2000-2999: Classified Personnel Salaries	Title I Part A: Targeted Assistance Program	16,500.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	10,260.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	234,721.00
Goal 2	9,019.00
Goal 3	13,562.00
Goal 4	1,281.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 16, 2026.

Attested:



Principal, Julie Lucas on 4/16/26



SSC Chairperson, Heidi Benfit on 4/16/26

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



FERN DRIVE SCHOOL
2025-26
TITLE I SCHOOL/PARENT/TEACHER COMPACT

Our families, students, teachers and community members are working together to help students achieve high academic standards. Through a process at our Title I parent meeting it was agreed upon that the following responsibilities would be carried out by all of the FERN DRIVE school partners to support student success.

School/Teacher:

We understand the importance of the school experience for every Title I student and our roles as educators. Therefore, to improve student achievement we agree to carry out the following to the best of our ability:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Provide early and effective interventions to meet the needs of students who are having academic, social, emotional and/or physical difficulties, and especially for those who are not meeting state standards.
- Hold parent-teacher conferences to discuss the individual child's achievement.
- Provide frequent reports on their child's progress.
- Provide a warm, safe, and caring learning environment.
- Have high expectations and help every child to develop a love of learning.

Parents:

I realize that my child's school years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will see that my child attends school regularly and on time.
- I will make sure that my child completes homework.
- I will provide a quiet place for my child to study.
- I will make sure my child gets an adequate night's sleep and breakfast in the morning.
- I will communicate regularly with the teacher and the school, and participate when possible.
- I will spend quality time talking, reading, and writing with my child every day.
- I will reach out to seek opportunities and resources to support my child with homework when needed.
- I will trust in and communicate with school staff; teachers and administrators.

Student:

I realize that my education is important because it helps me develop tools that I need to become a happy and productive person. I also understand my parents want to help me do my best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will strive to have a positive attitude.
- I will complete my homework and read daily.
- I will be responsible for my own behavior, and I will follow school and class rules.
- I will come to school on time daily, with my materials, ready to learn.
- I will interact with teachers and peers in a positive way.

Teacher's Signature

Student's Signature

Parent's Signature



ESCUELA FERN DRIVE
2025-2026
ESCUELA DEL TITULO 1/CONVENIO ENTRE PADRES Y MAESTROS

Es importante que las familias y las escuelas trabajen juntos para ayudar a los estudiantes a alcanzar altos estándares académicos. Por medio del proceso en nuestras juntas del Título I para Padres que incluyeron nuestros maestros, familias, estudiantes y representantes de la comunidad, lo siguiente son responsabilidades que nosotros como socios realizaremos para apoyar el éxito de los estudiantes.

Escuela/Maestro:

Comprendemos la importancia de la experiencia de la escuela a cada estudiante del programa Título I y nuestras funciones como profesores. Entonces, para mejorar el logro académico, haremos lo siguiente:

- Proveer un plan de estudio e instrucción de alta calidad en un ambiente de apoyo y efectividad que facilite a los niños participantes a llegar a los estándares académicos del estado.
- Proveer intervenciones efectivas temprano para resolver las necesidades de los niños para los estudiantes quienes tienen dificultades académicas, sociales, emocionales, y/o físicas, y especialmente para los que no llegan a los estándares del estado.
- Ofrecer conferencias con los padres para hablar del logro del estudiante.
- Proveer informes frecuentes acerca del progreso académico del estudiante.
- Proveer un ambiente de aprendizaje afectuoso, seguro, y cariñoso.
- Tener altas expectativas y ayudar a cada niño a desarrollar un amor por el aprendizaje.

Padres:

Comprendo que los años escolares de mi niño/a son muy importantes, y comprendo que mi participación en la educación de mi hijo/a ayudará con sus logros y su actitud. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Me aseguraré que mi hijo/a asista a la escuela a diario y a tiempo.
- Me aseguraré que mi hijo/a complete su tarea.
- Proveeré un sitio tranquilo para que mi hijo/a pueda estudiar.
- Me aseguraré que mi hijo/a duerma lo suficiente cada noche y que coma un buen desayuno por la mañana.
- Pediré ayuda con oportunidades y recursos para ayudarle a mi estudiante con su tarea cuando sea necesario.
- Confiaré y me comunicaré con el personal de la escuela; maestros y administradores.

Estudiante:

Comprendo que mi educación es importante para mí. Me ayuda a desarrollar las habilidades que necesito para ser una persona feliz y productiva. También comprendo que mis padres quieren ayudarme a hacer mi mejor trabajo en la escuela. Comprendo que yo soy el que es responsable por mi propio éxito y que tengo que trabajar duro para alcanzarlo. Por lo tanto, acuerdo realizar las siguientes responsabilidades a mi mejor habilidad:

- Esforzaré a tener una actitud positiva.
- Completaré mi tarea y leeré a diario.
- Seré responsable por mi propio comportamiento y seguiré las reglas de la escuela y del salón.
- Vendré a la escuela a tiempo diario, con mis materiales, y listo para aprender.
- Trabajaré con los maestros y con mis compañeros de una manera positiva.

Firma del maestro

Firma del estudiante

Firma de los padres

Title I School-Level Parental Involvement Policy Fern Drive

Fern Drive has developed a written Title I parental involvement policy with input from Title I parents. During the School Site Council parents were shown the Title 1 parental involvement policy and asked for feedback and/or additional ideas to incorporate so as to improve home and school interactions. It has distributed the policy to parents of Title I students. Each year the Parent Compact is shared electronically and in hard copy with the community. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Fern Drive, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Going forward, each year at Back to School Night parents will receive a brief presentation on the Title 1 supports and regulations we follow.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Each year parents are surveyed about availability in order to best determine meeting times. Usually, it is required to have both an AM session and a PM session. These are usually done on a quarterly basis.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Students are grouped homogeneously and put in ELD sections for additional language support. Underperforming students are also grouped and pulled into intervention groups in six-week cycles, reassessed, re-grouped, and the cycles repeat. This is done in both ELA and Math.
- The school provides parents of Title I students with timely information about Title I programs. Starting in the 26-27 school year, at Back to School Night, parents will receive the first introductions to Title 1 and how it impacts the school. Soon thereafter during Parent Teacher Conferences parents of English learners receive individualized reports on progress and intervention efforts.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. During ELAC and DELAC parents get to review curricular decisions, as well as provide feedback on its ease or difficulty of use. During curriculum adoption years, parents get to preview the curriculum and offer feedback.
- The school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Each year parents are shown the multiple ways they can be involved at the school. For example, they can learn how to become an ELAC member, as well as the roles and responsibilities of the School Site Council. These two groups are instrumental in getting the school the support it needs to grow and learn.

School-Parent Compact

Fern Drive distributes to parents of Title I students a school-parent compact. The compact, which is jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide a high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Each year the parent compact is updated by incorporating the feedback we receive from staff, students and parents. It is also reviewed at SSC and staff meetings to gauge its merits and implementation levels.

Building Capacity for Involvement

Fern Drive engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, and assessments, and how to monitor and improve the achievement of their children. Our SSA staff is trained in translation services. During Back to School Nights and other events, the bilingual staff translates for the parents as needed.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. We offer parent workshops on ways the parents can set up their homes to promote learning is a priority and homework.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners. Parents surveys are done annually where parents get to share their points of view and perspectives about the level of instruction.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Our PTA, Foundation and DELAC members are also involved with our EL families in an effort to provide access and enrichment to all the students in our care.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Each informational item required by parents to have is translated for them. They are emailed to them and also posted on our website. Lastly, we send hard copies home as needed.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Fern Drive provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All relevant student learning info is translated for parents for ease of interpretation.

Título I Política de participación de los padres a nivel escolar Fern Drive

Fern Drive ha desarrollado una política escrita de participación de los padres de Título I con aportes de los padres de Título I. Durante el Consejo Escolar, a los padres se les mostró la política de participación de los padres del Título 1 y se les pidió comentarios y/o ideas adicionales para incorporar a fin de mejorar las interacciones entre el hogar y la escuela. Ha distribuido la política a los padres de estudiantes de Título I. Cada año, el Pacto de Padres se comparte electrónicamente y en forma impresa con la comunidad. La política describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título I [20 USC 6318 Sección 1118(a)-(f) inclusive].

Participación de los padres en el programa Título I

Para involucrar a los padres en el programa Título I en Fern Drive, se han establecido las siguientes prácticas:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Título I sobre los requisitos de Título I y sobre el derecho de los padres a participar en el programa de Título I. De ahora en adelante, cada año, en la Noche de Regreso a Clases, los padres recibirán una breve presentación sobre los apoyos y las regulaciones del Título 1 que seguimos.
- La escuela ofrece una cantidad flexible de reuniones para padres de Título I, como reuniones por la mañana o por la noche. Cada año se encuesta a los padres sobre la disponibilidad para determinar mejor los horarios de las reuniones. Por lo general, es necesario tener una sesión de mañana y una sesión de tarde. Generalmente se realizan trimestralmente.
- La escuela involucra a los padres de estudiantes de Título I de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de Título I de la escuela y la política de participación de los padres de Título I. Los estudiantes se agrupan de manera homogénea y se ubican en secciones ELD para apoyo lingüístico adicional. Los estudiantes con bajo rendimiento también son agrupados y llevados a grupos de intervención en ciclos de seis semanas, reevaluados, reagrupados y los ciclos se repiten. Esto se hace tanto en ELA como en Matemáticas. A las aulas con mayor concentración o necesidad se les asigna apoyo adicional en forma de un asistente de instrucción.
- La escuela proporciona a los padres de estudiantes de Título I información oportuna sobre los programas de Título I. Empezando el año escolar 2026-2027, durante la Noche de Regreso a Clases, los padres recibirán las primeras presentaciones sobre el Título 1 y cómo afecta a la escuela. Poco después, durante las conferencias de padres y maestros, los padres de estudiantes de inglés reciben informes individualizados sobre el progreso y los esfuerzos de intervención.
- La escuela proporciona a los padres de estudiantes de Título I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Durante ELAC y DELAC, los padres pueden revisar las decisiones curriculares, así como también brindar comentarios sobre su facilidad o dificultad de uso. Durante los años de adopción del plan de estudios, los padres pueden obtener una vista previa del plan de estudios y ofrecer comentarios.
- La escuela brinda oportunidades para reuniones periódicas que permiten a los padres participar en las decisiones relacionadas con la educación de sus hijos. Cada año se muestra a los padres las múltiples maneras en que pueden participar en la escuela. Por ejemplo, convertirse en miembro de ELAC, además de que se le muestren las funciones y responsabilidades del Consejo Escolar. Estos dos grupos son fundamentales para que la escuela reciba el apoyo que necesita para crecer y aprender.

Pacto entre la escuela y los padres

Fern Drive distribuye a los padres de estudiantes de Título I un pacto entre la escuela y los padres. El pacto, que se desarrolla conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe formas específicas en que la escuela y las familias se asociarán para ayudar a los niños a alcanzar los altos estándares académicos del estado. Aborda los siguientes elementos legalmente requeridos, así como otros elementos sugeridos por los padres de estudiantes de Título I.

- La responsabilidad de la escuela de proporcionar un plan de estudios e instrucción de alta calidad.
- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre padres y maestros a través, como mínimo, de conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades del aula.

Cada año, el pacto de padres se actualiza incorporando los comentarios que recibimos del personal, los estudiantes y los padres. También se revisa en el SSC y en las reuniones del personal para evaluar sus méritos y niveles de implementación.

Desarrollando la Capacidad para la Participación

Fern Drive involucra a los padres de estudiantes del programa Título I en interacciones significativas con la escuela. Se fomenta una colaboración entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para alcanzar estos objetivos, la escuela ha establecido las siguientes prácticas:

- La escuela proporciona a los padres del programa Título I asistencia para entender los estándares académicos estatales, las evaluaciones, y cómo monitorear y mejorar el rendimiento académico de sus hijos. Nuestra Asistente de Servicios Sociales está capacitada en servicios de traducción. Durante las Noches de Regreso a la Escuela y otros eventos, el personal bilingüe traduce para los padres según sea necesario.
- La escuela proporciona a los padres del programa Título I materiales y capacitaciones para ayudarles a trabajar con sus hijos y mejorar su rendimiento académico. Nosotros ofrecemos talleres para padres sobre cómo crear un ambiente en casa que priorice el aprendizaje y las tareas escolares.
- Con la colaboración de los padres del programa Título I, la escuela capacita al personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con ellos como socios en igualdad de condiciones. Se realizan encuestas anualmente en las que los padres pueden compartir sus opiniones y perspectivas sobre el nivel de instrucción.
- La escuela coordina e integra el programa de participación de padres de Título I con otros programas, y lleva a cabo otras actividades, como centros de recursos para padres, con el fin de animar y apoyar la participación plena de los padres en la educación de sus hijos. Nuestra PTA, la Fundación y los miembros de DELAC también colaboran con nuestras familias de estudiantes del programa de inglés (EL) con el fin de brindar acceso y enriquecimiento a todos los estudiantes bajo nuestro cuidado.
- La escuela distribuye información relacionada con programas escolares y de padres, reuniones y otras actividades a los padres del programa Título I en un formato y en un idioma que ellos comprendan. Cada documento requerido por los padres es traducido para ellos. Esta información se les envía por correo electrónico y también se publica en nuestro sitio web. Además, enviamos copias impresas a casa cuando es necesario.
- La escuela brinda apoyo para las actividades de participación de los padres solicitadas por los padres del programa Título I.

Accesibilidad

Fern Drive brinda oportunidades de participación a todos los padres del programa Título I, incluidos los padres con dominio limitado del inglés, padres con discapacidades y padres de estudiantes migratorios. La información y los informes escolares se proporcionan en un formato y en un idioma que los padres comprendan. Toda la información relevante sobre el aprendizaje de los estudiantes se traduce para facilitar su comprensión por parte de los padres.