School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fletcher Hills Elementary School	37-68197-609844	May 22, 2024	June 25, 2024

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 Fletcher Hills Elementary School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

Educational Partner Involvement

How, when, and with whom did your Fletcher Hills 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

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and the Instructional Leadership Team (ILT). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:
- ELAC # 3, April 11, 2024 at 8:15 and ELAC # 4, May 14, 2024 at 8:15
- SSC # 4 Meeting, April 17, 2024 at 2:30; SSC #5 Meeting, May 22, 2024 at 2:30
- Staff Meetings where the 2023-24 SPSA goals and metrics were discussed: February 27, 2024 at 2:30, March 19, 2024 at 1:15, May 14, 2024 at 2:30
- Instructional Leadership Team (ILT) meetings where the 2023-24 SPSA goals and metrics were discussed: February 6, 2024 at 2:30, March 5, 2024 at 2:23, April 9, 2024 at 2:30, and May 7, 2024 at 2:30
- Other meetings where the 2023-24 SPSA goals and metrics were discussed (PTA, etc.): PTA Unit meeting March 21, 2024 at 5:00pm, and the PTA Board meeting April 9, 2024 at 8:15

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

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.

Fletcher Hills was "Orange" in the area of Suspension. According to the CA Dashboard Suspension rates in 2021-2022 was 1.21% and 2.13% in the 2022-2023 school year. This is a increase of 0.92%. This increase is related to multiple big behaviors that resulted in damage to school property and one student who was physical with staff on multiple occasions, which are not common at Fletcher Hills and we believe that through the systems and practices we have in place to support students we will see an improvement in this area.

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.

Fletcher Hills was "Red" for Students with Disabilities (SWD) in both ELA (Goal 1) and Math (Goal 2). Our CAASPP results in ELA 24% of SWD were proficient in 2021-2022 and 17% were proficient in 2022-2023. This is a decrease of 7%. Our CAASPP results in Math 22% of SWD were proficient in 2021-2022 and 17% were proficient in 2022-2023. This is a decrease of 5%. This could be due to fewer students assessed in 2022-2023 or changes to staffing mid-year during 2022-2023 school year. Fletcher Hills has experienced high staff turn over with our Special Education staff over that last 3 years. We believe that with consistent teaching staff and improving our SAI schedules to provide better access to General Education curriculum we will see improvement in this area.

Fletcher Hills was "Orange" for Socio Economic Disadvantages (SED) students in both ELA (Goal 1) and Math (Goal 2). Our CAASPP results in ELA indicate that 64% of SED were proficient in 2021-2022 and 64% were proficient in 2022-2023. There was no change. Our CAASPP results in Math 55% of SED were proficient in 2021-2022 and 58% were proficient in 2022-2023. This is a change of 3%. At Fletcher Hills we believe that school connectivity plays a vital role in improving this group of students' achievement. We will continue to build relationships with our SED students. Additionally, we will identify students who may need additional intervention through our Intervention team.

Other Needs

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

Fletcher Hills overall Reading data in iReady showed 48% of students scored at or above in the 2021-2022 school year and 50% of students scored at or above in the 2022-2023 school year. This is an increase of 2%. Fletcher Hills overall Math data in iReady showed 37% of students scored at or above in the 2021-2022 school year and 45% of students scored at or above in the 2022-2023 school year. This is an increase of 8%. This can be attributed to a stronger teacher commitment to iReady, class incentive charts for passing lessons, higher student motivation, teacher's increased understanding of student pathways, increase in implementation of data chats/data trackers, and a school-wide commitment to Close Reading across all grade levels.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Fletcher Hills 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.8%	2.87%	2.48%	11	16	15
Asian	3.7%	3.41%	3.14%	23	19	19
Filipino	0.8%	0.90%	0.83%	5	5	5
Hispanic/Latino	28.8%	29.39%	28.43%	180	164	172
Pacific Islander	0.3%	0.72%	0.99%	2	4	6
White	58.0%	54.30%	55.7%	363	303	337
Multiple/No Response	6.7%	8.24%	8.43%	42	46	51
			Total Enrollment	626	558	605

Enrollment By Grade Level

	Student Enrollment by Grade Level		
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	81	94
Grade 1	98	68	95
Grade 2	78	88	72
Grade3	94	77	92
Grade 4	89	83	77
Grade 5	99	81	87
Grade 6	73	80	88
Total Enrollment	626	558	605

Conclusions based on this data:

1. At Fletcher Hills there was a decline in enrollment from 626 students in 2020-2021 to 558 students in 2021-2022. This is a decline of 68 students. During the 2020-2021 school year many student left Fletcher Hills due to distance learning for most of the school year. During the 2021-2022 school year many students slowly began to return to Fletcher Hills. By 2022-2023 there was an increase in enrollment of 47 students. The overall decline from 2020-2021 to 2022-2023 was 21 students.

2. Fletcher Hills had 1 transitional kindergarten class and 3 kindergarten classes during the 2020-2021 school year, which totaled 95 students. During the 2021-2022 school year there was not a transitional kindergarten class. There was 3 kindergarten classes with a total of 81 students. This accounts for the decline in kindergarten enrollment in 2021-2022. Then, in 2022-2023 Fletcher Hills had 1 transitional kindergarten class and 3 kindergarten classes, which totaled 94 students.

3. Fletcher Hills saw the largest increase in student group enrollment in African American students. The percentage of African American students enrolled was 1.8% in 2020-2021, 2.87% in 2021-2022 and 2.48% in 2022-2023. The was an overall increase of 0.68%.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	21	15	18	3.4%	2.7%	3.0%
Fluent English Proficient (FEP)	16	13	13	2.6%	2.3%	2.1%
Reclassified Fluent English Proficient (RFEP)	0		1	0.0%		4.5%

Conclusions based on this data:

1. Fletcher Hills has consistently has a low percentage of English Learners ranging from 21 students in 2020-2021 to 15 students in 2021-2022 and beck up to 18 students in 2022-2023.

2. Fletcher Hills consistently has a small percentage of students who initially are classified as Fluent Proficient Students ranging from 2.6% in 2020-2021 to 2.1% in 2022-2023.

3. Fletcher Hills reclassified one student in the fall of 2022-2023. However, six students were reclassified from June 2023 to April 2024.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	81	95	0	79	92	0	79	92	0.0	97.5	96.8
Grade 4	86	87	79	0	86	76	0	86	76	0.0	98.9	96.2
Grade 5	93	87	87	0	85	84	0	85	84	0.0	97.7	96.6
Grade 6	70	82	92	0	82	86	0	82	86	0.0	100.0	93.5
All Grades	344	337	353	0	332	338	0	332	338	0.0	98.5	95.8

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.	2473.		48.10	50.00		21.52	21.74		17.72	11.96		12.66	16.30
Grade 4		2489.	2496.		24.42	39.47		43.02	27.63		11.63	10.53		20.93	22.37
Grade 5		2512.	2521.		34.12	28.57		23.53	29.76		9.41	25.00		32.94	16.67
Grade 6		2541.	2543.		17.07	25.58		39.02	33.72		28.05	19.77		15.85	20.93
All Grades	N/A	N/A	N/A		30.72	36.09		31.93	28.11		16.57	16.86		20.78	18.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.44	32.61		59.49	57.61		5.06	9.78
Grade 4		25.58	31.58		65.12	59.21		9.30	9.21
Grade 5		31.76	27.38		49.41	60.71		18.82	11.90
Grade 6		25.61	30.23		58.54	50.00		15.85	19.77
All Grades		29.52	30.47		58.13	56.80		12.35	12.72

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.65	39.13		50.63	43.48		17.72	17.39
Grade 4		16.28	26.32		69.77	53.95		13.95	19.74
Grade 5		23.53	21.43		48.24	61.90		28.24	16.67
Grade 6		9.76	23.26		59.76	53.49		30.49	23.26
All Grades		20.18	27.81		57.23	52.96		22.59	19.23

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.78	32.61		64.56	59.78		12.66	7.61
Grade 4		18.60	21.05		72.09	73.68		9.30	5.26
Grade 5		15.29	13.10		67.06	77.38		17.65	9.52
Grade 6		24.39	20.93		68.29	68.60		7.32	10.47
All Grades		20.18	22.19		68.07	69.53		11.75	8.28

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.65	31.52		60.76	55.43		7.59	13.04
Grade 4		10.47	19.74		79.07	65.79		10.47	14.47
Grade 5		27.06	20.24		50.59	65.48		22.35	14.29
Grade 6		19.51	25.58		73.17	58.14		7.32	16.28
All Grades		21.99	24.56		65.96	60.95		12.05	14.50

Conclusions based on this data:

1. According to CAASPP results, overall ELA achievement was 62.65% in 2021-2022 and 64.2% in 2022-2023. This is an increase of 1.55%. 6th grade saw the greatest increase from 56% of students met or exceeded in 2021-2022 to 59% in 2022-2023. This was an increase of 3%.

2. According to CAASPP results for the 2021-2022 school year, Reading achievement was 87.65% of students were near, met or exceeded standard and in 2022-2023 87.27% of students were near, met or exceeded standard. There was not a significant change in the claim. However, the was an increase of 0.95% in students who exceeded standard in reading.

3. According to CAASPP data results in writing indicates that there was an increase of 3.36% of students who were near, met or exceeded standard in Writing. 77.41% of students near, met or exceeded standard in writing in 2021-2022 and 80.77% of students met or exceeded standard in 2022-2023.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	95	81	95	0	80	92	0	80	92	0.0	98.8	96.8
Grade 4	86	87	79	0	85	76	0	85	76	0.0	97.7	96.2
Grade 5	93	87	87	0	86	84	0	86	84	0.0	98.9	96.6
Grade 6	70	82	92	0	82	87	0	82	87	0.0	100.0	94.6
All Grades	344	337	353	0	333	339	0	333	339	0.0	98.8	96.0

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2477.	2477.		42.50	40.22		27.50	33.70		12.50	16.30		17.50	9.78
Grade 4		2492.	2502.		27.06	31.58		29.41	34.21		30.59	17.11		12.94	17.11
Grade 5		2519.	2515.		34.88	23.81		16.28	25.00		20.93	25.00		27.91	26.19
Grade 6		2512.	2515.		15.85	21.84		20.73	19.54		30.49	25.29		32.93	33.33
All Grades	N/A	N/A	N/A		30.03	29.50		23.42	28.02		23.72	20.94		22.82	21.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.25	50.00		42.50	36.96		11.25	13.04
Grade 4		38.82	50.00		43.53	31.58		17.65	18.42
Grade 5		39.53	27.38		34.88	45.24		25.58	27.38
Grade 6		12.20	20.69		57.32	45.98		30.49	33.33
All Grades		34.23	36.87		44.44	40.12		21.32	23.01

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		37.50	42.39		42.50	47.83		20.00	9.78
Grade 4		27.06	30.26		54.12	52.63		18.82	17.11
Grade 5		24.42	22.62		50.00	52.38		25.58	25.00
Grade 6		4.88	17.24		63.41	45.98		31.71	36.78
All Grades		23.42	28.32		52.55	49.56		24.02	22.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		43.75	41.30		46.25	48.91		10.00	9.78
Grade 4		23.53	34.21		60.00	46.05		16.47	19.74
Grade 5		25.58	21.43		51.16	63.10		23.26	15.48
Grade 6		17.07	24.14		60.98	52.87		21.95	22.99
All Grades		27.33	30.38		54.65	52.80		18.02	16.81

Conclusions based on this data:

1. According to CAASPP results, overall Math achievement was 53.45% in 2021-2022 and 57.57% in 2022-2023. This is an increase of 4.07%. 4th grade saw the greatest increase from 56% of students met or exceeded in 2021-2022 to 66% in 2022-2023. This was an increase of 10%.

2. According to CAASPP results for the 2021-2022 school year, Concepts and Procedures was the claim with the highest percentage of students scoring Above Standard with 36.87% of students scoring above standard in 2022-2023, which is an increase from 34.23% in 2021-2022. This is an increase of 2.64%.

3. According to CAASPP results for the 2021-2022 school year, Problem Solving and Modeling/Data Analysis was the claim with the lowest percentage of students scoring Above Standard with 28.32% of students scoring above standard in 2022-2023. This was however an increase from 23.42% in 2021-2022. This is an increase of 4.9%.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California (ELPAC)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	4	*	*
1	*	*	*	*	*	*	*	*	*	*	*	5
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	4	*	*
4	*	*	*	*	*	*	*	*	*	4	*	*
5	*	*	*	*	*	*	*	*	*	4	5	*
6	*	*	*	*	*	*	*	*	*	*	4	5
All Grades										24	20	21

	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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	30.00	42.86	34.78	25.00	23.81	30.43	25.00	9.52	8.70	20.00	23.81	23	20	21

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	35.00	42.86	43.48	45.00	28.57	26.09	5.00	9.52	0.00	15.00	19.05	23	20	21

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.74	20.00	23.81	30.43	35.00	38.10	26.09	15.00	9.52	21.74	30.00	28.57	23	20	21

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.09	25.00	28.57	69.57	55.00	57.14	4.35	20.00	14.29	23	20	21

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.17	40.00	52.38	43.48	45.00	28.57	4.35	15.00	19.05	23	20	21

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.43	20.00	19.05	47.83	40.00	47.62	21.74	40.00	33.33	23	20	21

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	34.78	25.00	33.33	52.17	50.00	38.10	13.04	25.00	28.57	23	20	21

Conclusions based on this data:

1. Fletcher Hills does not have a significant number of English Learners. In 2020-2021 there were 24 students assessed, in 2021-2022 20 students were assessed and in 2022-2023 21 students were assessed.

2.   Overall Fletcher Hills saw an increase of students scoring at Level 4 with 26.09% of English Learners in 2020-2021, to 30% in 2021-2022, to 42.86% in 2022-2023. This is an overall increase of 16.77%.

3.   Overall Fletcher Hills saw an decrease of students scoring at Level 3 with 34.78% of English Learners in 2020-2021, to 25% in 2021-2022, to 23.81% in 2022-2023. This is an overall decrease of 10.97%.

School and Student Performance Data

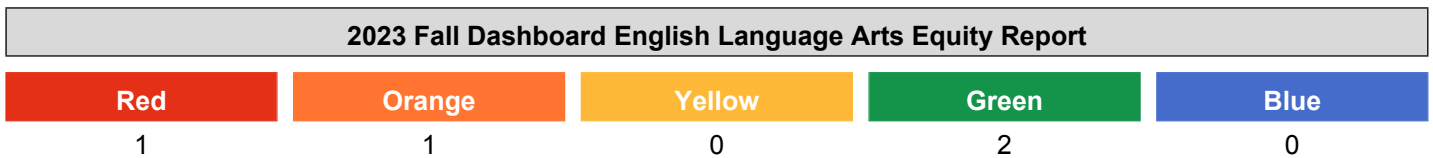## California School Dashboard
Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
605	**32.1**	**3**	**0.7**
Total Number of Students enrolled in Fletcher Hills 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	18	3
Foster Youth	4	0.7
Homeless	10	1.7
Socioeconomically Disadvantaged	194	32.1
Students with Disabilities	105	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	2.5
Asian	19	3.1
Filipino	5	0.8
Hispanic	172	28.4
Two or More Races	51	8.4
Pacific Islander	6	1
White	337	55.7

Conclusions based on this data:

1. 105 students are Students with Disabilities. This is 17.4% of our total population. This group is comprised of our speech only students, SAI students as well as our SDC students. We have 3 SDC classes that support students from across the district with significant behavioral needs.

2. Our enrollment by Race Ethnicity demonstrates that our largest student ethnicity group is white students with 55.7%, while our second largest group is Hispanic with 28.4%.

3. 32.1% of students at Fletcher Hills are considered Socioeconomically Disadvantaged. This is 194 of our students.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Fletcher Hills is "Green" for both ELA and Math.This indicates that scores increased and were in the high category.

2. Fletcher Hills is "Yellow" for Chronic Absenteeism. There were 14.3% of student Chronically Absent. This was a decline of 4.4%

3. Fletcher Hills is "Orange" for Suspension rates. 2.5% of students were suspended at least one day. This was an increase of 1.3%.

School and Student Performance Data

Academic Performance
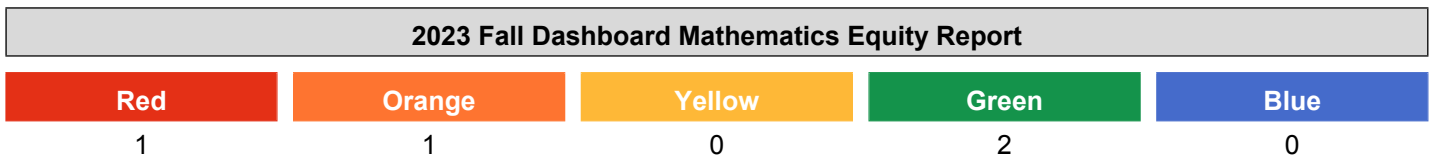**English Language Arts**

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	2	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green 27.4 points above standard Increased +4.1 points 322 Students	25.4 points above standard Increased Significantly +31.4 points 20 Students	Less than 11 Students 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 6 Students	Orange 19.5 points below standard Decreased -5.1 points 121 Students	Red 101.9 points below standard Decreased Significantly -33.2 points 64 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	42.8 points above standard	Less than 11 Students
8 Students	0 Students	Maintained -1.8 points	1 Student
		13 Students	

Hispanic	Two or More Races	Pacific Islander	White
Green	40.1 points above standard	Less than 11 Students	Green
6.2 points above standard	Increased +4 points	4 Students	39.1 points above standard
Increased +11.4 points	27 Students		Maintained -1.5 points
94 Students			176 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	87.5 points above standard	27 points above standard
7 Students	13 Students	Maintained +2.1 points
		300 Students

Conclusions based on this data:

1. Students with disabilities decreased by 33.2 points moving them into the "Red" range. This is representative of 64 students and is an area for growth.

2. All students, plus our white subgroup and our hispanic subgroup are in the "Green" range, meaning that they are above standard and achieved a gain or maintained their proficiency. Our Hispanic subgroup saw the greatest gains with an increase of 11.4 points. This is representative of 94 students.

3. Our English only students are 27 points above standard, increasing by 2.1 points. This is representative of 300 students. While our English Learner students who have been reclassified are 87.5 points above standard. This is representative of 13 students.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	2	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	45.4 points below standard	Less than 11 Students
5.9 points above standard	Decreased Significantly -23.1 points	
Maintained +0.6 points		2 Students
	20 Students	
322 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
	41.2 points below standard	128.3 points below standard
6 Students	Decreased -4.4 points	Decreased Significantly -47.4 points
	121 Students	64 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	No Performance Color 0 Students	2.5 points below standard Decreased Significantly - 42.3 points 13 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 16.1 points below standard Increased +12.9 points 94 Students	16.6 points above standard Maintained -2.6 points 27 Students	Less than 11 Students 4 Students	Green 19.1 points above standard Decreased -4.8 points 176 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 7 Students	13.5 points above standard 13 Students	8.4 points above standard Maintained +1.3 points 300 Students

Conclusions based on this data:

1. Students with disabilities decreased by 47.4 points moving them into the "Red" range. This is representative of 64 students and is an area for growth.

2. All students, plus our white subgroup and our hispanic subgroup are in the "Green" range, meaning that they are above standard and achieved a gain or maintained their proficiency. Our Hispanic subgroup saw the greatest gains with an increase of 12.9 points. This is representative of 94 students.

3. Our English only students are 8.4 points above standard, increasing by 1.3 points. This is representative of 300 students. While our English Learner students who have been reclassified are 13.5 points above standard. This is representative of 13 students.

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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
50% making progress towards English language proficiency
Number of EL Students: 16 Students
Performance Level: No Performance Level

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.

2023 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
3	5	3	5

Conclusions based on this data:

1. 16 English Learner students were assessed and were 50 points above standard. This is not a significant subgroup and no performance level was determined.

2. Out of the 16 English Learners assessed, 8 maintained the ELPI proficiency level and 5 progressed at least one ELPI level.

3. Out of the 16 English Learners assessed there were 3 students who decreased one ELPI level.

School and Student Performance Data

Academic Engagement
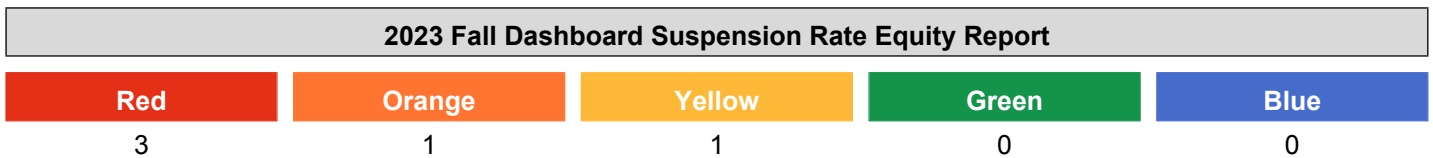### Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	19.2% Chronically Absent	Less than 11 Students
14.3% Chronically Absent	Declined -9.9	
Declined Significantly -4.4		6 Students
636 Students	26 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
18.2% Chronically Absent	Yellow	Yellow
0	20.4% Chronically Absent	17.7% Chronically Absent
11 Students	Declined Significantly -8.2	Declined -13.5
	221 Students	124 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
28.6% Chronically Absent	No Performance Color	16.7% Chronically Absent	Less than 11 Students
Declined -12.6	0 Students	Declined -10.6	5 Students
21 Students		24 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	Less than 11 Students	Yellow
16.7% Chronically Absent	14% Chronically Absent	6 Students	11.1% Chronically Absent
Declined Significantly -4.4	Declined -9		Declined Significantly -3.8
180 Students	57 Students		343 Students

Conclusions based on this data:

1. There is a correlation between students who are not meeting standard in Language Arts and Math and Chronic Absenteeism as evidenced by scores from our Socioeconomically Disadvantaged subgroup as well as our Students with Disabilities subgroup.

2. All of our student groups saw a decline in chronically absent students, ranging from a decline of 4.4% of Hispanic students chronically absent to a decline of 13.5% of Students with Disabilities chronically absent.

3. All students groups were in the "Yellow" range. Although African American students were not a significant subgroup, this group had the largest percentage of students chronically absent with 28.6%. The subgroup with the smallest percentage of students chronically absent is our white population with 11.1% of students chronically absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	1	1	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	3.8% suspended at least one day	Less than 11 Students
2.5% suspended at least one day	Increased 3.8	6 Students
Increased 1.3	26 Students	
646 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
18.2% suspended at least one day	Red	Red
11 Students	4.5% suspended at least one day	8.6% suspended at least one day
	Increased Significantly 2.1	Increased 5
	223 Students	128 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
4.5% suspended at least one day Increased 4.5 22 Students	No Performance Color 0 Students	0% suspended at least one day Maintained 0 24 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 4.4% suspended at least one day Increased Significantly 2.7 181 Students	Yellow 1.7% suspended at least one day Maintained -0.2 58 Students	Less than 11 Students 6 Students	Orange 1.7% suspended at least one day Increased 0.8 348 Students

Conclusions based on this data:

1. All significant subgroups saw a increase in suspensions except the two or more races subgroup which maintained. The subgroups increased from 0.8 for our white students to 4.5 for our African American students. However, African American students is not a significant subgroup.

2. Students with Disabilities and Socioeconomically Disadvantaged students subgroups both have suspension rates in the "Red" range.

3. Students with Disabilities has the largest increase in suspensions, with 8.6% of students with disabilities being suspended at least one day. This represents 128 students, which is 19.8% of our student population.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 64% to 67%

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 10% to 18%

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 64% to 72%

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 17% to 27%

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) will increase from 40% to 43%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) will increase from 9% to 17%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) will increase from 27% to 35%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) will increase from 12% to 20%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	Cycles of Professional Learning and Collective Teacher Efficacy: The Fletcher Hills staff has a commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning. • Identified targeted area for the school year: Each and every LMSV student will improve their ability to read,	Statewide Assessments: The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) was 10% in 2022-2023. The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023.	Strategy was implemented as planned. During the 2023-2024 school year, teachers participated in 3 Cycles of Professional Learning each with a focus on a different Powerful Practice. Cycle one focused on Collaborative Conversations about text, cycle two focused on Short Constructive Response about text, and cycle three focused on Short Constructed Response about text across all subjects.	Continue Continue with new Powerful Practices.

		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Copied from your SPSA				
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	understand and make meaning of grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards. Staff meetings and Site Learning Days will focus on powerful instructional practices, including but not limited to literacy instruction, collaborative conversations, learning intentions, success criteria, and data analysis. • Engagement in cycles of professional learning, which include training, safe practice and peer observation, receiving feedback, professional reading, review of student work and data, and modifying based on components of the cycle. • We will improve the collective teacher efficacy of our certificated teaching staff through: • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards	The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) was 17% in 2022-2023. Local Assessments: The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 40% to 43%. Goal met. This is an increase of 3%. The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 9% to 13%. This is an increase of 4%. The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) decreased from 27% to 26%. This is a decrease of 1%. The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 12% to 20%. Goal met. This is an increase of 8%.	During each cycle teachers participated in peer observations as well as an ILT walk to monitor implementation. Data was collected during ILT walk and teachers participated in a self reflection survey after each cycle. This data was analyzed by the ILT and then shared with the entire teaching staff. Additionally, grade teams participated in professional learning cycles with the IDS teacher as planned.	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings) • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher • All teachers will participate in peer observations and feedback • Administration will regularly observe classrooms and provide feedback to teachers			
	Professional Learning Communities (PLC): • Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students focused on the four questions of a PLC: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for	Statewide Assessments: The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) was 10% in 2022-2023. The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) was 17% in 2022-2023. Local Assessments: The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 40% to 43%. Goal met. This is an increase of 3%. The percentage of English Learners in Grades K-6	Strategy was implemented as planned. Grade level teams met regularly as PLC teams to collaborate and discuss next instructional steps. Teams shared their PLC notes with the principal and indicated which standard or assessment their meeting focused on. Principal reviewed PLC notes each week Teams created SMART Goals and monitored their growth towards reaching their goal after each iReady Diagnostic.	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	students who are already proficient?. • Staff will create school-wide and grade level SMART goals to monitor student progress. • Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. • PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. • PLCs will include efforts to pre-identify mid- to high-level questions teachers will ask students. • PLCs will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. • Continued collaboration with Data Support Teacher, who will provide coaching and training and will support instructional	scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 9% to 13%. This is an increase of 4%. The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) decreased from 27% to 26%. This is a decrease of 1%. The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 12% to 20%. Goal met. This is an increase of 8%.		

Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	growth within each grade level/classroom.			
	Essential Standards/Learning Intentions: Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards. • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, Site Learning Days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will develop Teacher Clarity through the use of Learning Intentions and	Statewide Assessments: The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) was 10% in 2022-2023. The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) was 17% in 2022-2023. Local Assessments: The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 40% to 43%. Goal met. This is an increase of 3%. The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 9% to 13%. This is an increase of 4%. The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) decreased from 27% to 26%. This is a decrease of 1%. The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2	Some site level professional development focused on aligning instruction to grade level standards. This was done in context with the cycles of professional learning when developing rubrics as well as utilizing a protocol to look at student work. Grace level PLC teams identified standards they are teaching and noted the standard in the PLC notes.	Modify More staff meeting and SLD professional learning should be used to continue deepening our understanding of the standards and aligning instruction and assessment tools to the standards.

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	success criteria based on the Essential standards. This work will be supported by the Instructional Data Support Teacher.	(ELA) increased from 12% to 20%. Goal met. This is an increase of 8%.		
	Multi-tiered Systems of Support (MTSS): We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. - Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA Essential Standards. - Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA Standards. - All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two times a week, at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using iReady, Literably	Statewide Assessments: The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) was 10% in 2022-2023. The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) was 17% in 2022-2023. Local Assessments: The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 40% to 43%. Goal met. This is an increase of 3%. The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 9% to 13%. This is an increase of 4%. The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) decreased from 27% to 26%. This is a decrease of 1%.	Strategy was implemented as planned. Grade level teams monitored student progress towards meeting standards and implemented tier 2 interventions as needed. Leveled reading groups were implemented as planned. Our site Intervention Team met bi-weekly to monitor and discuss student progress towards individual goals. Classroom teacher joined the Intervention Team meetings to bring new students to the team's attention or provide progress updates on specific students. Identified students needing additional support participated in WIN (What I Need) intervention with our site-based substitute teacher. Classroom teachers planned the interventions based on assessment data. However, due to difficulty in filling this position, we our had WIN support in November, December, March, April, May and June. Our ELOP intervention teacher provided small group foundational	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	and formative teacher reading assessments. • Teachers will utilize strategies and resources to ensure independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. • Site Intervention Team will meet bi-weekly to discuss and monitor students in need of Tier 2 interventions and determine potential next steps. • Use of Tier 2 interventions, collaborating with Intervention team during bi-weekly meetings, will be implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports. • SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment. • District funded Extended Learning Opportunities Program (ELOP)	The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 12% to 20%. Goal met. This is an increase of 8%.	reading instruction for students identified as needing additional support. Her groups supported students in 2nd-6th grade both during the school day as well as after school. IDS teacher collaborated with grad level teams to plan and implement interventions within their classrooms.	

			Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
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	teacher will utilize iReady data to identify students in grades 3-6 needing additional support in reading foundational skills. Identified students will be given a placement test using the SIPPS curriculum. Groups based on assessment data will be formed and implemented both during the school day and after school during ESS. • Site will fund site-based substitute teachers three days a week to work with student groups to increase Reading Comprehension and Fluency. • Teachers will be given release time at least once during the school year to analyze data and plan quality instruction and interventions for WIN (What I Need) Time based on students' needs. • Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.				
	English Language Development:		Statewide Assessments:	Strategy was implemented as	Continue

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	We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. • Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote collaborative conversations and	The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) was 10% in 2022-2023. The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) was 17% in 2022-2023. Local Assessments: The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 40% to 43%. Goal met. This is an increase of 3%. The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 9% to 13%. This is an increase of 4%. The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) decreased from 27% to 26%. This is a decrease of 1%. The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 12% to 20%. Goal met. This is an increase of 8%.	planned. Classroom teachers provided ELD instruction as planned. Additionally, our district provided site substitute teachers provided interventions during writing for English Learners. Teachers utilized the new MAP (Monitoring Adequate Progress) protocol to set 30-day goals for their English Learners. Principal met with each teacher after 30 days of instruction to monitor progress and set new goals as needed.	

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	academic talk across the curriculum. • We will monitor English Learner progress and provide timely and systematic intervention. • CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. • Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September. • Teachers with newcomers will work with District Learning Support staff for additional curriculum and support. • District provided Student Helpers will support newcomers when available. • District will fund a full-time Instruction and Data Support (IDS) Teacher. All teachers will participate in coaching with our IDS teacher. This			

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	teacher will support teachers in analyzing data and developing appropriate interventions to support our English Learners.			
	Specialized Academic Instruction: We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI). • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. • SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress. • SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program. • Data will be analyzed to determine placement in intervention (less than two years below grade level). • Students reading below grade level will receive daily-	Statewide Assessments: The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) was 10% in 2022-2023. The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) was 64% in 2022-2023. The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) was 17% in 2022-2023. Local Assessments: The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 40% to 43%. Goal met. This is an increase of 3%. The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 9% to 13%. This is an increase of 4%. The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) decreased from 27% to 26%. This is a decrease of 1%.	Strategy was implemented as planned. However, SIA teaching staffing was a struggle during the 2023-2024. For several months SAI teachers had caseloads over the recommended sizes. This resulted in large groups for targeted instruction. SAI staffing was increased in February. This enabled our SAI teachers to better meet the needs of their students. IDS teacher supported the SAI team all year and the team participated in professional learning cycles with the IDS teacher as planned.	Continue

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	targeted reading instruction in small groups to address their assessed needs (fluency and comprehension). • District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.	The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (ELA) increased from 12% to 20%. Goal met. This is an increase of 8%.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Overall these strategies were implemented as planned. Staffing did cause some differences. Our site-based substitute teacher hired to provide WIN support was planned for August through June support. However, we only had this position filled during November, December, March, April, May and June. Staffing also impacted our SAI program strategy during the months that our SAI teachers were over the recommended caseload.

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.

Fletcher Hills will continue to implement each of these strategies. Cycles of Professional Learning will continue with different powerful practices.

Goal #2

Statewide Assessments:

The percentage of all students in grades 3-6 meeting standard on SBAC (Math) will increase from 64%to 67%

The percentage of English Learners in grades 3-6 meeting standard on SBAC (Math) will increase from 0% to 8%

The percentage of socioeconomically disadvantaged students in grades 3-6 meeting standard on SBAC (Math) will increase from 55% to 63%

The percentage of students with disabilities in grades 3-6 meeting standard on SBAC (Math) will increase from 22% to 30%

Local Assessments:

The percentage of all students in grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (Math) will increase from 27% to 30%.

The percentage of English Learners in grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (Math) will increase from 17% to 25%.

The percentage of socioeconomically disadvantaged students in grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (Math) will increase from 15% to 23%.

The percentage of students with disabilities in grades K-6 scoring at or above grade level on i-Ready Diagnostic 2 (Math) will increase from 7% to 15%.

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	Cycles of Professional Learning and Collective Teacher Efficacy: The Fletcher Hills staff has a commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning. • Staff meetings and staff Site Learning Days will focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives	Statewide Assessments: The percentage of all students in grades 3-6 meeting standard on SBAC (Math) was 64% in 2022-2023. The percentage of English Learners in grades 3-6 meeting standard on SBAC (Math) was 0% in 2022-2023. The percentage of socioeconomically disadvantaged students in grades 3-6 meeting standard on SBAC (Math) was 55% in 2022-2023. The percentage of students with disabilities in grades 3-6 meeting standard on SBAC (Math) was 22% in 2022-2023.	Strategy was implemented as planned. During the 2023-2024 school year, teachers participated in 3 Cycles of Professional Learning each with a focus on a different Powerful Practice. All three cycles were focused on comprehension of informational text. However, the focus during cycle one as collaborative conversations. This powerful practice was also implemented during math. During cycle three staff focused on Short Constructed Response across subjects. Some	Continue

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	(hands-on math), and a building a deeper understanding of "high leverage" math domains (Numbers & Operations, Algebra & Algebraic Thinking)." • Engagement in cycles of professional learning, which include training, safe practice and peer observation, receiving feedback, professional reading, review of student work and data, and modifying based on components of the cycle. • We will improve the collective teacher efficacy of our certificated teaching staff through: • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings) • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher • All teachers will participate in peer	Local Assessments: The percentage of all students in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 27% to 26%. This is a decrease of 1%. The percentage of English Learners in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 17% to 9%. This is a decrease of 8%. The percentage of socioeconomically disadvantaged students in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 15% to 16%. This is an increase of 1%. The percentage of students with disabilities in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 7% to 14%. This is an increase of 7%.	teams implemented this powerful practice in math. During each cycle teachers participated in peer observations as well as an ILT walk to monitor implementation. Data was collected during ILT walk and teachers participated in a self reflection survey after each cycle. This data was analyzed by the ILT and then shared with the entire teaching staff. Additionally, grade teams participated in professional learning cycles with the IDS teacher as planned. Staff meetings and staff Site Learning Days did not focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives (hands-on math), and a building a deeper understanding of "high leverage" math domains (Numbers & Operations, Algebra & Algebraic Thinking) as planned.	

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	observations and feedback • Administration will regularly observe classrooms and provide feedback to teachers			
	Professional Learning Communities (PLC): • Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students focused on the four questions of a PLC: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient?. • Staff will create school-wide and grade level SMART goals to monitor student progress. • Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based	Statewide Assessments: The percentage of all students in grades 3-6 meeting standard on SBAC (Math) was 64% in 2022-2023. The percentage of English Learners in grades 3-6 meeting standard on SBAC (Math) was 0% in 2022-2023. The percentage of socioeconomically disadvantaged students in grades 3-6 meeting standard on SBAC (Math) was 55% in 2022-2023. The percentage of students with disabilities in grades 3-6 meeting standard on SBAC (Math) was 22% in 2022-2023. Local Assessments: The percentage of all students in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 27% to 26%. This is a decrease of 1%. The percentage of English Learners in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 17% to 9%. This is a decrease of 8%. The percentage of socioeconomically disadvantaged students in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 15% to 16%. This is an increase of 1%.	Strategy was implemented as planned. Grade level teams met regularly as PLC teams to collaborate and discuss next instructional steps. Teams shared their PLC notes with the principal and indicated which standard or assessment their meeting focused on. Principal reviewed PLC notes each week Teams created SMART Goals and monitored their growth towards reaching their goal after each iReady Diagnostic.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. • PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. • PLCs will include efforts to pre-identify mid- to high-level questions teachers will ask students. • PLCs will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. • Continued collaboration with Data Support Teacher, who will provide coaching and training and will support instructional growth within each grade level/classroom.	The percentage of students with disabilities in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 7% to 14%. This is an increase of 7%.		
	Essential Standards/Learning Intentions: Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards. • Teachers will use District developed resources to inform instructional	Statewide Assessments: The percentage of all students in grades 3-6 meeting standard on SBAC (Math) was 64% in 2022-2023. The percentage of English Learners in grades 3-6 meeting standard on SBAC (Math) was 0% in 2022-2023.	Some site level professional development focused on aligning instruction to grade level standards. This was done in context with the cycles of professional learning when developing rubrics as well as utilizing a	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, Site Learning Days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will develop Teacher Clarity through the use of Learning Intentions and success criteria based on the Essential standards. This work will be supported by the Instructional Data Support Teacher. • Teachers will participate in professional development to fortify math content knowledge and	The percentage of socioeconomically disadvantaged students in grades 3-6 meeting standard on SBAC (Math) was 55% in 2022-2023. The percentage of students with disabilities in grades 3-6 meeting standard on SBAC (Math) was 22% in 2022-2023. Local Assessments: The percentage of all students in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 27% to 26%. This is a decrease of 1%. The percentage of English Learners in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 17% to 9%. This is a decrease of 8%. The percentage of socioeconomically disadvantaged students in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 15% to 16%. This is an increase of 1%. The percentage of students with disabilities in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 7% to 14%. This is an increase of 7%.	protocol to look at student work. The professional development specific to math standards was limited. Grace level PLC teams identified standards they are teaching and noted the standard in the PLC notes.	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	increase math instruction expertise. • Teachers and principal will work with professional development consultant on the use of mathematical practices to further develop teaching strategies.			
	Multi-tiered Systems of Support (MTSS): We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. • Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math Essential Standards. • Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math Standards. • Site Intervention Team will meet bi-weekly to discuss and monitor students in need of Tier 2 interventions and determine potential next steps. • Use of Tier 2 interventions, collaborating with Intervention team during by-weekly meetings, will be	Statewide Assessments: The percentage of all students in grades 3-6 meeting standard on SBAC (Math) was 64% in 2022-2023. The percentage of English Learners in grades 3-6 meeting standard on SBAC (Math) was 0% in 2022-2023. The percentage of socioeconomically disadvantaged students in grades 3-6 meeting standard on SBAC (Math) was 55% in 2022-2023. The percentage of students with disabilities in grades 3-6 meeting standard on SBAC (Math) was 22% in 2022-2023. Local Assessments: The percentage of all students in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 27% to 26%. This is a decrease of 1%. The percentage of English Learners in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 17% to 9%. This is a decrease of 8%. The percentage of socioeconomically disadvantaged students in grades K-6 scoring at or	Strategy was implemented as planned. Grade level teams monitored student progress towards meeting standards and implemented tier 2 interventions as needed. Leveled reading groups were implemented as planned. Our site Intervention Team met bi-weekly to monitor and discuss student progress towards individual goals. Classroom teacher joined the Intervention Team meetings to bring new students to the team's attention or provide progress updates on specific students. Identified students needing additional support participated in WIN (What I Need) intervention with our site-based substitute teacher. Classroom teachers planned the interventions based on assessment data. However, due to difficulty in filling this position, we our had WIN support in November, December,	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports. • SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment. • Site will fund site based substitute teacher 3 days a week to work with student groups to increase mathematical practice and fluency. • Teachers will be given data release time at least once during the school year to analyze data and plan quality instruction and interventions for WIN (What I Need) Time based on students' needs. • Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.	above grade level on i-Ready (Math) increased from 15% to 16%. This is an increase of 1%. The percentage of students with disabilities in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 7% to 14%. This is an increase of 7%.	March, April, May and June. IDS teacher collaborated with grad level teams to plan and implement interventions within their classrooms.	

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	English Language Development: We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. • Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote	Statewide Assessments: The percentage of all students in grades 3-6 meeting standard on SBAC (Math) was 64% in 2022-2023. The percentage of English Learners in grades 3-6 meeting standard on SBAC (Math) was 0% in 2022-2023. The percentage of socioeconomically disadvantaged students in grades 3-6 meeting standard on SBAC (Math) was 55% in 2022-2023. The percentage of students with disabilities in grades 3-6 meeting standard on SBAC (Math) was 22% in 2022-2023. Local Assessments: The percentage of all students in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 27% to 26%. This is a decrease of 1%. The percentage of English Learners in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 17% to 9%. This is a decrease of 8%. The percentage of socioeconomically disadvantaged students in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 15% to 16%. This is an increase of 1%. The percentage of students with disabilities in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 7% to 14%. This is an increase of 7%.	Strategy was implemented as planned. Classroom teachers provided ELD instruction as planned. Additionally, our district provided site substitute teachers provided interventions during math for English Learners. Teachers utilized the new MAP (Monitoring Adequate Progress) protocol to set 30-day goals for their English Learners. Principal met with each teacher after 30 days of instruction to monitor progress and set new goals as needed.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	collaborative conversations and academic talk across the curriculum. - We will monitor English Learner progress and provide timely and systematic intervention. - CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. - Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September. - Teachers with newcomers will work with District Learning Support staff for additional curriculum and support. - District provided Student Helpers will support newcomers when available. - District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in			

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	analyzing data and developing appropriate interventions.			
	Specialized Academic Instruction: We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI). • SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs. • SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress. • SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program. • Data will be analyzed to determine placement in intervention (less than two years below grade level). • Students below grade level will receive daily-targeted math instruction to address their assessed needs.	Statewide Assessments: The percentage of all students in grades 3-6 meeting standard on SBAC (Math) was 64% in 2022-2023. The percentage of English Learners in grades 3-6 meeting standard on SBAC (Math) was 0% in 2022-2023. The percentage of socioeconomically disadvantaged students in grades 3-6 meeting standard on SBAC (Math) was 55% in 2022-2023. The percentage of students with disabilities in grades 3-6 meeting standard on SBAC (Math) was 22% in 2022-2023. Local Assessments: The percentage of all students in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 27% to 26%. This is a decrease of 1%. The percentage of English Learners in grades K-6 scoring at or above grade level on i-Ready (Math) decreased from 17% to 9%. This is a decrease of 8%. The percentage of socioeconomically disadvantaged students in grades K-6 scoring at or above grade level on i-Ready (Math) increased from 15% to 16%. This is an increase of 1%. The percentage of students with disabilities in grades K-6 scoring at or above grade level on i-Ready (Math)	Strategy was implemented as planned. However, SIA teaching staffing was a struggle during the 2023-2024. For several months SAI teachers had caseloads over the recommended sizes. This resulted in large groups for targeted instruction. SAI staffing was increased in February. This enabled our SAI teachers to better meet the needs of their students. IDS teacher supported the SAI team all year and the team participated in professional learning cycles with the IDS teacher as planned.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	• District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.	increased from 7% to 14%. This is an increase of 7%.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Overall these strategies were implemented as planned. Staffing did cause some differences. Our site-based substitute teacher hired to provide WIN support was planned for August through June support. However, we only had this position filled during November, December, March, April, May and June. Staffing also impacted our SAI program strategy during the months that our SAI teachers were over the recommended caseload. Additionally, Site level staff development was not focused on math as planned.

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.

Fletcher Hills will continue to implement each of these strategies. Cycles of Professional Learning will continue with different powerful practices. In addition, more site based professional learning will be focused on math instruction.

Goal #3

The percentage of students who were chronically absent from school August 2023 through March 2024 was 13.41%.The percentage of students who are chronically absent from school will decrease by 1% from 13.41% in the 2023-2024 school year to 12.41% in the 2024-2025.

The percentage of students who are socioeconomically disadvantaged and were chronically absent from school August 2023 through March 2024 was 23.81%The percentage of students who are socioeconomically disadvantaged who are chronically absent will decrease by 2% from 23.81% in 2023-2024 to 22.81% in 2024-2025.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Consistent Attendance: • Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. • Work with Student Supports and School Social Worker/Counselor to identify and address patterns of excessive absences. • Work with families to address	The percentage of all students who were chronically absent from school was 13.41%. The percentage of socioeconomically disadvantaged students who were chronically absent from school was 23.81%. This is representative of 221 students. The percentage of Black or African American students who were chronically absent from school in 2023-2024 was 28.57%. This is representative of 21 students. The percentage of students with multiple race/two or more who were chronically absent from school in 2023-2024 was 19.05%. This is representative of 63 students.	Strategy was implemented as planned. The Fletcher Hills' School Office Manager changed in December. This had a positive impact on the overall climate of the front office. During the 2023-2024 school year Fletcher Hills implemented an attendance team comprised of the IDS teacher, school counselor, ELOP teacher and the health technician. The team met monthly to collaborate and implement specific strategies or incentives for students who were chronically absent. This team saw some improvements in individual student attendance. The school counselor contacted families when attendance concerns arose and offer supports as needed.	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring** **What is/is not working and why?** **Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	situations that are leading to absences offering resources when and if appropriate. • Put system in place to contact and work with parents of chronically absent students, providing strategies and incentives for improvement. • Conduct parent meetings (SST format) for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. • Connect families with before and after school programs such as Extended School Services (ESS). • Offer before school breakfast program for students. • District funded full-time Social Worker/Counselor.			
	Building Relationships: • All staff will connect with and build meaningful relationships with students. • Teachers will develop a sense of classroom community utilizing strategies such as Restorative Practices, Circles etc.	The percentage of all students who were chronically absent from school was 13.41%. The percentage of socioeconomically disadvantaged students who were chronically absent from school was 23.81%. This is representative of 221 students. The percentage of Black or African American students who were chronically absent from school in 2023-2024 was	Strategy was implemented as planned. The school counselor monitored attendance and engagement for Safe School Ambassador meetings. She reported 98% attendance at SSA meetings. Additionally, 24/36 SSA students signed up to be part of the Kindness Team for the Great Kindness Challenge. 14 of our current 4th graders will	Continue

		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Copied from your SPSA				
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	• Teachers will build collaboration within their classrooms to foster student connectedness. • Staff will utilize positive praise with students. • Teachers will identify students who are less engaged and focus on building those relationships utilizing the 10 & 2 strategy. • Staff will provide students with leadership opportunities within their classrooms as well as school-wide (i.e. Safe School Ambassadors, Safety Patrol, kindergarten tricycle helpers, Recycling, School Mail Helpers). • Upper grade classrooms will create partnerships with primary classrooms for "Buddies." Buddies will develop relationships and support younger students through mentoring and partnership while providing leadership opportunities for the older students. • District funded full-time Social Worker/Counselor will provide individual and small group support to students (i.e. self control, social skills, anxiety).	28.57%. This is representative of 21 students. The percentage of students with multiple race/two or more who were chronically absent from school in 2023-2024 was 19.05%. This is representative of 63 students.	continue as Safe School Ambassadors in the 2024-225 school year and be joined by 23 new ambassadors.	

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	Attendance Monitoring & Outreach: • Administrator, Health Technician, and Social Worker/Counselor will monitor attendance on a regular basis. • School Counselor will develop a check-in system with students who are chronically absent. • Administrator, Health Technician, and Social Worker/Counselor will develop and implement an incentive program for improved attendance. • Social Worker/Counselor will conduct outreach of families with chronic absenteeism to offer support and resources aimed at improving attendance.	The percentage of all students who were chronically absent from school was 13.41%. The percentage of socioeconomically disadvantaged students who were chronically absent from school was 23.81%. This is representative of 221 students. The percentage of Black or African American students who were chronically absent from school in 2023-2024 was 28.57%. This is representative of 21 students. The percentage of students with multiple race/two or more who were chronically absent from school in 2023-2024 was 19.05%. This is representative of 63 students.	During the 2023-2024 school year Fletcher Hills implemented an attendance team comprised of the IDS teacher, school counselor, ELOP teacher and the health technician. The team met monthly to collaborate and implement specific strategies or incentives for students who were chronically absent. The school counselor contacted families when attendance concerns arose and offer supports as needed.	Continue

Annual Review

SPSA Year Reviewed: 2023-24

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

Overall these strategies were implemented as planned. The only major difference was the school attendance team that was developed, which met monthly to discuss attendance and develop plans for individual students.

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.

Fletcher Hills will continue to implement each of these strategies.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in Spring of 2025 in each of these five domains:
Culture/Climate will increase from 85.14% in Spring 2024 to 88%
Growth Mindset will increase from 78.24% in Spring 2024 to 81%
Self-Management will increase from 80.61% in Spring 2024 to 83%
Self-Efficacy will increase from 71.55% in Spring 2024 to 74%
Social Awareness will increase from 75.65% in Spring 2024 to 78%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 91%
Sense of Community 89%
Sense of Safety 80%

The number of students suspended will decrease from 1.06% to .56% which will be a decrease of 0.5%.

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	Character Education: • Continue implementing Character Education programs such as Peacebuilders and anti-bullying strategies. • Continue Monthly Character Trait focus in classrooms and school-wide. • Continue daily "Soaring Falcon" recognition. • Continue monthly Peacebuilder awards including different special guests to present students with awards. • District funded full-time Social Worker/Counselor. • Utilization of School Link for referrals to district's partner organizations for interventions and support. • SEL lessons utilized to teach monthly character traits and conflict	The number of students suspended in 2023-2024 (Aug,-March) was 1.06% for all students. Which is a total of 7 students. This was a decrease of 0.39% from 1.45% in 2022-2023.	This strategy was implemented as planned. In addition to the monthly classroom lessons that focused on the monthly character education trait, the principal and school counselor provided classroom lessons based on specific concerns, as needed (i.e. discrimination an biases). To support the implementation of the Second Step curriculum, the school counselor provided teachers with a weekly overview page to support the lesson. School counselor monitored second step implementation and provided principal with the data. Principal followed up with teachers, as needed. Several of the Students with Disabilities who were suspended are part of our Behavior Focused SDC program. When students from this specialized program are	Continue

	Copied from your SPSA	Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	resolution strategies. • Whole class and small group SEL lessons provided by our School Social Worker/Counselor. • Implementation of the Second Step SEL curriculum.		suspended, the IEP team meets to discuss any additional supports that the individual student may require.	
	Restorative Practices: • Establish positive relationships between staff and students and among students with strategies such as restorative circles, 10 & 2, class norms, community meetings etc. • Implementation of Positive Behaviors Interventions and Supports (PBIS) to teach and positively reinforce expected behaviors. • Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm. • Work with Student Supports to train Campus Attendants to use Restorative Principles when	The number of students suspended in 2023-2024 (Aug,-March) was 1.06% for all students. Which is a total of 7 students. This was a decrease of 0.39% from 1.45% in 2022-2023.	This strategy was implemented as planned. Principal, counselor and school psychologist utilized restorative practices with students regularly. Some classroom teacher implemented them as well. Site level staff development included training on class circles and restorative circles. Campus Attendants attended a training on Restorative Practices. Site level training for Campus Attendances was conducted and essential student information as shared, as needed. Campus attendants reported that this helped them better understand specific students and their needed. Several of the Students with Disabilities who were suspended are part of our Behavior Focused SDC program. When students from this specialized program are suspended, the IEP team meets to discuss any additional supports that the individual student may require. Restorative Practices	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring** **What is/is not working and why?** **Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	intervening with students. • District funded full-time Social Worker/Counselor.		are also utilized regularly within this specialized program.	
	Parent Partnerships & Communication: • Hold a variety of parent events establishing relationships with school staff. • Work with District staff to determine and implement best practices in parent education. • Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. • Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation. • Utilize parent information systems such as Blackboard Connect, Class Dojo, school website, and social media to establish consistent communication with families. • Provide translation and interpreters at parent workshops and conferences. Provide translation of written materials when indicated.	Parent survey results will demonstrate an increase of parents who respond positively in these areas: Support for Academic Learning 91% Sense of Community 89% Sense of Safety 80%	Overall this strategy was implemented as planned. During the 2023-2024 school year Fletcher Hills held monthly parent education opportunities. These were held in person and on zoom at a variety of times. However, attendance was low. Weekly school-wide communication from the Principal was continued to keep families informed about what was happening on campus and any upcoming events. PTA implemented a website (https://fhe.ptboard.com) for parent communication regarding PTA events. Parents can sign-up for email notifications each time information is published to this site.	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	Behavior: • Meet with grade level student groups to review behavior expectations and provide students clarity on consequences at least once per year, more as needed. • Implement alternatives to students being sent out of class for negative behavior. • School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors. • Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class. • Full-time Social Worker/Counselor provided by the District. • School staff will collaborate and create a PBIS system consisting of the following components:	The number of students suspended in 2023-2024 (Aug,-March) was 1.06% for all students. Which is a total of 7 students. This was a decrease of 0.39% from 1.45% in 2022-2023.	This strategy was implemented as planned. In addition, the ILT developed and implemented a behavior matrix. Behavior expectations were posted with specifics for each area around campus. Posted behavior expectations included photos of Fletcher Hills students. As needed, review of behavior expectations was conducted individually, in small groups and by grade level when a need arose. Several of the Students with Disabilities who were suspended are part of our Behavior Focused SDC program. When students from this specialized program are suspended, the IEP team meets to discuss any additional supports that the individual student may require.	Continue

Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	• Clear and well-defined school-wide behavior expectations • Positive incentives for students who engage in expected behaviors • Plans for re-teaching expected behaviors when students do not engage in them • Defined consequences based on principles of restorative practices • Use of district diversion program instead of suspension when applicable			
	Safety: • Communicate with families after each emergency drill and explain the purpose of each drill. • All school staff will attend active shooter training at least once per year. • Each classroom is equipped with a walkie talkie for use in an emergency or when they are outside of the classroom (i.e. PE or other learning activity). • Staff utilizes "Group Me" app to communicate during emergencies and drills.	Parent survey results will demonstrate an increase of parents who respond positively in these areas: Support for Academic Learning 91% Sense of Community 89% Sense of Safety 80%	This strategy was implemented as planned. All classrooms now have new blinds and walkie talkies for communication in the event of an emergency. Staff will continue to have regular discussions post drills and post emergency situations to build their knowledge and responses.	Continue

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Budgeted Amount	**Actions**	**Metric(s)/Data**	**"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"**	**"Evaluation Modification(s) based on monitoring results"**
	• School safety team will monitor site facility needs related to safety. • Principal will collaborate with the district level school bond team to develop the plan for site level safety improvements. • Principal and parent safety committee will seek donations for additional safety measures (i.e. new blinds for remaining classrooms).			
	Equity: • Certificated staff will participate in activities and professional learning around equity including the following: • Reflect on equity audit (NCUST) findings to define areas of needed improvement in the areas of Positive Transformational Culture, Challenging Curricula for Students, and Effective Instruction leading to engagement and mastery • Explore and implement practices that promote equitable learning experiences for all students	The number of students suspended in 2023-2024 (Aug,-March) was 1.06% for all students. Which is a total of 7 students. This was a decrease of 0.39% from 1.45% in 2022-2023.	This strategy was implemented as planned. Staff chose to focus on scholarly habits in the area of Transformational Culture. In the area of Challenging Curricula that ILT chose to focus on improving the grade level PLC team meetings. The ITL committed to identifying the standard and/or common formative assessment discussed at each PLC meeting. Teams noted these in their PLC notes that were sent to the Principal. This is an area we will need to continue to develop staff capacity.	Continue
	Safe School Ambassadors: • School Social Worker/Counselor will investigate and	There was a 98% attendance rate of Safe School Ambassador (SSA) students at the SSA meetings.	Teacher who were Safe School Ambassador leaders utilized the program tools with their	Modify Consider the benefits of having different

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	implement a Safe School Ambassadors student group to: • Provide leadership opportunities to our 4th-6th grade students. • Teach the skills needed to resolve conflicts. • Prevent and stop bullying and mistreatment.	24 out of 36 SSA students signed up to be part of the Kindness Team for the Great Kindness Challenge. 14 current 4th grade ambassadors have signed up to continue as Safe School Ambassadors for the 2024-2025 school year. They will be joined by 23 additional ambassadors.	SSA groups as well as their entire class. Students reported using the skills learned through SSA to help peacefully resolve conflicts.	staff participate in SSA next year. 2023-2024 4th grade SSA members will be given the opportunity to continue as SSA members before new members are recruited. SSA meeting were conducted during the school year with site based substitute teachers.

Annual Review

SPSA Year Reviewed: 2023-24

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

Overall these strategies were implemented as planned. In addition to the monthly classroom lessons that focused on the monthly character education trait, the principal and school counselor provided classroom lessons based on specific concerns, as needed (i.e. discrimination and biases). The ILT developed and implemented a behavior matrix. Behavior expectations were posted with specifics for each area around campus. Posted behavior expectations included photos of Fletcher Hills students.

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.

Fletcher Hills will continue to implement each of these strategies.

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.

English Language Arts
Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from XXX in 2024 to XXX in 2025.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from XXX in 2024 to XXX in 2025.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from XXX in 2024 to XXX in 2025.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from XXX in 2024 to XXX in 2025.

Local Assessments:

The percentage of all students scoring at or above grade level overall on i-Ready #2 Diagnostic (ELA) in January 2024 will increase from 42% to 45%.

The percentage of English Learners scoring at or above grade level overall on i-Ready (ELA) in January 2024 will increase from 13% to 21%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level overall on i-Ready (ELA) in January 2024 will increase from 25% to 33%.

The percentage of students with disabilities scoring at or above grade level overall on i-Ready (ELA) in January 2024 will increase from 20% to 28%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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.

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments. At Fletcher Hills there is an achievement gap between all students and students who are English Learners, socioeconomically disadvantaged and/or a student with disability. These identified groups will demonstrate a greater increase in their proficiency growth to close the achievement gap.

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
SBAC ELA Assessment - % of students meeting standard (of testing age)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - X% Students with Disabilities, Grades 3-6 - XX%	ALL students, of testing age XX English Learners, of testing age - XX Socioeconomically Disadvantaged Students, of testing age - XX Students with Disabilities, of testing age - XX
i-Ready ELA Assessment - % of students mid or above grade level (All grades) on Diagnostic 2	ALL students - 42% English Learners - 13% Socioeconomically Disadvantaged Students - 25% Students with Disabilities - 20%	ALL students - 45% English Learners - 21% Socioeconomically Disadvantaged Students - 33% Students with Disabilities - 28%

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	Cycles of Professional Learning and Collective Teacher Efficacy: • The Fletcher Hills staff has a commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning. • Identified targeted area for the school year: Each and every LMSV student will improve their ability to read, understand and make meaning of grade level appropriate informational text across all content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California State Standards. Staff meetings and Site Learning Days will focus on powerful instructional practices, including but not limited to literacy instruction, close reading, collaborative conversations, short constructed response, learning intentions, success criteria, and data analysis. • Engagement in cycles of professional learning, which include training, safe practice and peer observation, receiving feedback, professional reading, review of	All Students	

		student work and data, and modifying based on components of the cycle. • We will improve the collective teacher efficacy of our certificated teaching staff through: • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings) • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher • All teachers will participate in peer observations and feedback • All teachers will participate in learning walks (i.e. ILT walk) for implementation data collection and analysis. • Administration will regularly observe classrooms and provide feedback to teachers		
1.2		Professional Learning Communities (PLC): • Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students focused on the four questions of a PLC: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient?. • Staff will create school-wide and grade level SMART goals to monitor student progress. • Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. • PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. • PLCs will include efforts to pre-identify mid- to high-level questions teachers will ask students. • PLCs will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.	All Students	

	• Continued collaboration with Data Support Teacher, who will provide coaching and training and will support instructional growth within each grade level/classroom.			
1.3	Essential Standards/Learning Intentions: • Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards. • Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, Site Learning Days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, developing rubrics, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will develop Teacher Clarity through the use of learning intentions and success criteria based on the Essential standards. This work will be supported by the Instructional Data Support Teacher.	All Students		
1.4	Multi-tiered Systems of Support (MTSS): • We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. • Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA Essential Standards. • Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA Standards. • All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two times a week, at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using	All Students		

	iReady, Literably and formative teacher reading assessments. • Teachers will utilize strategies and resources to ensure independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. • Site Intervention Team will meet bi-weekly to discuss and monitor students in need of Tier 2 interventions and determine potential next steps. • Use of Tier 2 interventions, collaborating with Intervention team during bi-weekly meetings, will be implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports. • SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment. • District funded Extended Learning Opportunities Program (ELOP) teacher will utilize iReady data to identify students in grades 3-6 needing additional support in reading foundational skills. Identified students will be given a placement test using the SIPPS curriculum. Groups based on assessment data will be formed and implemented both during the school day and after school during ESS. • Site will fund site-based substitute teachers three days a week to work with students in small groups to increase Reading Comprehension and Fluency. • Teachers will be given release time at least once during the school year to analyze data and plan quality instruction and interventions for WIN (What I Need) Time based on students' needs. • Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.		
1.5	English Language Development: • We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.	English Learners	

		• English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. • Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. • We will monitor English Learner progress and provide timely and systematic intervention. • Monitoring Adequate Progress (MAPS) will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. • Teachers in collaboration with the Principal will write 30-day goals for EL students who are not making adequate progress. Goals will be reviewed after 30 days of instruction. • Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September. • Teachers with newcomers will work with District Learning Support staff for additional curriculum and support. • District provided Student Helpers will support newcomers when available. • District will fund a full-time Instruction and Data Support (IDS) Teacher. All teachers will participate in coaching with our IDS teacher. This teacher will support teachers in analyzing data and developing appropriate interventions to support our English Learners. • District funded site-based substitute teachers will work with English Learner students in small groups to increase academic vocabulary.		
1.6		Specialized Academic Instruction: • We will continue to develop a comprehensive service model to meet	Students with Disabilities	

		the needs of our students with disabilities through Specialized Academic Instruction (SAI).		
		• SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.		
		• SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress.		
		• SAI schedule will be developed to ensure students access to Tier one grade level instructions.		
		• SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program.		
		• Data will be analyzed to determine placement in intervention (less than two years below grade level).		
		• Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).		
		• District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.		
		• District funded Extended Learning Opportunities Program (ELOP) teacher will utilize iReady data to identify students in grades 3-6 needing additional support in reading foundational skills. Identified students will be given a placement test using the SIPPS curriculum. Groups based on assessment data will be formed and implemented both during the school day and after school during ESS.		
1.7	Targeted Multi-tiered Systems of Support (MTSS):	Socioeconomically Disadvantaged Students	
		• Differentiated instruction and interventions to meet the needs of Socioeconomically Disadvantaged students.		
		• Grade-level teams will identify "spotlight" students to monitor throughout the school year.		
		• Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA Essential Standards.		
		• Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA Standards.		
		• All K-3 students will participate in daily small group reading instruction. Students		

- in grades 4-6 reading at or above grade level will meet with the teacher two times a week, at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using iReady, Literably and formative teacher reading assessments.
- Teachers will utilize strategies and resources to ensure independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- Site Intervention Team will meet bi-weekly to discuss and monitor students in need of Tier 2 interventions and determine potential next steps. The team will specifically monitor the selected "spotlight " students.
- Use of Tier 2 interventions, collaborating with Intervention team during bi-weekly meetings, will be implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports.
- SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.
- District funded Extended Learning Opportunities Program (ELOP) teacher will utilize iReady data to identify students in grades 3-6 needing additional support in reading foundational skills. Identified students will be given a placement test using the SIPPS curriculum. Groups based on assessment data will be formed and implemented both during the school day and after school during ESS.
- Site will fund site-based substitute teachers three days a week to work with students in small groups to increase Reading Comprehension and Fluency.
- Teachers will be given release time at least once during the school year to analyze data and plan quality instruction and interventions for WIN (What I Need) Time based on students' needs.
- Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.

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.

> **Math**
> Statewide Assessments:
>
> The percentage of all students of testing age meeting standard on SBAC (Math) will increase from XXX in 2024 to XXX in 2025.
>
> The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from XXX in 2024 to XXX in 2025.
>
> The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from XXX in 2024 to XXX in 2025.
>
> The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from XXX in 2024 to XXX in 2025.
>
>
> Local Assessments:
>
> The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) in January 2024 will increase from 26% to 29%.
>
> The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) in January 2024 will increase from 9% to 17%.
>
> The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) in January 2024 will increase from 16% to 24%.
>
> The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) in January 2024 will increase from 14% to 22%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

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.

> Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments. At Fletcher Hills there is an achievement gap between all students and students who are English Learners, socioeconomically disadvantaged and/or a student with disability. These identified groups will demonstrate a greater increase in their proficiency growth to close the achievement gap.

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
SBAC Math Assessment - % of students meeting standard (of testing age)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students of testing age, XX% English Learners, of testing age - XX% Socioeconomically Disadvantaged Students of testing age- XX% Students with Disabilities of testing age - XX%
i-Ready Matg Assessment - % of students mid or above grade level (All grades) on Diagnostic 2	ALL students - 26% English Learners - 9% Socioeconomically Disadvantaged Students - 16% Students with Disabilities - 14%	ALL students of testing age - 29% English Learners - 17% Socioeconomically Disadvantaged Students - 24% Students with Disabilities - 22%

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	Cycles of Professional Learning and Collective Teacher Efficacy: • The Fletcher Hills staff has a commitment to using data for continuous improvement, supported by the Framework for Powerful Learning, inclusive of a targeted instructional area, powerful instructional practices, and a cycle of professional learning. • Staff meetings and staff Site Learning Days will focus on powerful instructional practices, including (but not limited to) a focus on mathematical practices, use of manipulatives (hands-on math), and a building a deeper understanding of "high leverage" math domains (Numbers & Operations, Algebra & Algebraic Thinking)." • Engagement in cycles of professional learning, which include training, safe practice and peer observation, receiving feedback, professional reading, review of student work and data, and modifying based on components of the cycle. • We will improve the collective teacher efficacy of our certificated teaching staff through: • Certificated staff will participate in ongoing professional learning (ex. i-Ready, Site Learning Days, standards	All Students	

	alignment, LMSV essential standards, staff led trainings, district or outside of district led trainings) • All teachers will participate in coaching with our Instructional Data Specialist (IDS) teacher • All teachers will participate in peer observations and feedback • Administration will regularly observe classrooms and provide feedback to teachers		
2.2	Professional Learning Communities (PLC): • Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students focused on the four questions of a PLC: • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient?. • Staff will create school-wide and grade level SMART goals to monitor student progress. • Staff meetings, Site Learning Days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each and every classroom. • PLCs will focus on becoming more effective at delivering LMSV Essential Standards aligned curriculum and instruction to each and every student. • PLCs will include efforts to pre-identify mid- to high-level questions teachers will ask students. • PLCs will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention. • Continued collaboration with Data Support Teacher, who will provide coaching and training and will support instructional growth within each grade level/classroom.	All Students	
2.3	Essential Standards/Learning Intentions: • Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.	All Students	

		• Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards. • Staff meetings, Site Learning Days, grade-level meetings, and teacher release days will be used to support teachers in deepening their understanding of Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning. • Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction. • Teachers will develop Teacher Clarity through the use of learning intentions and success criteria based on the Essential standards. This work will be supported by the Instructional Data Support Teacher. • Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise. • Teachers and principal will work with professional development consultant on the use of mathematical practices to further develop teaching strategies.		
2.4	Multi-tiered Systems of Support (MTSS): • We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students. • Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math Essential Standards. • Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math Standards. • Site Intervention Team will meet bi-weekly to discuss and monitor students in need of Tier 2 interventions and determine potential next steps. • Use of Tier 2 interventions, collaborating with Intervention team during by-weekly meetings, will be implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports. • SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in	All Students	

		August of the new school year and reviewed after each program benchmark assessment. • Site will fund site based substitute teacher 3 days a week to work with student groups to increase mathematical practice and fluency. • Teachers will be given data release time at least once during the school year to analyze data and plan quality instruction and interventions for WIN (What I Need) Time based on students' needs. • Continued collaboration of Instruction and Data Support Teacher, who will provide coaching, training and support on implementing a tiered intervention system within each grade level/classroom.		
2.5	English Language Development: We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs). • Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year. • English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse. • Select teachers will work with District Learning Support staff to deepen understanding of ELD standards, proficiency level descriptors, and alignment to ELA standards. • Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development. • Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum. • We will monitor English Learner progress and provide timely and systematic intervention. • Monitoring Adequate Progress (MAPS) will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August of the new school year. • Teachers in collaboration with the Principal will write 30-day goals for EL students who are not making adequate	English Learners	

			Students with Disabilities	

progress. Goals will be reviewed after 30 days of instruction.
- Teachers and Principal will work with District Learning Support staff to identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September.
- Teachers with newcomers will work with District Learning Support staff for additional curriculum and support.
- District provided Student Helpers will support newcomers when available.
- District will fund a full-time Instruction and Data Support (IDS) Teacher. All teachers will participate in coaching with our IDS teacher. This teacher will support teachers in analyzing data and developing appropriate interventions to support our English Learners.
- District funded site-based substitute teachers will work with English Learner students in small groups to increase academic vocabulary.

2.6 Specialized Academic Instruction:
- We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).
- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and General Education teachers will meet regularly to articulate, plan instruction, and review student progress.
- SAI schedule will be developed to ensure students access to Tier one grade level instructions.
- SBAC, iReady and District benchmark data will be analyzed by Principal, SAI Teacher, and Grade Level Teams to determine placement in intensive intervention program.
- Data will be analyzed to determine placement in intervention (less than two years below grade level).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).
- District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.
- District funded Extended Learning Opportunities Program (ELOP) teacher will utilize iReady data to identify students in grades 3-6 needing additional

		support in reading foundational skills. Identified students will be given a placement test using the SIPPS curriculum. Groups based on assessment data will be formed and implemented both during the school day and after school during ESS.		
2.7		Targeted Multi-tiered Systems of Support (MTSS): - Differentiated instruction and interventions to meet the needs of Socioeconomically Disadvantaged students. - Grade-level teams will identify "spotlight" students to monitor throughout the school year. - Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA Essential Standards. - Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math Standards. - Teachers will utilize strategies and resources to ensure independent work during small-group math rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. - Site Intervention Team will meet bi-weekly to discuss and monitor students in need of Tier 2 interventions and determine potential next steps. The team will specifically monitor the selected "spotlight " students. - Use of Tier 2 interventions, collaborating with Intervention team during bi-weekly meetings, will be implemented with the utilization of the SST (Student Success Team) process for Tier 3 supports. - SBAC, iReady and District benchmark data will be analyzed by staff to determine placement in intervention program(s) with initial placement made in August of the new school year and reviewed after each program benchmark assessment. - Site will fund site-based substitute teachers three days a week to work with students in small groups to increase Mathematical Fluency. - Teachers will be given release time at least once during the school year to analyze data and plan quality instruction and interventions for WIN (What I Need) Time based on students' needs. - Continued collaboration of Instruction and Data Support Teacher, who will provide	Socioeconomically Disadvantaged Students	

		coaching, training and support on implementing a tiered intervention system within each grade level/classroom.		

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement
The percentage of students who are chronically absent from school will decrease by 1% each year. The percentage of students who are chronically absent from school will decrease by 1% from 13.41% in the 2023-2024 school year to 12.41% in the 2024-2025.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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

All student groups will decrease the percentage of students who are chronically absent. Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

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
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 13.41%.	In 2024-25, we will reduce the rate of chronic absenteeism by 1% to 12.41%.

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	Consistent Attendance: • Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance. • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing	All Students	

	10-19%, and students missing 20% or more). • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. • Work with Student Supports and School Social Worker/Counselor to identify and address patterns of excessive absences. • Work with families to address situations that are leading to absences offering resources when and if appropriate. • Put system in place to contact and work with parents of chronically absent students, providing strategies and incentives for improvement. • Conduct parent meetings (SST format) for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. • Connect families with before and after school programs such as Extended School Services (ESS). • Offer before school breakfast program for students. • District funded full-time Social Worker/Counselor.			
3.2	Building Relationships: • All staff will connect with and build meaningful relationships with students. • Teachers will develop a sense of classroom community utilizing strategies such as Restorative Practices, Circles etc. • Teachers will build collaboration within their classrooms to foster student connectedness. • Staff will utilize positive praise with students. • Teachers will identify students who are less engaged and focus on building those relationships utilizing the 10 & 2 strategy. • Staff will provide students with leadership opportunities within their classrooms as well as school-wide (i.e. Safe School Ambassadors, Safety Patrol, kindergarten tricycle helpers, Recycling, School Mail Helpers). • Upper grade classrooms will create partnerships with primary classrooms for "Buddies." Buddies will develop relationships and support younger students through mentoring and partnership while providing leadership opportunities for the older students. • District funded full-time Social Worker/Counselor will provide individual	All Students		

			All Students	
		and small group support to students (i.e. self control, social skills, anxiety). • District funded full-time Social Worker/Counselor will be available at morning recess for students to "drop in" as needed.		
	3.3	Attendance Monitoring & Outreach: • Attendance team will meet monthly to monitor students' attendance and determine next steps with student and/or family. • Attendance team will communicate with Principal and Health Technician on a regular basis regarding attendance. • Attendance team will develop a check-in system for School Counselor and students who are chronically absent. • Attendance team will develop and implement an incentive program for improved attendance. • Social Worker/Counselor and Principal will conduct outreach of families with chronic absenteeism to offer support and resources aimed at improving attendance.	All Students	

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.

School Climate & Culture
Student survey results will demonstrate an increase in the students who respond positively in Spring of 2025 in each of these five domains:
Culture/Climate will increase from 85.14% in Spring 2024 to 88%
Growth Mindset will increase from 78.24% in Spring 2024 to 81%
Self-Management will increase from 80.61% in Spring 2024 to 83%
Self-Efficacy will increase from 71.55% in Spring 2024 to 74%
Social Awareness will increase from 75.65% in Spring 2024 to 78%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 91%
Sense of Community 89%
Sense of Safety 80%

The number of students suspended will decrease from 1.06% to 0.56%.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

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.

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success. At Fletcher Hills there is an achievement gap between all students and students who are socioeconomically disadvantaged and/or a student with disability. These identified groups will demonstrate a greater decrease in their suspension rates.

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
SEL Spring Student Survey Results (4th, 5th, 6th grade)	The percentage of students who responded favorably in Spring of 2024 in the domains listed below are as follows: Culture/Climate 85.14% Growth Mindset 78.24% Self-Management 80.61% Self-Efficacy 71.55% Social Awareness 75.65%	The percentage of students who respond favorably will increase to the following percentages in Spring of 2025 in each domain: Culture/Climate 88% Growth Mindset 81% Self-Management 83% Self-Efficacy74% Social Awareness 78%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 91% Sense of Community - 89% Sense of Safety - 80%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 95% Sense of Community -95% Sense of Safety - 90%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1.06%.	The percentage of students suspended will decrease to 0.56%

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	Character Education: • Continue implementing Character Education programs such as Peacebuilders and anti-bullying strategies. • Continue Monthly Character Trait focus in classrooms and school-wide. • Continue daily "Soaring Falcon" recognition. • Continue monthly Peacebuilder awards including different special guests to present students with awards. • District funded full-time Social Worker/Counselor. • Utilization of School Link for referrals to district's partner organizations for interventions and support. • SEL lessons utilized to teach monthly character traits and conflict resolution strategies. • Whole class and small group SEL lessons focused on the identified monthly character trait provided by our School Social Worker/Counselor.	All students	

	• Principal and Social Worker/Counselor will provide additional SEL lessons as needed to target a specific need. • School-wide implementation of the Second Step SEL curriculum			
4.2	Restorative Practices: • Establish positive relationships between staff and students and among students with strategies such as restorative circles, 10 & 2, class norms, community meetings etc. • Implementation of Positive Behaviors Interventions and Supports (PBIS) to teach and positively reinforce expected behaviors. • Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm. • Work with Student Supports to train Campus Attendants to use Restorative Principles when intervening with students. • District funded full-time Social Worker/Counselor.	All Students		
4.3	Parent Partnerships & Communication: • Hold a variety of parent events establishing relationships with school staff. • Work with District staff to determine and implement best practices in parent education. • Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year. • Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation. • Utilize parent information systems such as Blackboard Connect, Class Dojo (select classrooms), school website, and social media to establish consistent communication with families. • Provide translation and interpreters at parent workshops and conferences. Provide translation of written materials when indicated.	All Students		
4.4	Behavior: • Meet with grade level student groups to review behavior expectations and provide students clarity on	All Students		

	consequences at least once per year, more as needed. • Implement alternatives to students being sent out of class for negative behavior. • School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors. • Participate in Professional Development in Restorative Practices and Trauma-Informed Care work to gain strategies to proactively address student behaviors and increase student time in class. • Full-time Social Worker/Counselor provided by the District. • School staff will collaborate and create a PBIS system consisting of the following components: • Implement school-wide behavior matrix for clear and consistent responses to behaviors. • Clear and well-defined school-wide behavior expectations • Positive incentives for students who engage in expected behaviors • Plans for re-teaching expected behaviors when students do not engage in them • Defined consequences based on principles of restorative practices • Use of district diversion program instead of suspension when applicable		
4.5	Safety: • Communicate with families after each emergency drill and explain the purpose of each drill. • All school staff will attend active shooter training at least once per year. • School safety team will monitor site facility needs related to safety. • Principal will collaborate with the district level school bond team to develop the plan for site level safety improvements. • Improved storm water drainage construction to take place in Summer 2024 • Improved front of school construction including updated fencing and ADA access to take place in Fall 2024. • Improved front office entry and interior remodel construction to take place in Fall 2024. • Improved fencing installation to take place in Fall 2024. • Principal and parent safety committee will seek donations for additional safety measures (i.e. new blinds for remaining classrooms).	All Students	

			All Students	
	• Designated teacher will implement Student Safety Patrol to assist families with a safe arrival and dismissal.			
4.6	Equity: • Certificated staff will participate in activities and professional learning around equity including the following: • Reflect on equity audit (NCUST) findings to define areas of needed improvement in the areas of Positive Transformational Culture, Challenging Curricula for Students, and Effective Instruction leading to engagement and mastery • Explore and implement practices that promote equitable learning experiences for all students		All Students	
4.7	Safe School Ambassadors: • School Social Worker/Counselor will implement a Safe School Ambassadors student group to: • Provide leadership opportunities to our 4th-6th grade students. • Teach the skills needed to resolve conflicts. • Prevent and stop bullying and mistreatment.		All Students	

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$--

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

Expenditures by Goal

Goal Number	Total Expenditures

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
Kelli Maringer	Principal
Leah Henry	Classroom Teacher
Daniella Ferraro	Classroom Teacher
Sandee Rossman	Classroom Teacher
Miriam White	Other School Staff
Elizabeth Mars	Parent or Community Member
Samantha Womack	Parent or Community Member
Aaron Peterson	Parent or Community Member
Travis Stern	Parent or Community Member
Tahmeena Viana	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 22, 2024.

Attested:

	Principal, Kelli Maringer on May 22, 2024
	SSC Chairperson, Leah Henry on May 22, 2024

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

  1. The comprehensive needs assessment of the entire school shall:

    a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

    b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

      i. Help the school understand the subjects and skills for which teaching and learning need to be improved.

      ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

      iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

      iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

      v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

  B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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