

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------|--------------------------------------|---|---------------------------|
| Fillmore Elementary | 39686766042543 | | 12/17/2024 |

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Fillmore's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

Educational Partner Involvement

How, when, and with whom did your 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

Fillmore staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Fillmore's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- January 8th, 2024
- February 5th, 2024
- May 16th, 2024
- May 31, 2024
- October 14, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title I Parent Meeting on August 15, 2024
- Monthly Coffee Hour on January 26, 2024; February 23, 2024; August 30, 2024; September 27, 2024; October 25, 2024
- English Language Advisory Committee on January 26, 2024; February 23, 2024; April 26, 2024; August 30, 2024; September 27, 2024; October 25, 2024
- AVID Family Literacy Night on October 3, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on November 23, 2023; January 9, 2024; January 23, 2024; February 6, 2024; February 20, 2024; May 7, 2024; May 21, 2024; October 1, 2024; October 22, 2024
- Fillmore AVID/Leadership Meeting on September 7, 2023; December 11, 2023; January 12, 2024; February 1, 2024; March 14, 2024; April 8, 2024; May 23, 2024
- AVID (Advancement Via Individual Determination) walk-through were completed on August 25, 2023; October 3, 2023; December 3, 2023; February 9/20/27, 2024; March 15, 2024; April 12/26, 2024; May 10, 2024
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight) Wordswalk-through was conducted on September 29, 2023; October 3, 2023; February 20/27, 2024; March 4, 2024, April 26, 2024; May 10, 2024

Fillmore has been without an Instructional Coach since November 2022 which is a major resource inequity considering the number of new and novice teachers we have on site. This has impacted student achievement as evidenced by our EL students being 86.4 points below standard in ELA and 110.7 points in Math. New and novice teachers do not receive feedback other than from administration. The new and novice teachers do not have access to a thought parnter nor mentor by way of instructional coaching feedback to help increase student achievement.

Another resource inequity that Fillmore is experiencing is not having a Reading Intervention Teacher. The absence of a Reading Intervention Teacher directly impacts student avhievement as students cannot access direct instruction from a highly qualified certificated teacher.

Fillmore has identified socioeconomically disadvantaged, stuents with diabilities, high truancy and chronic absenteeism, and high EL population as the cause for student inequities. Fillmore has a high population of socioeconomically disadvantaged population and over 85% qualify for free and reduced lunch.

• RTI Process site developed learning needs, professional development, protocols and RTI data cycle for differentiation

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS) Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS) Homeless Youth: Suspension Rate, College Career(HS) Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS) American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Fillmore, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|------------------------------------|--|--|--|---------------------------------------|-------------------------|------------------------|
| English Learner | 86.4 points below standard (red) | 110.7 points below standard (orange) | Х | Х | Х | N/A |
| Foster Youth | population too small, no indicator | population too small, no indicator | Х | Х | N/A | N/A |
| Homeless Youth | Х | Х | 12.2% suspended at least one day (red) | Х | Х | N/A |
| Students with Disabilities | population too small, no indicator | population too small, no indicator | 7% suspended at least one day (red) | Х | N/A | N/A |
| American Indian/ Alaskan Native | population too small, no indicator | population too small, no indicator | population too small, no indicator | population too small, no indicator | N/A | N/A |

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Another resource inequity that Fillmore is experiencing is not having a Reading Intervention Teacher. The absence of a Reading Intervention Teacher directly impacts student achievement as students cannot access direct instruction from a highly qualified certificated teacher.

Fillmore has identified socioeconomically disadvantaged, students with disabilities, high truancy and chronic absenteeism, and high EL population as the cause for student inequities. Fillmore has a high population of socioeconomically disadvantaged population and over 85% qualify for free and reduced lunch.

- RTI Process site developed learning needs, professional development, protocols and RTI data cycle for differentiation
- Additonal compensation for teachers to plan and go through the RTI Data Cycle.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, parents (during Parent Coffee Hour and ELAC), and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|-------------------------------------|----------------------------------|--------------------------------------|--|-----------------------------------|-------------------------|---------------------|
| All Students | | 97.1 point below standard (orange) | 6.7% suspended at least one day (red) | | | |
| Foster Youth | | | | | | |
| English Learner | 86.4 points below standard (red) | 110.7 points below standard (orange) | 5.1% suspended at least one day (red) | | | |
| Long Term English Learner | | | | | | |
| Homeless Youth | | | 12.2% suspended at least one day (red) | 81.1% chronically absent (red) | | |
| Socioeconomically Disadvantaged | | 98.1 points below standard (orange) | 6.9% suspended at least one day (red) | | | |
| Student with Disabilities | | | 7% suspended at least one day (red) | 56.8% chronically absent (orange) | | |
| African American | | | | | | |
| American Indian/ Alaskan Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |
| Hispanic | | 99.9 points below standard (orange) | 5.9% suspended at least one day (red) | | | |
| Two or More Races | | | | | | |
| Pacific Islander/Native Hawaiian | | | | | | |

| White | 11.1% suspended at least one day (red) | 50% chronically absent (orange) | |
|-------|--|---------------------------------|--|

ELA, math, and chronic absenteeism major gaps were observed between student groups on the CA Dashboard Indicators for Fillmore School.

Trend data was also reviewed year over year which resulted in observing math (orange for all students), suspensions (red for all students), and ELA (red for EL students). Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified ELA, math, and suspensions as an area of focus for this 2024-2025 school year due to our subgroups EL, Socioeconomically Disadvantaged, Homeless Youth, Students with Disabilities, and Hispanic students being in red. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- SIPPs K-8
- Ongoing science curriculum implementation and monitoring
- PBIS implementation

Fillmore collaborates with educational partners through School Site Council, Leadership Team, and ELAC. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was the 5 Whys to figure out what our needs were and the root causes.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

| Goal # | Description |
|----------|---|
| | ELA: By EOY 2025, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 18 students. |
| Goal 1.1 | EL: By EOY 2025, per ELPAC, Percent of English Learners making progress will increase 5 percent points. |
| | Math: By EOY 2025, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 16 students. |

Identified Need

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

Fillmore needs to continue to provide professional development opportunities specific to science curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to ELA curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Fillmore needs to continue providing professional development opportunities in AVID. Fillmore would like 100% of their teachers trained in AVID as recommended for school wide certification.

Fillmore needs to re-incorporate Response to Intervention (RTI) time to address student struggles.

Fillmore needs to provide stronger emphasis on Math and Math curriculum for student acquisition.

Although chronic absenteeism has declined by 6%, we still have 47.5% students chronically absent.

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 | |
|--|--|--|--|
| Number of students performing two or more grade levels below grade level | ELA - 179 students Math - 157 students | ELA - 161 students Math - 141 students | |

| Percent of English Learners improving one level on the ELPAC | 51.1% ELs Making Progress | 56.1% EL Making Progress |
|---|---------------------------|--------------------------|

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

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|--|--|--------------------------|---|
| 1.1.1 | Career & Technical Education Prepare students to ensure academic achievement should students opt to pursue Career and Technical Education (CTE) programs at the high school level. Fillmore is expanding CTE offerings with the inclusion of Mathematics, Engineering, Science Achievement (MESA), Project Lead the Way (PLTW), and fully using the VEX Robotics lab. In addition, Fillmore has three designated science labs for all three life levels: primary, intermediate, and middle school. By increasing more CTE programming, Fillmore students will be prepared and will have expanded options at the high school level to successfully complete CTE courses and/or pathway(s). In addition to CTE exposure, Fillmore students have the opportunity to interact with the Xello platform to explore potential careers from an early age. Further, Fillmore students will be able to build on their attributes, interests, and strengths as they research and build their knowledge for potential career paths. To prepare students, teachers need supports by way of ongoing professional development and collaboration with colleagues. Fillmore will provide ongoing professional development focused on integrating academic skills such as math and literacy into CTE and Science, Technology, Engineering, and Mathematics (STEM) lessons. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include NGSS/ PLTW/STEM project materials. Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$1,500 | 3010 - Title I Account Code: 1150 Teacher Salaries - Add Comp 3010 - Title I Account Code: 4311 Instructional - Materl/ Supplies |

| inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. | |
|--|--|
| Teachers will also teach NGSS/ PLTW and other supplementary work after school for additional hourly pay. Teachers will also have the opportunity to attend conferences specific to CTE, STEM, NGSS topics such as NSTA, PLTW, CASE, SkillsUSA, etc. | |
| Science labs would provide space for students to explore and interact with PLTW, NGSS and STEM curriculum and projects for which our teachers have been trained and continue to receive training. With science labs completely equipped, teachers will enhance NGSS curriculum, PLTW curriculum, and STEM curriculum through hands-on science experiments to integrate PLTW and STEM with NGSS while also promoting literacy and writing skills. | |
| Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials, lab coats. Instructional materials will be purchased to allow students to have enhanced experiences. | |
| Title I Funding Allocation: Teacher Additional Compensation - \$1,500 Instructional Materials -\$15,000 | |
| LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy. | |

| 1.1.2 | College Readiness Provide students with access to hands-on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and the project resources for professional development in Next | All Students, English Learners, Foster Youth, Low Income, | \$7,000 | 3010 - Title I Account Code: 5872 Transp Non - District Buses |
|-------|--|---|----------|--|
| | Generation Science Standards (NGSS) and to increase student science achievement. College and Career Readiness is inclusive of CTE Pathway participation and completion, student apprenticeships with local business, establishing and maintaining relationships with neighboring high schools to offer more exposure to CTE Pathway(s). | Students with Disabilities | \$3,000 | 0100 - LCFF/S&C (site) Account Code: 5872 Transp Non - District Buses |
| | Applicable supplemental instructional materials include copy paper, binder paper, graph paper, cardstock, pencils, pen, highlighters and chart paper, miscellaneous material to be used with project based learning and STEM lessons, colored printers and toner to be used in the middle school science and STEM classrooms, classroom printers including MakerBot and other 3D printers, including colored 2D printers, clong with the percent materials such as | | \$15,000 | 0100 - LCFF/S&C (site) Account Code: 4311 Instructional - Materl/ Supplies |
| | including colored 3D printers, along with the necessary materials such as filament, toner, headphones, doc cams, and throw projectors. | | \$10,000 | 3010 - Title I Account Code: 4311 |
| | Materials and supplies such as highlighters, index cards, chart paper, sentence strips, poster board, composition books and binders to be purchased to support ELD program and the reclassification of English Learners over time. Book purchases will supplement classroom libraries to support English Learners. | | | Instructional - Materl/ Supplies |
| | PLTW, robotics, and MESA trained teacher(s) will provide training to staff members on PLTW curriculum so they can expand the STEM pathways across all grade levels. | | | |
| | A few of our promoting 8th grade students will have college exposure via the Summer Residency Program through the University of the Pacific Summer. While there, students will experience program curriculum, activities, on campus housing, dining hall procedures, on site laundry, safety protocols, and more. | | | |
| | Achievement Via Individual Determination (AVID) teachers will organize field trips to local colleges and universities for students in grades 6-8 to provide first hand experiences of a college environment. Students will see the differences between California State Universities, University of Californian campuses, and private colleges/universities. Teachers will organize showcase exploration activities during parent/family nights so that both students and parents/families will be familiar with processes and expectations such as A-G requirements, college applications, and financial aid, etc. | | | |
| | To create a college-going culture, Fillmore will celebrate academic achievement | | | |

| | with awards and recognition to motivate students and establish the connection between effort, discipline, goal-setting, perseverance, and future success. Fillmore highlights stories of former students who have transitioned to high school and are on track for college entrance. Some of these students have returned to Fillmore to volunteer to fulfill their high school course expectations. Title I Funding Allocation: Transportation Services for Field Trips - \$7,000 Instructional Materials and Supplies - \$10,000 LCAP 1.2 College Readiness: Transportation Services for Field Trips - \$3,000 Instructional Materials and Supplies - \$15,000 | | |
|-------|---|--|--|
| 1.1.3 | A-G High School Courses Fillmore will prepare and support students for future success in A-G high school courses by emphasizing academic rigor, reinforcing college readiness skills, and introducing students to foundational concepts. Not only is Fillmore focusing on literacy, but integrating literacy with other core subjects such as science and math. We will have to engage parents/families in A-G readiness during parent-teacher conferences, Back to School Night, ELAC meetings, Parent Coffee Hour meetings, and School Site Council meetings. With Prop 28 monies, Fillmore will also have opportunities to implement the A(rts) in STEAM to give students a well rounded education that will prepare them to meet A-G requirements in high school. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Students with Disabilities, Low Income | |

| 1.1.4 | Bilingual Instructional Support The goal of Bilingual Instructional Support (BIS) is to improve student academic achievement through bilingual instructional support, promoting language acquisition and proficiency, academic success, and cultural inclusivity for English Learners (EL) and bilingual students. BIS is provided by our Bilingual Assistant (BA). Primary Language Support - Provide EL students with support and resources through targeted small group instruction, tutoring, primary language novels, etc. that honors the student's primary language to increase foundational literacy skills. Provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group | English Learners | |
|-------|---|---------------------|--|
| | Bilingual Assistant (District Funded) - Bilingual Assistant to support newcomers in acquiring the English language and understanding subject matter. Counselors will provide Academic Rescue strategies to ensure students who are | | |
| | receiving two or more Ds or Fs are provided added interventions to assist their academic growth towards mastery. Teachers will enhance integrated/designated ELD/ELD curriculum using GLAD techniques. | | |
| | Bilingual Assistant (BA) will pull EL students into small groups daily to reinforce concepts taught in ELA and math. Students will be scheduled time with the BA to increase reclassification rate. BA will work collaboratively with teachers and PS to identify areas of need to support EL students. The Program Specialist (PS) will coordinate English Language Proficiency Assessments for California (ELPAC) testing and monitor EL students' reclassification including disseminating data from all assessments. The PS will work closely with the BA to ensure that strategies used with students are appropriate. | | |
| | Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. | | |
| | EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year | | |

| | programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners) will be monitored. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy. | | | |
|-------|--|--------------------------------------|---------|---|
| 1.1.5 | English Learner Professional Development Teachers, School Counselors, and Administrators will also be provided opportunities to attend conferences and workshops in service of English Learner Professional Development. In addition to sending certificated staff members to conferences, Fillmore seeks to strengthen the relationship already established with Solution Tree and other consultants. Fillmore would like to have consultants and their associates to the school site so that more certificated staff can learn the pillars of a Professional Learning Community and/or the entirety of AVID's WICOR process, etc. Title I Funding Allocation: Conferences/Workshops - \$5,000 LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy. | All Students, English Learners | \$5,000 | 3010 - Title I Account Code: 5215 Conf/Workshop Exp |

| 1.1.6 | English Learner Programs and Supports Program Specialist | English Learners, All Students | \$5,000 | 3010 - Title I Account Code: 1250 Cert Pupil Support - Add Comp |
|-------|--|--------------------------------------|---------|--|
| | Fillmore's Program Specialist (PS) helps to identify students for reading and math intervention, assist with organization and scheduling of intervention, schedule I-Ready Diagnostic windows, provide training to teachers to administer I-Ready diagnostics, interpret and analyze data from diagnostics, assist various test administration with make-ups, special education and make-ups. administration of Initial and Summative ELPAC assessment, including staff training, collection of testing documentation, maintain updated testing reports, K-2 test booklets collection and submission. The PS administers CAASPP/SBAC including scheduling, training of proctors and administrators, assist in administration to small groups, make-ups, and special ed students. As AVID program manager, PS will assist with site leadership meetings, collect and organize AVID evidence, assist in certification documents, assist in AVID recruitment process, and provide ongoing site based training in AVID strategies to increase fidelity across the school with AVID strategies and new curricula adoptions. The PS will coordinate the collection of evidence to insure AVID certification, plan three to five AVID family nights throughout the year, and monitor AVID implementation to ensure that we regain "showcase" status in the upcoming school year. In addition, the PS will also assist teachers in their PLCs to review data and identify strategies that would help in improving student data. PS also maintains curriculum for the site, including working closely with library/ media clerk to ensure all required curriculum is maintained on site while also cataloging site technology including, but not limited to, staff technology and Chromebook carts. PS will analyze performance data for ASTI subgroups to monitor progress and align instructional supports to address their specific needs. | | | |
| | Additionally, the PS serves the English Learner Program and tasks include sorting, distributing and signing EL/RFEP monitoring forms, communicating monitoring forms to parents, attending ELAC meetings, planning, preparing and following up on ELAC meetings, updating EL cum folders with proper documents, coaching and supporting of instructional practices specific to EL learners, coordinating and planning classroom instructional walks. PS will organize ELPAC testing including sorting, distributing, securing testing materials, notifying parents of testing, identifying students to be tested, administering tests, grading initial tests, verifying scores of transfer students, training staff on ELPAC administration, proctoring and administering tests will also be conducted by PS. In addition, PS will schedule ELD students, identify and verify ELPAC score data for each classroom, schedule students into appropriate ELD course(s), monitor designated ELD classes, support ELD instruction, and schedule and conduct | | | |

ELD classroom walks. SBAC test organization including sorting, distributing, securing testing materials, notifying parents of testing, identifying students to be tested, administering tests, training staff on SBAC administration, proctoring and administering tests will also be conducted by PS. PS will also manage CORE materials, locate and distribute teacher materials and textbooks for core academic subjects, inventory and manage core and supplemental materials, maintain Destiny, order student and teacher materials, maintain math and science inventory and distribution of resources. PS will participate in CARE/SAP process, attend CARE/SAP/SST/IEP meetings as needed, present data at meetings, and advocate for students. PS will provide support to grade level teams through PLC meetings, academic conferences and ongoing site based professional development, PS will serve as PLTW coordinator which will include monitoring and inventorying the PLTW curriculum and components; assist in evidence, district visits, inventory and distribution of materials, and coordinating staff training. PS will serve on operations team and leadership committee. The PS monitors data regarding local and state diagnostics. The PS will work with various PLC teams regarding SIPPS and other pertinent adoptions.

Primary Language Support - PS provides EL students with support and resources through targeted small group instruction, tutoring, primary language novels, etc. that honors the student's primary language to increase foundational literacy skills. Provide students with academic support through tutoring, academic rescue, and learning centers (EL and Special Education) to conduct small group instruction.

Counselors will provide Academic Rescue strategies to ensure students who are receiving two or more D's or F's are provided added interventions to assist their academic growth towards mastery.

Teachers will enhance integrated/designated ELD/ELD curriculum using GLAD techniques.

EL Site Coordinator (PS) will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.

ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners) will be used as metrics for progress monitoring.

| Title I Funding Allocation: Program Specialist Additional Compensation - \$5,000 | | |
|--|--|--|
| LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy. | | |

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support | All Students, English | \$10,000 | 3010 - Title I |
|-------|--|--|----------|---|
| | Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. | Learners, Foster Youth, Low Income, Students with Disabilities | \$13,140 | 3010 - Title I Account Code: 1170 Teacher Salaries - Subs |
| | Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instruction (especially NGSS), such as co-teach, lesson studies, demo lessons in the classroom, action walks, conferences (including but not limited to NGSS via NSTA, CASE, etc., | | \$16,800 | 3010 - Title I Account Code: 1150 Teacher Salaries - Add Comp |
| | PLC, PLTW, AVID, STEM, ELA, and MATH), data analysis based on I-Ready and Benchmark results, data collection and analysis, ELD strategies, etc. which would require that they are provided release time or additional compensation if release time isn't feasible due to a shortage of substitute teachers in the district. In order for teachers to have release time, substitute teachers would be hired for the day. Depending on the availability of substitute teachers, FTE teachers would receive additional compensation for collaborating and/or participating in professional development. | | \$10,500 | 0100 - LCFF/S&C (site) Account Code: 1150 Teacher Salaries - Add Comp |
| | Substitute Teacher Pay to be used to provide teachers with professional learning opportunities - to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing key standards, to support core instruction such as sitebased coaching (e.g., co-teach, demo lessons in the classroom, lesson studies, etc.) with instructional coach, program specialist, and administration. Title I and LCFF allocations have already been noted in other strategies/activities. | | | |
| | Teacher Additional Compensation to be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. which will be provided through coaching with instructional coach, program specialist, and administration, or with district-based professional development. Title I and LCFF allocations have already been noted in other strategies/activities. | | | |
| | In addition to sending certificated staff members to conferences, Fillmore seeks to strengthen the relationship already established with Solution Tree and other consultants. Fillmore would like to have consultants and their associates to the school site so that more certificated staff can learn the pillars of a Professional Learning Community and/or the entirety of AVID's WICOR process, etc. | | | |

| | Title I Funding Allocation: Teacher Conference - \$10,000 Substitute Teacher Pay - \$13,140 Teacher Additional Compensation - \$16,800LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support Teacher Additional Compensation - \$10,500 | | | |
|-------|--|--|----------|---|
| 1.1.8 | School Site Administrators Leadership Professional Development Professional Development For all conferences that Teachers and support staff attend (including but not limited to NGSS via NSTA, CASE, etc., PLC, PLTW, AVID, STEM, ELA, and MATH), the two administrators will also attend the same conferences. In addition, the administrators will continue to seek professional development opportunities, especially as it pertains to school leadership, growth, and innovation. Administrators must be exposed to the same professional development in service of supporting teachers, new teachers in particular, and students. In addition to sending certificated staff members to conferences, Fillmore seeks to strengthen the relationship already established with Solution Tree and other consultants. Fillmore would like to have consultants and their associates to the school site so that more certificated staff can learn the pillars of a Professional Learning Community and/or the entirety of AVID's WICOR process, etc. Title I Funding Allocation: Conferences/Trainings/Workshops (for administrators) - \$35,000 LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$35,000 | 3010 - Title I Account Code: 5215 Conf/Workshop Exp |

| 1.1.9 | Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Strategic Professional Development: Teachers will be provided with ongoing professional learning opportunities to supplement core instruction (especially | All Students, English Learners, Foster Youth, Low Income, | \$16,800 | 3010 - Title I Account Code: 1150 Teacher Salaries - Add Comp |
|-------|---|---|----------|---|
| | NGSS), such as co-teach, lesson studies, demo lessons in the classroom, action walks, conferences (including but not limited to NGSS via NSTA, CASE, etc., PLC, PLTW, AVID, STEM, ELA, and MATH), data analysis based on I-Ready and Benchmark results, data collection and analysis, ELD strategies, etc. which would require that they are provided release time or additional compensation if | Students with Disabilities | \$3,000 | 3010 - Title I Account Code: 1150 Teacher Salaries - Add Comp |
| | release time isn't feasible due to a shortage of substitute teachers in the district. In order for teachers to have release time, substitute teachers would be hired for the day. Depending on the availability of substitute teachers, FTE teachers would receive additional compensation for collaborating and/or participating in professional development. | | \$6,000 | 3010 - Title I Account Code: 1250 Cert Pupil Support - Add Comp |
| | Substitute Teachers will be needed to release teacher so that they may receive professional learning opportunities to review student and school wide data, AVID, PLTW, MTSS, effective teaching strategies aligned with the district | | \$28,600 | 3010 - Title I Account Code: 5810 Consultant-Instr |
| | adopted curriculum and statewide assessments (SBAC/ELPAC), unpacking the district adopted curriculum and reviewing key standards, to support core instruction such as site-based coaching (e.g., co-teach, demo lessons in the classroom, lesson studies, etc.) with instructional coach, program specialist, and administration. | | \$4,000 | 0100 - LCFF/S&C (site) Account Code: 1150 Teacher Salaries - Add Comp |
| | Teacher Additional Compensation to be used to provide teachers with professional learning opportunities to support-core instruction, PLTW, AVID, MTSS, Illuminate, etc. which will be provided through coaching with instructional coach, program specialist, and administration, or with district-based professional development. | | | |
| | In addition to sending certificated staff members to conferences, Fillmore seeks to strengthen the relationship already established with Solution Tree and other consultants. Fillmore would like to have consultants and their associates to the school site so that more certificated staff can learn the pillars of a Professional Learning Community and/or the entirety of AVID's WICOR process, etc. Teachers will be released via grade levels to work with the Solution Tree (ST) Consultant both during District provided ST consultancy and site funded ST consultancy. | | | |
| | Title I Funding Allocation: Teachers Additional Compensation - \$16,800 Program Specialist Additional Compensation - \$3,000 | | | |

| | School Counselors Additional Compensation - \$6,000 Solution Tree Consultant Services - \$28,600 LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: Teachers Additional Compensation - \$4,000 | | |
|--------|--|--|--|
| 1.1.10 | Data Analysis and Evaluation Fillmore plans to improve student academic achievement by implementing comprehensive data analysis and evaluation practices to drive instruction, monitor student progress, and inform strategic interventions that address learning needs and close achievement gaps. Pending the availability of substitute teachers to release teachers, Fillmore would like to implement academic conferences where grade level teams could meet with the PS and administrators to analyze data. Using the PLC model, we want to examine and identify, review and plan, teach and observe, reflect and revise, and share and network our findings. This strategy will help us gauge which our approach employ for Fillmore to reduce the achievement gap, including providing accelerated learning and recapturing leaning loss. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | |

| 1.1.11 | Access to Foundational & Outdoor Learning Spaces Fillmore would like to increase student achievement by expanding access to high-quality foundational and outdoor learning spaces that promote hands-on learning, foster curiosity, and support physical, social, and emotional well-being. Fillmore has plans to build school gardens where students can learn about plant biology, ecosystems, and sustainability through hands-on activities. Building gardens would require materials such as planters, soil, seeds/seedlings, tools, etc. We will seek guidance and partnerships from local agencies such as the Master Gardeners of San Joaquin County, a University of California Cooperative Extension and the University of the Pacific's Garden Program, the UC Davis Master Gardeners of San Joaquin County, a University of California Cooperative Extension and the University of the Pacific's Garden Program, the UC Davis Master Gardener Program, and PUENTES, amongst others. Fillmore students will learn to grow food by planting seeds, preparing beds, transplanting seedlings, making compost, beautifying space, and maintaining and monitoring the health of their gardens which can all be tracked in notebooks, etc. In addition, the district's Energy Education Department has approached Fillmore about hosting a NET+ Outdoor Classroom through a grant. The Outdoor Classroom provides the comforts of an indoor classroom with the resiliency of an outdoor classroom/lab. Our school has the capability to wheel out whiteboards to facilitate structured lessons in an outdoor setting, students have the opportunity to explore their environment through nature journaling. Fillmore teachers received professional development in nature journaling. Fillmore teachers received professional development in nature journaling. Fillmore teachers received professional development in use the strategy across grade levels to integrate outdoor education, writing, drawing, and sense-making. Teachers will continue to integrate outdoor education strategi | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$1,500 | 3010 - Title I Account Code: 4320 NonInst - Materials/ Supplies |
|--------|--|--|---------|--|
| | | | l | |

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|--------|--|--|------|
| 1.1.12 | Acceleration of Learning Increase student academic achievement by implementing focused acceleration strategies that support students in making significant academic gains, closing achievement gaps, and ensuring equitable access to rigorous and engaging learning experiences. Fillmore is sustaining Genuis30 which is a response to intervention (RTI) strategy. Fillmore teachers will work in small-groups of students; tailoring their lessons to specific academic needs in math and ELA. Teachers will review diagnostics and assessments individually and in collaboration with their colleagues. With combination Genuis30 as our RTI, and our ongoing implementation of Positive Behavioral Interventions and Supports (PBIS), we can focus on various students under the Multi-Tiered System of Supports (MTSS) framework to give our students what they need academically and socio-emotionally. Extended Learning Opportunities Preschool to Kindergarten Transition Enhance student academic achievement by providing a comprehensive transition from preschool to kindergarten, ensuring students enter kindergarten ready to learn and thrive both academically and socially. Provide students opportunities to interact with their peers who will attend their kindergarten class while promoting social skills; establish a connection between the kindergarten teacher(s) and preschoolers; practice kindergarten rais such as eating in the cafeteria, attending assemblies, and visiting the science lab(s) and other common areas; and attend the district's one-week Summer Bridge program during which preschool parents will be provided the opportunity to participate in classroom and school events and learn about school readiness and early literacy activities. The transition planning should include collaboration between preschool and kindergarten teachers to align curriculum and share best practices for supporting student learning and development. Teachers will be encouraged to attend professional development sessions on early learning stadards, classroom management, an | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | |

| No additional site Title I funding has been allocated for this strategy. | | |
|--|--|--|
| LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy. | | |

| 1.1.13 | Literacy and Library Supports Provide students with opportunities to increase reading proficiency through small group and individualized instruction including supporting practices that promote literacy skills and foundational mathematics skills and math fluency. Provide | All Students, English Learners, Foster Youth, Low Income, | \$3,338 | 0100 - LCFF/S&C (site) Account Code: 2000 Classified Salaries |
|--------|---|---|----------|--|
| | students with extra support through small group instruction to support early literacy with focus on letter recognition and sounds through the use of close reading, sentence pattern charts, graphic organizers, ticket out the door, etc. Provide students with print literature in the form of library books including new titles and replacing older library books. | Students with Disabilities | \$3,000 | 0100 - LCFF/S&C (site) Account Code: 2250 Class Support - Add Comp |
| | Library Media Assistants (.0625 FTE Site LCFF) support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally | | \$10,000 | 0100 - LCFF/S&C (site) Account Code: 4200 Books Other Than Textbooks |
| | relevant reading materials that support increased and improved student achievement. | | \$2,500 | 3010 - Title I Account Code: 5715 IntrPrgm - Printing |
| | Library Media Clerk will provide students with support and direction in learning and accessing library resources. Library Media Clerk will also support students to select appropriately leveled reading books to meet their needs, model positive reading habits and conduct read aloud/read-along. In addition, the Library Media Clerk will support the use of Accelerated Reader when monies become available. Accelerated Reader will be used to supplement and enrich reading for all students. This web based program also helps us in collecting data useful to level our kids according to their reading skill level. | | | |
| | Library Media Clerk Additional Compensation will be used to provide Library Media Clerk with additional funds to compensate for planning events like AVID Family Nights (literacy, math, science, etc.). | | | |
| | As recommended by Fillmore's ELAC and SSC, Fillmore will provide students with print literature in the form of library books including new titles and replacing older library books. Providing a print rich environment will allow all Fillmore students more interaction with literacy, including our students with disabilities, homeless, African American, and white students. | | | |
| | Duplicating expenses are for student materials in larger quantities such as plays, short stories, to be used as additional resources/manipulatives for student learning. | | | |

| Title I Funding Allocation: Duplicating Services - \$2,500 | | |
|---|--|--|
| LCAP 1.13 Literacy and Library Supports Library Media Assistant Salary and Benefits - \$3,338 Library Media Assist Additional Compensation - \$3,000 Additional Books/Reference Materials - \$10,000 | | |

| 1.1.14 | Advancement Via Individual Determination (AVID) To provide students with resources and supports to increase writing proficiency using AVID's Writing Inquiry Collaboration Organization Reading (WICOR) strategies to meet grade level expectations (e.g., 2/3 column notes, Focus Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.). To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies to increase rigor and meet grade level expectations (e.g., level 2 and 3 question development, close reading, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.). Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. Teachers, School Counselors, Program Specialist, and Administrators need ongoing professional development to support students in the AVID elective, and equally important to support and sustain the ongoing implementation school wide. To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g., homework folders, agenda planners, etc.) supporting student collaboration (e.g., binder checks, etc.). Applicable supplemental instructional materials include AVID specific organization and writing project material, poster/chart paper, markers, colored paper. School wide, students will receive planners, binders, dividers, pencil pouches, pencils, highlighters, sticky notes of various sizes (Post-It notes), glue sticks, etc. The resources will help in focusing our ATSI subgroups to support in WICOR strategies. With the support materials, we will be able to build our students' knowledge of WICOR; organization and literacy being key. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$1,000 \$5,000 \$5,950 \$5,000 \$4,500 \$5,000 | 0100 - LCFF/S&C (site) Account Code: 4311 Instructional - Materl/ Supplies 0100 - LCFF/S&C (site) Account Code: 4311 Instructional - Materl/ Supplies 3010 - Title I Account Code: 5215 Conf/Workshop Exp 3010 - Title I Account Code: 5215 Conf/Workshop Exp 3010 - Title I Account Code: 5715 IntrPrgm - Printing 3010 - Title I Account Code: 4311 Instructional - Materl/ Supplies |
|--------|--|--|--|--|
| | support in WICOR strategies. With the support materials, we will be able to build | | | |
| | In addition to these materials, Fillmore would need writing crates for all classrooms (K-8) and sufficient manila folders for every student to roll out the pilot writing portfolio project. The writing portfolio project includes grade level teams deciding three pieces of full process writing projects; one for each trimester. This would also include teachers working towards vertical articulation for writing expectations for their grades levels and those directly below and above their grade level. | | | |
| | | | | |

| As an extension to literacy and improvem a focus point of all grade levels. And to the program at Fillmore Elementary which we that would start in kindergarten and culm typical Grade 8 student would promote for housing the most meaningful pieces, as of PLCs and vertical alignment planning, sp should monies become available, we would professional writing program for Fillmore Duplicating services include AVID planned organizing tool school wide. Title I Funding Allocation: Conference Registration - \$5,950 AVID SI Conference Attendance - \$5,000 | at end, we will implement a writing uld include a writing portfolio project nate in Grade 8 at which point the om Fillmore with a writing portfolio eemed by teachers during grade level anning back to kindergarten. Again, Id like to purchase a proven eachers to implement. | |
|---|--|--|
| Duplicating Services (AVID Planners) - \$ Instructional Materials - \$5,000 | | |
| LCAP 1.14 Advancement Via Individual E Writing Portfolios Materials - \$1,000 Instructional Materials - \$5,000 | etermination (AVID): | |

| 1.1.15 | Recapturing Learning Loss The global pandemic of COVID-19 was declared over in May 2023, however we still need to address the learning loss and close gaps that may have widened due to disruptions in education. There is near universal agreement that distance learning was a failed experiment as we could not force students to pay attention during remote lessons let alone logon to attend classes. We have participated in a four year discussion on how to implement targeted strategies to help students recover and thrive academically. The adoption of SIPPS as mentioned in preceding strategies has been beneficial to students whose literacy and language acquisition were interrupted in their primary years are provided another opportunity to learn foundational skills in reading such as phonics and phonological awareness. With the integration of SIPPS, teachers have a viable strategy to use with beginning and struggling readers. Pending the availability of substitute teachers, Fillmore will release teachers from assigned duties to participate in site equity walks; academic conferences, observe project-based learning, work alongside Solution Tree consultant to align performance tasks learning objectives/standards, etc. The program specialist and administrators will also be present during these activities. Teachers will also collaborate on integrating small group instruction during RTI; Genius30 at Fillmore. Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Title I Funding Allocation: No additional site Title I | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | |
|--------|---|--|--|

| 1.1.16 | Outdoor Education/Science Camp Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees have been paid for through a state grant. The purpose of science camp is to ensure equity for all our students; providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students. Students will come away with experiential learning in science while also developing environmental literacy, critical thinking, and collaborating skills. In addition to the academic benefits and exposure to outdoor education, students who attend science camp will have have experienced being away from home for two days without family (college readiness). There is a social-emotion element as well since students are expected to collaborate, problem-solve, and lead during and after science camp. One or two teachers will be sent as sponsors and supervisors for science camp; thereby released from assigned duties. Teachers will continue to integrate outdoor education strategies into their regular science Standards (NGSS) to ensure students are gaining relevant and rigorous science knowledge. The 2024-2025 school year will see that our fourth grade students participate in the Great Hike at Durham Ferry. The field trip is part of the San Joaquin County Office of Education's Let Play Outside Grant. Even on Eilmore's campus, students have the opportunity to explore their | English Learners, Foster Youth, Low Income, All Students, Students with Disabilities | \$1,800 | 0100 - LCFF/S&C (site) Account Code: 1170 Teacher Salaries - Subs |
|--------|---|--|---------|---|
| | Even on Fillmore's campus, students have the opportunity to explore their environment through nature journaling. Fillmore teachers received professional development in nature journaling in Spring 2021. Since then, teachers have continued to refine their professional development with nature journaling and have used the strategy across grade levels to integrate outdoor education, writing, drawing, and sense-making. | | | |
| | Fillmore seeks opportunities to send our students to outdoor educational to gain and build upon core experiences. Our Grade 2 classrooms have participated in the Mokelumne Fish Hatchery Salmon Release. Teachers and students grow salmon from fry in the primary science lab. Under their teachers' guidance, students monitor the pH balance and temperatures of the waters. Students always monitor food given to the fry. During the growth stages, students from pre-school to Grade 3 take weekly trips to the lab to see the progression of the fry. Students participate in nature journaling to detail the growth [of the salmon] | | | |

| they see. The culminating experience is to then release the salmon into the Mokelumne. | | |
|---|--|--|
| Title I Funding Allocation: No additional site Title I is being allocated for this strategy. | | |
| LCAP 1.16 Outdoor Education/Science Camp: Substitute Teachers (2) Daily Rate - \$1,800 | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

AVID training continues to be priority at Fillmore Elementary. Teachers who were hired in the 2019-2020 school year have been provided opportunities to attend AVID DigitalXP and Pathway via webinar during the global pandemic. Fillmore has started to embed teacher led demonstration for various AVID strategies. In Summer 2024, Fillmore will send 12 certificated staff members including the two school counselors and two site administrators. School wide, Fillmore has 92% of teachers who have attended AVID professional development opportunities within the last five years. Fillmore received AVID certification The Program Specialist helps spearhead organization of AVID artifacts and implementation of all strategies; PS has picked out strategies to prepare and present as part of demonstrations and professional development. The PS has coordinated dates and materials for various testing. The PS continuously monitors iReady data and other benchmarks looking for trends to conduct deep dives and analyses. Programs are monitored and evaluated alongside administration. The PS role cannot be undervalued in regards to English Learners and Reclassification. As of May 2024, Fillmore is leading the district amongst elementary schools in reclassified students with 35 so far. ELA We met the goal of reducing the number of students who are two grade levels or more below on the iReady diagnostic. The goal was to move 15 students from two grade levels or more below and move 38 students from one or more grade levels below to early grade level. 31 students moved up from 3 or more years below and 11 moved up from 2 or more years below. Forty-nine students moved up to grade level on the iReady assessment. MATH We met the goal of reducing the number of students who are two or more grade levels below on the iReady diagnostic. Forty-six students, who were three or more years below, moved up. Fortytwo of the students who were two or more years below, moved up. A total of 61 of these students moved up to one year below grade level. Twenty-six students moved up to grade level on the iReady assessment. Consistently having a Program Specialist on staff allows for EL student success. Progress is continuing to be made. NGSS training built the comfort level in anticipation of the new curriculum adoption; the training has been helpful for our teachers in having a deep dive in the science content area. Students will have the confidence to jump into honors' classes. As teachers become more comfortable and proficient in NGSS, our students will continue to grow. As of Spring 2024, 17 certificated staff members (including the two site administrators) have been able to attend NGSS professional

development as provided by the Institute of Inquiry in San Francisco, CA.

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

Due to the shortage of substitute teachers, the budgeted expenditures for substitute teachers to release teachers for collaboration and academic conferences have remained largely untouched. Grade level teams are taking advantage of offered collaboration time during non-contract hours for additional compensation. Further, teachers have been given opportunities to continue working with San Joaquin County Office of Education for professional development on NGSS including conducting deep dives in the newly adopted science curriculum to expand student achievement. Fillmore only has a Program Specialist. We do not have an Instructional Coach. With that in mind, Fillmore teachers have presented their own learning from professional development opportunities to the whole staff during staff meetings. Administration have been mindful to seek opportunities for professional development during non contact time. Goal 1, Strategy/Activity 1: Substitute Teacher Pay Calculation (Object Code 11700): *100 days X \$200 = \$27,000 (allocated \$20,000) will be reallocated to teacher compensation and teacher conferences Goal 1, Strategy/Activity 2: Teacher-Add Comp (Object Code 11500): *20 teachers X 4 hours X \$60 rate of pay = \$4,800 total cost (allocated \$5,000) will also fund an additional middle school teacher attending PLTW training

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.

The majority of the strategies will remain the same. The District funding a full-time Bilingual Paraprofessional Assistant using LCAP monies in the 2023-2024 school year has allowed us to pursue a .75 Community Assistant based on our 2023-2024 SPSA. We were not able to back fill the Community Assistant vacancy. Reallocated funds may be used to provide additional professional development for teachers, counselors, and administrators. Reallocated funds may also be used for additional compensation for additional collaboration. In conducting the Common Needs Assessment survey, which was distributed to educational partners such as families, teachers and other staff members, ELAC and SSC resulted in the instructional assistant position garnering 53 votes compared to the Library Media Assistant's 140 votes; the Program Specialist's 109 votes; the Community Assistant's 97 votes; and Office Assistant's 57 votes (if we had to fund the position by site). Our school community which included all of our educational partners groups have communicated the need to eliminate the three Instructional Assistant positions at Fillmore beginning in the 2023-2024 school year. Of 284 returned surveys, 20 of which were voided due to unclear votes, the role of Instructional Assistant was voted as least necessary.

Goal 2.1

| Goal # | Description |
|----------|--|
| Goal 2.1 | By June 2025, Fillmore will decrease the suspension rates of the 2023-2024 school year (47) to 30 students suspended in the 2024-2025 school year. |
| | By June 2025, Fillmore will decrease our chronic absenteeism rate for all students to below 40% school wide. |

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.

Fillmore needs to continue to provide professional development opportunities specific to science curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to ELA curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Fillmore needs to continue providing professional development opportunities in AVID. Fillmore would like 100% of their teachers trained in AVID as recommended for school wide certification.

Fillmore needs to re-incorporate Response to Intervention (RTI) time to address student struggles.

Fillmore needs to provide stronger emphasis on Math and Math curriculum for student acquisition.

Fillmore needs to continue to support ongoing professional development in ELA, including SIPPS.

Fillmore will continue to support ongoing professional development in science for content.

Fillmore will continue to support ongoing professional development in science for standards integration between CCSS and NGSS.

We need to continue to strengthen our parental participation for school events including but not limited to Back to School Night, AVID Family Nights, ELAC, and Parent Coffee Hours.

Fillmore needs to continue to showcase our student achievement vis-a-vis parent/family nights, especially for STEAM nights about events the school is organizing and sponsoring. Fillmore needs to take advantage of science camp and other experiential opportunities that come at no cost to parents/families

Fillmore needs to utilize parent outreach to inform them of services available like Families in Transition, Family Resource Center, Admissions & Family Services, Department, etc. for additional supports.

Fillmore needs to include School Based Mental Health Clinicians at family events.

Although chronic absenteeism has declined by 6%, we still have 47.5% students chronically absent.

Fillmore needs to address school connectedness by increasing celebratory events so that student want to attend school.

We need to address the increase of 5.5% in suspension. We have not seen decreases we want for suspensions even with the implementation of PBIS, the "buddy system," progressive discipline and alternative consequences.

Students need to have opportunities for experiential exposure during the school day to increase school connectedness.

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 |
|---------------------|-------------------------|------------------|
| Suspensions | 47 suspensions | 30 suspensions |
| Chronic Absenteeism | 47.5% | 40% |

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

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|---|--|--------------------------|-------------------|
| 2.1.1 | Educational Equity, Diversity, and Inclusion Fillmore seeks to emphasize a holistic approach to student success by considering not just academic outcomes, but also students' social, emotional, and cultural needs. Our goal is to create a nurturing, and equitable educational environment that prioritizes the well-being of the whole child by addressing student's divers cultural, socio-emotional, and academic needs. We want to ensure that all students, regardless of background, have access to high-quality educational experiences that celebrate diversity and promote equity. Counselors have invited presenters from San Joaquin Pride Center to share with staff different resources to help support our LGBTQ+ students. In addition, book titles have been purchased for our parent library with titles to help parents/ families support students who may be LGBTQ+ or curious. Counselors and Administrators have attended various equity trainings. In the 2024-2025 school year, Counselors and Administrators will attend sessions 3 and 4 of our equity training. A Counselor and the Principal attended AVID Pathway's Enhancing School Community for College and Career Readiness for All in October 2024. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
| 2.1.2 | Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy | | | |

| 2.1.3 Equity and Inclusion Training and Workshops All Students, and the broader school community with the knowledge and skills needed to create equitable and inclusive learning environments. By enhancing the school community capacity to create an equitable earning environments, and inclusive learning environment, teachers, counselors, and administrators will attend comprehensive training and workshops on cultural comprehensive training and achievement. Students with Disabilities Counselors have invited presenters from San Joaquin Pride Center to share with staff different resources to help support our LOBTO+ students. In addition, book titles have been purchased for our parent library with tilles to help parents/ families support students who may be LOBTO+ or curicus. Schedules parents of the would like to have SJPC present to parents/families during Parent Coffee Hour so that LOBTO+ students are supported at school and a home. Counselors and Administrators will attend sessions 3 and 4 four equity training. A Counselors and Administrators will attend sessions 3 and 4 four equity training. A Counselor and the Phincipal attended AVID Pathways Enhancing School Community building, conflict resolution, and equitable discipline methods. PS and administrators have participated in Equity Walk. Throughs with the Education Services Director. To extend this schwis forfs and administrators have conducted site based Equity Walks. The valiability, the site team would like to have and administrators have conducted site based Equity Walks. Preving substitute teacher availability, the site team would like to have and administrators have conducted sit | | | | |
|--|-------|--|---|------|
| | 2.1.3 | Fillmore wants to focus on empowering educators, staff, students, and the broader school community with the knowledge and skills needed to create equitable and inclusive learning environments. By enhancing the school community's capacity to create an equitable and inclusive learning environment, teachers, counselors, and administrators will attend comprehensive training and workshops on cultural competency given by the district so that we may practice anti-biases and strategies to support the diverse needs of all students. To do so, we are cognizant of enhancing awareness of equity, diversity, and inclusion (EDI) principles and how they impact student well-being and achievement. Counselors have invited presenters from San Joaquin Pride Center to share with staff different resources to help support our LGBTQ+ students. In addition, book titles have been purchased for our parent library with titles to help parents/families support students who may be LGBTQ+ or curious. Schedules permitting, we would like to have SJPC present to parents/families during Parent Coffee Hour so that LGBTQ+ students are supported at school and at home. Counselors and Administrators have attended various equity trainings. In the 2024-2025 school year, Counselor and the Principal attended AVID Pathway's Enhancing School Community for College and Career Readiness for All in October 2024. Staff will engage in restorative practices that emphasize community building, conflict resolution, and equitable discipline methods. PS and administrators have participated in Equity Walk-Throughs with the Education Services Assistant Superintendent and Education Services Director. To extend this activity, the PS and administrators have conducted site based Equity Walks. Pending substitute teacher availability, the site team would like to include teachers in the Equity Walks. The walks offer site administration the chance to see curriculum implementation as well as monitoring student and teacher progress. | English Learners, Foster Youth, Low Income, Students with | |

| 2.1.4Cultural Relevance, Outreach, and SupportAll Stud EnglisWith the various trainings and professional development we (Teachers, PS, Counselors, and Administrators) have collectively attended, Fillmore is capable of fostering an inclusive and culturally relevant educational environment that recognizes and honors students' diverse backgrounds. With our Community Assistant's help, we can strengthen family and community outreach to provideAll Stud Englis Learne Foster Y Low Inclusion | |
|---|----------------------|
| Fillmore wants to focus on empowering educators, staff, students, and the broader school community with the knowledge and skills needed to create equitable and inclusive learning environments. By enhancing the school community's capacity to create an equitable and inclusive learning environment, teachers, counselors, and administrators will attend comprehensive training and workshops on cultural competency given by the district so that we may practice anti-biases and strategies to support the diverse needs of all students. To do so, we are cognizant of enhancing awareness of equity, diversity, and inclusion (EDI) principles and how they impact student well-being and achievement. Counselors and Administrators have attended various equity trainings. In the 2024-2025 school year, Counselor and the Principal attended AVID Pathway's Enhancing School Community for College and Career Readiness for All in October 2024. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy. | vith, me, with |

| 2.1.5 | Positive Behavior Interventions and Support (PBIS) School wide implementation of PBIS strategies and rewards during non- structured times such as lunch recess to reduce suspensions as a result of discipline and to maintain a safe environment. Counselors will continue to host monthly Lunch Time Activities (LTAs) in the 2024-2025 school year for students | All Students, English Learners, Foster Youth, Low Income, Students with | \$6,000 | 0100 - LCFF/S&C (site) Account Code: 1250 Cert Pupil Support - Add Comp |
|-------|---|--|----------|---|
| | who have not received any discipline referrals, in-school suspensions, or out of school suspensions. LTAs can include games and activities such as music or crafts. | Disabilities | \$16,619 | 0100 - LCFF/S&C (site) Account Code: 4320 NonInst - Materials/ Supplies |
| | Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide PBIS to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental | | \$28,213 | 0100 - LCFF/S&C (site) Account Code: 5725 IntrPrgm - Field Trips |
| | health and overall well-being. As already mentioned in Strategy/Activity 1.1.1, Fillmore will push for quality first instruction by contracting with consultants from Solution Tree and/or AVID. On site training will be equitable for teachers who are unable to travel to | | \$10,000 | 3010 - Title I Account Code: 5832 Consultants - Non Instr |
| | conferences during established breaks, etc. LTAs will also help decrease our absenteeism rate as students will have more activities to look forward to at school. | | \$5,000 | 0100 - LCFF/S&C (site) Account Code: 5832 Consultants - Non |
| | School counselors will collaborate with Administrators during non-contractual time for additional compensation. | | | Instr |
| | Materials will be purchased to support lunch time activities to promote social, emotional and behavioral well being. | | | |
| | Assemblies (including but not limited to contracting with Brandon Leake), field- trips, and other experiential opportunities will be awarded to all students to support core curriculum and socio-emotional learning. | | | |
| | Title I Funding Allocation: Brandon Leake Services - \$10,000 | | | |
| | LCAP 2.5 Positive Behavior Interventions and Support (PBIS): School Counselors Additional Comp - \$6,000 PBIS Materials and Supplies - \$16,619 | | | |

| Field Trips & Assemblies - \$28,213 | | |
|-------------------------------------|--|--|
| Brandon Leake Services - \$5,000 | | |

| 2.1.6 Student Assistance Program Support (SAP) All Students, English Before Fillmore triggers SUSD's SAP process to involve parents in educational planning, etc., we will host internal CARE Team Meetings where Teachers present concerns they have for their students who exhibit a grater need than Tier 1 supports. At the initial meeting, the Team will devise a plan on how to monitor progress and discuss potential next steps. All Students, English Filtmore wants to provide timely and comprehensive support for academic, emotional, behavioral, and/or social challenges through a structured and collaborative approach from school staff and families. After (ident), and articles with Disabilities Sudents with Disabilities SAP team develops individual plans that may include tudonic conserving, behavioral interventions, or referrals to our School Based Mental Health Clinician (SBMHC) or external social services, monitor progress, and provide teachers with resources to manage classroom behavior and recognize when a child may need additional help from the SAP team. The goal of the SUSD multi-liered SAP process is to work with the classroom teacher to identify strugging student and are exhibiting academic, behavioral interventions and in aredic roinnet to provide the collaborative team utilizes the respective professional knowledge of the support as presented by our district. The r1 : Universal Classroom Interventions & Structures Tier 3: Targeted Intervention & CARE Team Tier 3: Targeted Intervention & SST New teachers who may need help with SAP process could collaborate after school with Counces (students) and in coreace strubing academic, behavioral interventions are | | | | |
|--|-------|--|---|--|
| | 2.1.6 | Before Fillmore triggers SUSD's SAP process to involve parents in educational planning, etc., we will host internal CARE Team Meetings where Teachers present concerns they have for their students who exhibit a greater need than Tier 1 supports. At the initial meeting, the Team will devise a plan on how to monitor progress and discuss potential next steps. Fillmore wants to provide timely and comprehensive support for academic, emotional, behavioral, and/or social challenges through a structured and collaborative approach from school staff and families. After identifying at-risk students, the SAP Team at Fillmore will assess [their] needs, develop intervention plans, and monitor progress (in six-eight week windows). SAP Team will schedule bi-weekly meetings to review student cases, discuss interventions, and, if necessary, coordinate with SUSD Special Education Department for next steps. SAP team develops individual plans that may include tutoring, counseling, behavioral interventions, or referrals to our School Based Mental Health Clinician (SBMHC) or external social services, monitor progress, and provide teachers with resources to manage classroom behavior and recognize when a child may need additional help from the SAP team. The goal of the SUSD multi-tiered SAP process is to work with the classroom teacher to identify struggling students who are exhibiting academic, behavioral and/or social-emotional needs. The site collaborative team utilizes the respective professional knowledge of the site multi-discipline team members to appraise the whole child in order to provide the child and the classroom teacher necessary support, providing or connecting student and family to a full-scope of remedial interventions & CARE Team Tier 1: Universal Classroom Interventions & Structures Tier 2: Selective Intervention & CARE Team Tier 3: Targeted Intervention & SST New teachers who may need help with SAP process could collaborate after school with Coun | English Learners, Foster Youth, Low Income, Students with | |

| No ad | additional site Title I funding has been allocated for this strategy. | | |
|-------|---|--|--|
| | P 2.6 Student Assistance Program Support (SAP) additional site LCFF is being allocated for this strategy. | | |

| 2.1.7 | Behavior Support Services Fillmore continues to implement a Restorative Practices / Reflection Room for students to have access to space to recollect themselves and have an opportunity to reflect on and accept accountability for their behavior as a way to de-escalate potential further behaviors that could potentially result in disciplinary measures such as in-school suspension(s) and/or out-of-school suspension(s). Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students. Fillmore will support professional development in Restorative Practices when training is available. Should monies become available, Fillmore will use funds for additional compensation to teachers, counselors, and administrators during non-contractual time to deepen the knowledge and practice of Restorative Practices. Assistant Principal Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. Teachers will submit classroom management plans for the grade level. Should a student be sent out to a "buddy teacher" or no more than a one time-out with the "buddy teacher," students will complete reflection sheets. As a part of classroom management plan, teachers can send disruptive and defiant students (for non-violent offenses) to a "buddy teacher" none than 45 minutes before they're sent back to homeroom *K-3 students are with the buddy teacher for no more than one class period (not to overlap) before they're sent back to homeroom *f-6 student returns to their homeroom and continues defiant a | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$500 \$2,000 \$1,000 | 3010 - Title I Account Code: 5715 IntrPrgm - Printing 0100 - LCFF/S&C (site) Account Code: 1250 Cert Pupil Support - Add Comp 0100 - LCFF/S&C (site) Account Code: 1150 Teacher Salaries - Add Comp |
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| Students will return to class when ready and parents will be notified of intervention(s) that took place. Continued defiance will result in parent / teacher conference. | | |
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| Room 3 will be facilitated by CSA, counselors, administration, etc. on a rotating basis (depending on schedules). | | |
| Staff will collaborate on developing policies and procedures to support PBIS. Counselor will collaborate with admin, teachers, and staff to develop policies and procedures to support students' emotional learning, incorporating the district's SEL curriculum, Second Step. | | |
| Tier 1: Provide universal behavior interventions, such as social-emotional learning (SEL) programs, to teach all students essential skills like empathy, emotional regulation, and conflict resolution. | | |
| Tier 2: Offer targeted group interventions for students who exhibit repeated behavioral challenges, such as check-in/check-out systems, group counseling, or small group social skills training. | | |
| Tier 3: Provide intensive, individualized support for students with significant behavioral needs. This may include individualized behavior intervention plans (BIPs), one-on-one counseling, or mentoring. | | |
| Empower student leaders to act as role models and advocates for positive behavior, fostering a sense of ownership over the school climate. | | |
| Title I Funding Allocation: Duplicating - \$500 | | |
| LCAP 2.7 Behavior Support Services School Counselor Additional Compensation - \$2,000 Program Specialist Additional Compensation - \$1,000 | | |

| 2.1.8 New Teacher Training and Support All Students, English, Learners, Voite exclusion of the students of an inclusive, equitable, and holistic learning environment for students. Fillmore will help: peare new teachers to tracognize and dismantle inequilies in their classrooms, toster an environment where every student feels included and valued; and provide resources and mentorship to support the professional growth of new teachers to advice retention networks. Students with Disabilities Our school also seeks focused professional development for teachers. For instance, Fillmore has sent new teachers to AVID Summer Institute and Pathways, Cliffornia NGSS. Implementing Three Dimensional Science Learning through the inquiry of institute. California Science Education Conference (CASE), the district's Math Conference in Aslongiate and the sociation professional aveterian teacher, the program specialist, and the principal. The conferences that Fillmore eaks sociation conference in CASE), the district's Math Conference in Aslongiate aveters and ministration of Help Activity Movement Participation Success (CHAMPS) and PBIS professional evelopment days. Fillmore Administration has recommended Conversation Help Activity Movement Participation Success (CHAMPS) and PBIS professional development to help with classroom management which could potentially overwhelm new educators. Further, Fillmore has hosted and will host future additional collaborations for the teachers and the teachers and the teachers and the support providers. And new teachers and the teachers and the teachers and the teachers and the teachers and has the teachers and new teachers and the start of their credentials have induction mentors as they work on clearing their credentials have induction mentors as they work on clearing through has been allocated for this strategy. | | | | |
|--|-------|--|---|--|
| | 2.1.8 | Fillmore encourages new teachers to attend professional development opportunities as presented by our district. Our school believes in equipping new educators with the skills and knowledge necessary to create an inclusive, equitable, and holistic learning environment for students. Fillmore will help: prepare new teachers to address students' academic, social-emotional, and cultural needs; train teachers to recognize and dismantle inequities in their classrooms; foster an environment where every student feels included and valued; and provide resources and mentorship to support the professional growth of new teachers and increase teacher retention rates. Our school also seeks focused professional development for teachers. For instance, Fillmore has sent new teachers to AVID Summer Institute and Pathways, California NGSS: Implementing Three Dimensional Science Learning through the Inquiry of Institute, California Science Education Conference (CASE), the district's Math Conference in Asilomar, Great Valley Writing Project, Solution Tree, PBIS, etc. Two novice teachers will attend the National Science Teacher Association conference in November 2024 alongside a veteran teacher, the program specialist, and the principal. The conferences that Fillmore seeks out align to Fillmore's academic focuses, literacy, science, and math instruction. Additionally, new teachers attend Stockton Teacher Association professional development days. Fillmore Administration has recommended Conversation Help Activity Movement Participation Success (CHAMPS) and PBIS professional development to help with classroom management which could potentially overwhelm new educators. Further, Fillmore has hosted and will host future additional collaborations for additional compensation between veteran teachers and new teachers on site. New teachers, who are district interns, have site support providers. And new teachers who have their preliminary credentials have induction mentors as they work on clearing their credentials. By investing in comprehensiv | English Learners, Foster Youth, Low Income, Students with | |
| LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy. | | LCAP 2.8 New Teacher Training and Support | | |

| 2.1.9 | Social Service Supports for Families in Transition Fillmore relies on our district's Family Resource Center. The mission for FRC is: "Here at Stockton Unified School District Families in Transition, we are dedicated to empowering McKinney-Vento students by fostering an inclusive and supportive educational environment. It is our mission to break down barriers, instill resilience, and provide support to ensure that every McKinney-Vento student not only receives a quality education but also thrives academically, emotionally, and socially. Through advocacy, empathy, and collaboration, we strive to create a nurturing community where being in transition is not a hindrance but a challenge we collectively overcome, fostering a brighter future for each student we serve." Families in Transition provides the following services: *Enrollment Assistance *Case Management and Advocacy *Transportation Support *Assistance and Referral to Student Services (PreK, and After-School Program) *Referral to Community Agencies The SUSD Families in Transition program supports families with current SUSD enrolled children who are experiencing barriers in educational support. This program is designed to identify children in need to assure they receive an adequate education, are able to participate in school events, extracurricular activities, and attend school regularly as per McKinney-Vento Federal Law. The FRC School provides the following services: enrollment assistance; assisting in the determination of school of origin or school in the best interest of the child; | Foster Youth, Low Income, All Students | |
|-------|---|--|--|
| | academic advocacy; transportation support; extracurricular/sports participation support; and resources and referrals. | | |
| | Title I Funding Allocation: | | |
| | No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy. | | |

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| 2.1.10 | Central Enrollment Direct Services to Families | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: | | |
| | No additional site LCFF is being allocated for this strategy. | | |

| solutions; establish positive reinforcement programs, such as attendance | | |
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| rewards and recognition ceremonies, to motivate students to attend regularly. | | |
| Fillmore will continue to welcome students in the morning for arrivals. | | |
| | | |
| Fillmore has to communicate with parents/families whose students cannot come | | |
| to school due to a lack of clean clothes. The school community can launch a | | |
| volunteer program where students can bring soiled clothes from home and have | | |
| their clothes washed in Science Lab 2 or Science Lab 14 when Fillmore was | | |
| included in a CARB grant from 2021. | | |
| , and the second s | | |
| There are other factors too for students who continue to have chronic | | |
| absenteeism. Transportation can be a barrier. For example, we have a special | | |
| day class 8th grader who has missed 44 days of school due to transportation | | |
| issues with door to door service. Other special day class students have missed | | |
| multiple days of school but missing almost an entire trimester was the most | | |
| egregious case. We also have students who have no other option but to walk to | | |
| school if they missed the bus; this is minimally a one mile walk. By implementing | | |
| a holistic approach that considers all factors affecting attendance, Fillmore can | | |
| support students and families in overcoming challenges, thereby promoting | | |
| | | |
| academic success and well-being for our students. | | |
| Filler and will be at attendence will be and was ide in centilized for attaining to the | | |
| Fillmore will host attendance rallies and provide incentives for students whose | | |
| attendance improves throughout the weeks. Incentives can range from | | |
| something tangible like backpacks, water bottles, socks, board games, etc. to | | |
| food stuffs like chips, granola bars, snack cakes, etc. | | |
| | | |
| Title I Funding Allocation: | | |
| No additional site Title I funding has been allocated for this strategy. | | |
| | | |
| LCAP 2.11 Student Attendance and Truancy: | | |
| Materials and Supplies - \$4,000 | | |
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| 2.1.13 | Mental Health Resources and Supports for Students Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Mental Health Clinicians (District Funded): Provide increased or improved mental health direct services to students, families, and staff district wide. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | |
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Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.

PBIS

School wide implementation of PBIS strategies and rewards during nonstructured times such as lunch recess to reduce suspensions as a result of discipline and to maintain a safe environment. Counselors will continue to host monthly Lunch Time Activities (LTAs) in the 2024-2025 school year for students who have not received any discipline referrals, in-school suspensions, or out of school suspensions. LTAs can include games and activities such as music or crafts.

Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being.

As already mentioned in Strategy/Activity 1.1.1, Fillmore will push for quality first instruction by contracting with consultants from Solution Tree and/or AVID. On site training will be equitable for teachers who are unable to travel to conferences during established breaks, etc. Both School Counselors and Administrators will attend appropriate conferences to support Social Emotional and Restorative Practices and Responsive Schools.

LTAs will also help decrease our absenteeism rate as students will have more activities to look forward to at school.

Assemblies (including but not limited to contracting with Brandon Leake), fieldtrips, and other experiential opportunities will be awarded to all students to support core curriculum and social, emotional learning.

| | Title I Funding Allocation: School Counselors Conference/Training/Workshops Attendance - \$3,000 LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Administrators Conference/Training/Workshops Attendance - \$4,000 | | |
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| 2.1.15 | School Connectedness Our school counselors conduct School Climate Surveys multiple times a year. In addition to School Climate Surveys, students are now engaging with Sown to Grow, a social and emotional learning (SEL) platform. Students have weekly check-ins to share their current emotional well-being. Students respond to writing prompts to deepen reflection. Lessons provided are accessible and relevant to students' lives. In addition to Sown to Grow, students also engage with the Sandy Hook Promise by using the Say Something See Something platform to report concerns about themselves and their classmates. Students are recognized for their achievement, including perfect attendance, at school assemblies at the end of every trimester. Our PLUS students, along with our school counselors, have hosted PLUS forums for students Grade 4-8. We have organized PBIS activities to reward classes, grade levels, life levels for achievement, including perfect attendance. We utilize games like corn hole, giant Connect Four, giant Jenga, etc. purchased in previous years for these activities. We also provide popcorn parties and nacho parties, also using equipment purchased in previous years, to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy. | All Students, Foster Youth, English Learners, Low Income, Students with Disabilities | |

| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. With the number of special day class sections (four sections) at Fillmore, it is not sustainable to lead a school site without the support an assistant principal. Title I Funding Allocation: Assistant Principal Conference/Workshop/Training - \$1,000 LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$1,000 | 3010 - Title I Account Code: 5215 Conf/Workshop Exp |
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| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy | | |
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| 2.1.18 | Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. ELOP will compensate teachers and other staff for additional services. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | |

| 2.1.20 | Instructional Technology Teachers incorporate digital platforms and tools like Google Classroom, digital maps, and Kahoot for interactive lessons, quizzes, and real-time feedback during instruction. Teachers teach each students how to effectively research, during instruction. Teachers teach each students how to offectively research, during instruction. Teachers teach each students for students to have voice and choice in how they demonstrate their learning, using various technology tools and formats that best suit their interests and skills. Teachers foster a culture of sharing best practices for technology integration through teacher collaboration sessions and tech-focused professional learning communities (PLCs). Digital Citizenship Curriculum: Teachers implement SUSD's digital citizenship curriculum to teach students about responsible online behavior, including internet safety, privacy, and ethical technology use. Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | \$7,500 | 3010 - Title I Account Code: 5659 Maintenance Agreements 3010 - Title I |
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| | | | | |

| | No additional site LCFF is being allocated for this strategy. | | |
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| 2.1.21 | Instruction and Teacher Staffing Fillmore will work alongside SUSD's Human Resources Department when there are impending retirements or vacancies. Administration will ensure high-quality instruction through strategic staffing, targeted professional development, and embedded support to newly hired teachers. Fillmore will recruit highly qualified teachers with specific expertise in key areas, focus recruitment efforts on teachers with experience in diverse classroom settings and a strong understanding of differentiated instruction, and aim to hire a diverse staff that reflects the student population, ensuring that students see themselves represented in their teachers. This has been shown to improve student engagement and academic achievement, particularly among minority groups. Teachers will use assessment data to identify struggling students and modify their instructional Strategies to meet student needs. PLCs will be used to implement data cycles to monitor student progress. Due to the ongoing vacancy of the Instructional Coach position, Fillmore will rely on our Program Specialist, Curriculum Specialists (from SUSD's Curriculum Department), paid consultants (such as Solution Tree), and Administrators to support our newly hired teachers. Targeted professional development will include topics such as differentiated instruction, culturally responsive teaching, SIPPS, writing across curriculum, literacy integration across curriculum, etc. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | |

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| 2.1.23 | School Facilities In 2009, ARCHITECHNICA agreed to provide Architecture and Engineering Services for the Elementary School Portable Replacement Project at 10 Elementary Schools. To date, ARCHITECHNICA has served as the Architect of Record for the completed Portable Replacement Projects at Van Buren, Kennedy, Montezuma, Adams, and Madison Elementary Schools. In 2019, ARCHITECHNICA was authorized to design the Portable Replacement Project at Fillmore Elementary School and the projects at Adams and Madison. In May 2020, the Fillmore Project was put on hold while the other school sites received their new buildings. In November 2023, the SUSD Board of Education recommended that the Governing Board approve the Professional Services Agreement for continued Architectural and Engineering Services with ARCHITECHNICA for the Elementary School Portable Replacement Project at Fillmore Elementary School. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | |
| | new permanent single-story classroom buildings totaling 29,440 square feet. There are 28 teaching spaces scheduled for demolition over the project. They will be replaced with 18 standard classrooms, a staff workroom/lounge, a speech classroom, a counseling space with an office, an SDC classroom, an RSP classroom with an office, a psychologist's office, a PE classroom with storage, a PLTW/AVID classroom with storage, a multi-use classroom with storage, student restrooms, staff restrooms, and building support spaces. If necessary, all specialty classrooms can be converted to standard classrooms. The two buildings will be sited to allow hardscape playground areas at the western and eastern ends. The western end will accommodate secondary grades, while the eastern side will be assigned to primary grades. | | |
| | To eliminate the need for interim housing during construction, the project is planned to be constructed in three phases. A shade structure for outdoor learning will be constructed in the courtyard between Building K and J. The existing fire alarm and intercom system on the entire campus will be replaced. Additional low-voltage system upgrades will be conducted as required. | | |
| | The Facilities and Planning Department provided an update in that 50% of Construction Documents previously submitted to the District in May 2020 was resubmitted to comply with the 2022 Edition of the California Code of Regulations. These changes may include the addition of solar panels, electrical power battery storage systems, accessibility updates, structural support system updates, HVAC system revisions, building envelope changes, and other revisions necessary to comply with the code. Complete the construction documents (plans, specs, calculations) and obtain DSA approval. This project | | |

| will be paid for by Measure C. In regards to daily maintenance of our facilities, the Head Custodian (HC) and | | |
|--|--|--|
| Administrators will conduct regular facility audits and assessments of the school's physical environment, including buildings, classrooms, playgrounds, restrooms, and outdoor spaces. We will use these audits to identify areas in need of maintenance or improvements (e.g., HVAC systems, lighting, safety | | |
| infrastructure). Custodians will work closely with the district's facilities team to prioritize repairs, upgrades, and improvements based on the results of the audit. HC will utilize clerical staff to input work orders when necessary. Custodians will | | |
| maintain cleaning schedule(s) that include regular cleaning, repairs, and inspections. This reduces the risk of unexpected breakdowns and ensures the longevity of school facilities. | | |
| Conduct routine safety drills (fire, earthquake, lockdown) and review safety procedures to ensure that staff and students are well-prepared in the event of an emergency. Collaborate with local law enforcement to review and improve school safety protocols. | | |
| HC will also maintain the School Waste Reduction Programs, Mandatory Commercial Recycling (AB 341). The Mandatory Commercial Recycling (MCR) law went into effect in June 2012 and requires public entities that generate a certain threshold of solid waste per week to reuse, recycle, compost, or otherwise divert solid waste from disposal. | | |
| Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy. | | |

| 2.1.24 | Student and Campus Safety To ensure a safe and secure learning environment for all students and staff, promoting both physical safety and emotional well-being on campus, Fillmore regularly updates and practices school-wide emergency response protocols, including fire drills, earthquake drills, and lockdown procedures ensuring that all staff and students are familiar with these plans. We use CatapultEMS to conduct safety drills. Campus Safety Assistant (CSA) and Noon Duty Assistants (NDA) are assigned to monitor high-traffic areas (playgrounds, hallways, entrances, and exits) during arrival, recess, lunch, and dismissal times. Fillmore has long established a safety team composed of administrator, teachers, and support staff who are trained to respond to emergencies and handle safety concerns. Hall Pass is in place and fully implemented. The visitor management system tracks and verifies all visitors entering the campus. Visitors are required to check in and wear identification badges while on school grounds at all times. Anti-bullying programs facilitated by our school counselors promote kindness, respect, and inclusion. Students are provided with tools to recognize and report bullying, both in person and online (cyberbullying). We promote an inclusive school culture where all students feel welcome and valued, reducing the likelihood of conflicts and creating a supportive atmosphere for learning by providing tools such as Restorative Practices. For supervision purposes, Fillmore would like to purchase more stanchions and oversized traffic cones to indicate dangerous spots for students. Title I Funding Allocation: Materials and Supplies (Safety) - \$1,500 LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy. | Low Income, English Learners, All Students, Foster Youth, Students with Disabilities | \$1,500 | 3010 - Title I Account Code: 4320 NonInst - Materials/ Supplies |
|--------|---|--|---------|--|

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Unfortunately, the pandemic and COVID-19 continues to wreak havoc amongst our teachers and students' attendance. Chronic absenteeism was exacerbated by positive COVID-19 tests and exposures at the beginning of the school year due to local, state, and national guidelines in place at the time. The Counseling Team at Fillmore have done a tremendous job in presenting social lessons to students, Grades K-8. Further, PBIS is being embraced throughout our school as teachers are teaching students of the intrinsic value of positive behaviors. Students have had the ability to enjoy PBIS activities within their grade levels and life-level spans. From time to time, teachers do utilize the "buddy system" for non-violent infractions within their classrooms. Students who cannot correct their behavior are escorted to the Restorative Room where they need to reflect on their behaviors as to how they ended in the Restorative Room. Students aren't going to the Restorative Room as a "break" for themselves or their classroom teachers. We want students to think about their conduct and their actions. Students are given time to think about how they could conduct themselves differently in the future.

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

The "buddy system" we have established amongst teachers is a good support network for our students and our teachers as more staff members are becoming familiar with students outside of their own rosters. It was difficult to plan for PBIS activities at the beginning of the school year due to dozens of students absent at the same time due to COVID-19 positive test results and exposure increasing the numbers of students who are chronically absent. We have had teachers call in without being able to secure coverage. In the 2022-2023 school year, a Special Day Class Moderate/Severe program was opened at Fillmore. The program comprised of a continuum in Level II which included K-2 Mod/Severe, 3-5 Mod/Severe, and 6-8 Mod/Severe. There is also a section of Level I 3-5 Mod/Severe. This particular section was "lift and drop" from a sister site and is very much an outlier section. Due to the addition of four sections of Mod/Severe students, some of whom are non-verbal, our suspension and discipline incidents have increased exponentially. Behaviors include violent outbursts affecting both SDC students, general education students, and staff members. There have been injuries to both students and staff resulting in out of school suspensions; and Manifest Determination in at least two cases. Students have also damaged school property as well. Unfortunately, we are unable to use the same strategies for our SDC students as we are with our general education 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.

The strategies will remain the same.

Goal 3.1

| Goal # | Description |
|----------|---|
| Goal 3.1 | By June 2025, Fillmore students will participate in at least four showcase events (MESA Competition, PLUS Forum, SUSD STEAM Fair, and SJCOE STEAM Fair, Robotics Showcase, etc.). |

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.

Fillmore needs to re-incorporate Response to Intervention (RTI) time to address student struggles.

Although chronic absenteeism has declined by 6%, we still have 47.5% students chronically absent.

Fillmore needs to address school connectedness by increasing celebratory events so that student want to attend school.

We need to address the increase of 5.5% in suspension. We have not seen decreases we want for suspensions even with the implementation of PBIS, the "buddy system," progressive discipline and alternative consequences.

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 |
|----------------------------|-------------------------|------------------|
| Student Events / Showcases | 4 | 4 |

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

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|--|--|--------------------------|-------------------|
| 3.1.1 | Student Engagement and Leadership Opportunities At the start of the 2024-2025 school year, Fillmore initiated its own charter for the Mathematics, Engineering, Science Achievement (MESA) Club. Students who are interested in joining the club register for the Expanded Learning Opportunities Program (ELOP) formerly known as the After School Program. During MESA, students are engaged in hands-on activities while enjoying camaraderie and competition with peers. Students are able to collaborate and problem solve. In November 2024, Fillmore MESA placed second at the University of the Pacific (UOP) Quiz Bowl Final. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |

Fillmore will host an internal STEAM Fair. Student finalists who place at Fillmore's STEAM Fair will then be entered to our district STEAM Fair and finalists from our district STEAM Fair will be entered into the county STEAM Fair.

PLUS Leadership

Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.

Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.

During ELOP, Fillmore students also have the opportunity to join Peer Leaders Uniting Student (PLUS). PLUS is a youth facilitated program that utilizes social leadership qualities to connect all students on campus. The PLUS community is a diverse cross-section of student leaders that facilitates a series of activities that create communication, connections, care, and community amongst a student body. Utilizing best practice strategies, the PLUS Team student leaders serve as the liaison between the student body and the adults on campus. SUSD has been implementing the PLUS Program to further our efforts to build a safe school environment for all students since Winter 2012.

PLUS and its advisers (school counselors) also facilitate PLUS forums for students in Grades 4-6 throughout the school year. In addition, PLUS students also attend Forums on SUSD's high school sites and UOP. PLUS students and their advisers hosted Fillmore's inaugural Solidarity Color Run. The event was open to all students of every life level, including Special Day Class students in Grades K-8.

Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.

LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.

| 3.1.2 | Youth Engagement Activities and Athletic Programs ELOP also hosts Intramural Sports between sister sites. Throughout the year, students have the opportunity to participate in different sports, depending on the season. Prior to the COVID-19 global pandemic, Fillmore students participated in our district sponsored Kennedy games. Students from across the city competed against one another and added to their shared experience in a celebratory atmosphere evoking both the Olympics and the spirit of camaraderie. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy. | Low Income, Foster Youth, English Learners, All Students, Students with Disabilities | |
|-------|---|--|--|
| 3.1.3 | Arts Programming For the 2024-2025 school year ONLY, Fillmore has a dance teacher employed under Prop 28 funding. The dance teacher services students in Grades K-6 three out of the five school days during the week (Mondays, Wednesdays, and Fridays). Fillmore splits the services of the dance teacher with a sister site. Our school is shortchanged given that many school holidays fall on Mondays and at least two school holidays are scheduled on a Friday in the 2024-2025 school year. Fillmore would like to expand experiential opportunities for students by providing field trips to museums, playhouses (theatres), concert halls, art galleries, aquariums, national and state parks including destinations near the ocean and other bodies of water, amusement parks, etc. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy. | Low Income, Students with Disabilities, Foster Youth, English Learners, All Students | |

| 3.1.4 | Expanded Learning and Enrichment Opportunities SUSD's ELOP strives to create a nurturing and stimulating environment that fosters curiosity, creativity, and critical thinking. ELOP offers a diverse range of educational, recreational, and enrichment activities; aiming to inspire lifelong learning, promoting personal development, and cultivating a sense of community. ELOP offers camps during intersession such as fall and spring break. In addition, ELOP also hosts before and after school tutoring and enrichment. Summer Learning Academy operates in alignment with ELOP. Parents and families are familiar with ELOP providing academic programming such as tutoring but ELOP also offers enrichment opportunities such as e-Sports, Rainbow Chef, School Yard Rap, field trips to the zoo and other destinations, coding, etc. Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy. | Low Income, Students with Disabilities, Foster Youth, English Learners, All Students | |
|-------|---|--|--|

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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

Even though we were unable to back fill the vacant position of the Community assistant during the 2023-2024 school year, we were able to implement our strategies/activities and meet our goals.

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

There were major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities, the most critical being unable to hire a community assistant. We still met our goal. Classified staff members were unable to stay for meetings even at additional compensation due to other commitments.

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.

After conducting a Common Needs Assessment in preparation for our 2023-2024 SPSA, all educational partners registered the need for our Community Assistant to be on campus for more than 3.5 hours. School Site Council members have also echoed the need for a Community Assistant to be on site throughout the school day and have approved the motion. ELAC also vocally supported our decision to pursue a Community Assistant for 6.0 hours. As a school community, we are utilizing our resources to increase our partnership with parents and families and a 6.0 Community Assistant will help in that endeavor to meet our SPSA Goal 3.

Goal 4.1

| Goal # | Description |
|----------|---|
| Goal 4.1 | By June 2025, Fillmore will continue to host four school wide Family Engagement events. |

Identified Need

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

We need to continue to strengthen our parental participation for school events including but not limited to Back to School Night, AVID Family Nights, ELAC, and Parent Coffee Hours.

Fillmore needs to continue to showcase our student achievement vis-a-vis parent/family nights, especially for STEAM nights about events the school is organizing and sponsoring. Fillmore needs to take advantage of science camp and other experiential opportunities that come at no cost to parents/families

Fillmore needs to utilize parent outreach to inform them of services available like Families in Transition, Family Resource Center, Admissions & Family Services, Department, etc. for additional supports.

Fillmore needs to include School Based Mental Health Clinicians at family events.

Although chronic absenteeism has declined by 6%, we still have 47.5% students chronically absent.

We need to address the increase of 5.5% in suspension. We have not seen decreases we want for suspensions even with the implementation of PBIS, the "buddy system," progressive discipline and alternative consequences.

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 |
|----------------------|-------------------------|------------------|
| Parent/Family events | 4 events | 4 events |

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

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|--|--------------------------|--------------------------|--|
| | Family and Community Communication, Empowerment, and Engagement Provide parents opportunities to advocate for their students and programming on campus with meetings soliciting their comments and concerns. The school would need to hold parent conferences with parents whose child is not making progress in academics. For parents who cite child care as an obstacle for attending meetings and events at school, we will create a PA in order to provide additional compensation for our classified employees to provide students PBIS activities and Social Emotional Learning Support. Classified Staff Additional Compensation for the following: *classified staff can include noon-duty supervisors (off duty), instructional assistants (off duty), campus security assistant (off duty). (If Classified Staff are not able to provide additional services for additional compensation, salary and additional compensation funds associated with this staff strategy/activity will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation for other positions, conference registration fees, field transportation fees, etc.) Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. will be provided at Parent Meetings to support parent engagement activities while using various strategies such as gallery walks and action walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents, simulating how their students learn. Non-Instructional Materials for parent (parent meetings) and student involvement activities including non-instructional materials for events such as Literacy Night, STEM/PLTW Night, and AVID Open-House, etc. These materials are essential to provide hands-on activities for our families to learn together and expand our community of learn | | | Funding Source(s) 3010 - Title I - Parent Account Code: 4320 NonInst - Materials/ Supplies 3010 - Title I - Parent Account Code: 4340 Meeting Expense 0100 - LCFF/S&C (site) Account Code: 2250 Class Support - Add Comp |
| | Parent Meeting - \$2,797 Non-Instructional Materials - \$1,565 LCAP 4.1 Family and Community Communication, Empowerment, and | | | |
| | Engagement: Classified Staff Additional Compensation - \$3,750 | | | |

| 4.1.3 | Community Schools Supports and Resources Community Assistant A Community Assistant provides parents with support and resources empowering them to be engaged in their student's learning. This staff will coordinate parent/teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTO, etc.) parent trainings (i.e.: Positive Parenting Classes, ESL, community resources, etc.), communication, after school academic focused activities (i.e.: Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc.), and help with providing community support services to families. The CA reaches out to parents regarding student attendance (especially with our chronically absent students), informs parents of events happening on campus, cold calls community agencies to partner with or donate resources to Fillmore, and makes home visits to provide necessary information to families if needed. A full-time (.75 FTE) CAs provides parents with support and resources empowering them to be engaged in their student's learning. This staff will coordinate parent/teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTO, etc.) parent trainings (i.e.: Positive Parenting Classes, ESL, community resources, etc.), communication, after school academic focused activities (i.e.: Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc.), and help with providing community support services to families. Due to our ongoing struggles with chronic absenteeism, the CA plays a crucial role in helping the school foster relationships with students and families. The CA will continue to collect attendance and academic data on ATSI student groups (Homeless, Students with Disabilities, and White) to monitor their progress and align supports and services for improvement of attendance and promote academic growth. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with this staff position will be reallocated to alternate resources that achie | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | \$51,448 | 3010 - Title I Account Code: 2000 Classified Salaries |
|-------|--|---|----------|---|

| gg t a a a a F F I I F r i i F | Provide opportunities, supports, resources, staff, and space for parents/ guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute o the development and monitoring of various programs and supports made available to all students, staff and community assistant conducts parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. Another community resource that Fillmore utilizes often is the San Joaquin Public Library. For parent/family nights such as AVID Literacy Night, AVID STEM Night, AVID Open House, etc., Fillmore's administrators have invited the public ibrary to be part of the events. The public library sends a representative who provides information and programming to our families. At past events, the library representative has been able to sign families up for library cards. With a change n the city librarian position, this practice has been frozen for the time being. The public library representatives always recognizes families who have starting <i>v</i> isiting the library after introductions at Fillmore family events. | |
|--|--|--|
| Ĺ | Title I Funding Allocation: Community Assistant Salary and Benefits - \$51,448 CAP 4.3 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy. | |

| 4.1.4 | Parent Advisory Committee Supports and Resources SUSD has three different Parent Advisory Committees (PAC). The purpose of the PAC is to advise, recommend, and review matters pertaining to the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF). The PAC is always looking to welcome new members. There are at least eight PAC meetings during the school year. African American/Black Parent Advisory Committee (AA/BPAC) has at least eight meetings during the school year. The purpose of the AA/BPAC is to give African-American/Black students an equitable balance in education, opportunities, and safety while empowering parents to support their student's achievement. The AA/BPAC shall offer guidance, assistance, structure, and support to African-American/Black families. AA/BPAC will also review, recommend, and advise the district on matters pertaining to the LCAP and LCFF. The AA/BPAC is always looking to welcome new members. Latino Parent Advisory Committee (Latino PAC) has at least seven meetings during the school year. The purpose of the LCAP and LCFF. The Latino PAC is always looking to welcome new members. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | |
|-------|---|---|--|

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goal 5.1

| Goal # | Description | | |
|----------|---|--|--|
| | By June 2025, Fillmore will reduce its noncompliance Individualized Education Plans (IEP) by 30%. | | |
| Goal 5.1 | By June 2025, chronic absenteeism for Students with Disabilities will decrease by 3%. | | |
| | By June 2025, 25% of Students with Disabilities will meet or make measurable progress toward their IEP goals. | | |

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.

Fillmore needs to continue to provide professional development opportunities specific to science curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to ELA curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Fillmore needs to continue providing professional development opportunities in AVID. Fillmore would like 100% of their teachers trained in AVID as recommended for school wide certification.

Fillmore needs to re-incorporate Response to Intervention (RTI) time to address student struggles.

We need to continue to strengthen our parental participation for school events including but not limited to Back to School Night, AVID Family Nights, ELAC, and Parent Coffee Hours.

Fillmore needs to utilize parent outreach to inform them of services available like Families in Transition, Family Resource Center, Admissions & Family Services, Department, etc. for additional supports.

Fillmore needs to include School Based Mental Health Clinicians at family events.

Although chronic absenteeism has declined by 6%, we still have 47.5% students chronically absent.

Fillmore needs to address school connectedness by increasing celebratory events so that student want to attend school.

We need to address the increase of 5.5% in suspension. We have not seen decreases we want for suspensions even with the implementation of PBIS, the "buddy system," progressive discipline and alternative consequences.

Students need to have opportunities for experiential exposure during the school day to increase school connectedness.

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 |
|--|-------------------------|------------------|
| IEP Compliance Dates | 39 | 28 |
| Increased attendance as measured by the California Dashboard | 56.8% | 55.1% |
| Annual IEP progress reports | 10% | 25% |

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

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|---|--------------------------|--------------------------|-------------------|
| | Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Fillmore's Multi-Tiered System of Supports (MTSS) provides academic, behavioral, and social-emotional resources that directly support students and help reduce achievement gaps, particularly for historically underserved populations. Teachers will ensure that Tier 1 instruction is inclusive, engaging, and differentiated to meet the needs of all students while focused on evidence-based instructional strategies that address the diverse needs of learners, particularly in literacy and math. The focus on literacy, in particular, aligns with other core subjects like science and social studies/history. Teachers utilize i-Ready and SIPPS at least three times a year to identify students who may need additional academic or behavioral support. The testing windows provide diagnostic screenings for reading and math. Common Formative Assessments provide real time data for teachers to monitor student progress. During Genuis30 implementation, a daily 30-minute intervention block for Tier 2 students, students receive personalized support in either academic or behavioral areas. Teachers use data to address students by specific needs and adjust based on progress. Students who need comprehensive support beyond academics are identified through collaboration between social workers, school based mental health | | | Funding Source(s) |
| | through collaboration between social workers, school based mental health clinician, counselors, administrators, and community organizations to provide wraparound services, including but not limited to mental health counseling, family support services, and tutoring. Other referrals are made to relevant agencies depending on needs and services required. | | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | | |
| | LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy. | | | |

| 5.1.4 Culturally Responsive Professional Development | All Students, Students with |
|--|--------------------------------|
| | Youth, English Learners |

| including pre-school students, SDC students, and RSP students are afforded opportunities to participate in school events such as Red Ribbon Week, spirit weeks, Solidarity Color Run, field trips (with support personnel when and whe appropriate), ELOP enrichment, etc. SDC students share their lunch and rece times with their general education peers. Two of our middle school SDC students will be integrated to having middle school breaks with their peers with minimal support from SDC staff. | SS |
|---|--------------------|
| Similarly, professional development is offered to general education and special education teachers to enhance meaningful student experiences and opportunities. In Spring 2025, a general education kindergarten teacher and SDC mod/severe teacher will attend the CA NGSS: Implementing Three-Dimensional Science Learning workshop at the Institute for Inquiry/ Exploratorium in San Francisco. The workshop is two full days of learning. Bor general education and special education students will benefit from teachers w continue their own professional development. | h |
| Parents and families of all students are invited to parent/family events at Fillmore. | |
| Fillmore works in partnership with SJCOE so that we are in good standing to send our students to Sky Mountain for science camp and Durham Ferry for the Great Hike. We seek opportunities to send our students to have core experiences. Eight students in Grades 6-8 were able to attend the STEM Day the Lab field trip to Lawrence Livermore National Laboratory. Fillmore's Grade classrooms have participated in the Mokelumne Fish Hatchery Salmon Releas Our Grade 2 Team grow salmon from fry in the primary science lab. During the growth stages, students from pre-school to Grade 3 take weekly trips to the la to see the progression of the fry. Students participate in nature journaling to detail the growth [of the salmon] they see. The culminating experience is to the release the salmon into the Mokelumne. | at 2 e. b |
| Counselors introduce Xello lessons that allow students to explore various field and understand the education and skills required for different career paths. In addition to Xello, counselors also present on character traits and other activities | |
| Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | |
| LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy. | |

| 5.1.6 | Recruit, Hire and Retain Student Support Personnel With support from our Human Resources Department, Fillmore will ensure that the school site is fully staffed with high-quality student support personnel, including program specialist, counselors, mental health clinicians, psychologists, instructional coaches, intensive intervention teacher, instructional aide, and other support staff, to address the academic, social-emotional, and behavioral needs of all students. | All Students | |
|-------|--|--------------|--|
| | A resource inequity is Fillmore's inability to hire a Reading Intervention Teacher or Instructional Coach. As with all personnel, Fillmore administration has requested that a Fillmore administrator or designee of the principal's choosing be present on any panel that is hiring for a Fillmore position, certificated and classified alike. | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy. | | |

| 5.1.7 | Parent and Family Supports and Resources Fillmore offers various family engagement opportunities. We offer monthly parent meetings to help parents and families understand key academic topics, such as reading strategies, math support, and navigating online learning platforms. The meetings are provided in the primary languages spoken by families (Spanish). This includes translated materials, bilingual staff, and interpreters for key events, ensuring that non-English-speaking families are equally informed and involved. We partner with our School Counselors, School Based Mental Health Clinician (SBMHC), Family Resource Center personnel, and outside agencies including Valley Mountain Regional Center, San Joaquin Public Library, Rotary Club, etc. Fillmore provides space at the school where parents can access information, materials, and resources to support their child's academic, social, and emotional development. The space offers brochures, computer with internet access, and staff to assist parents with navigating the school system. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | |
|-------|--|---|--|

| 5.1.8 | Enhancing School Engagement and Attendance for Students with Disabilities Administrators, Counselors, and Child Welfare and Attendance (CWA) Social Services Case Manager will monitor attendance reports and trends to identify students with chronic absenteeism or emerging attendance issues, review attendance data for students with disabilities and involve their IEP team in developing strategies to improve attendance. Fillmore will engage families as partners in addressing attendance challenges by engaging in regular discussions about their child's progress, identifying barriers to attendance, and developing strategies to support regular attendance. Teachers will use culturally relevant and linguistically inclusive teaching strategies to create a sense of belonging for students from diverse backgrounds, including students with disabilities and ensure that instructional materials reflect the diversity of the school community. Teachers will ensure that students with disabilities are fully included in extracurricular activities, school events, and leadership opportunities. A positive school climate where all students feel valued and included can improve attendance by fostering a sense of belonging and connection to the school community. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy. | Students with Disabilities | |
|-------|---|-------------------------------|--|

Annual Review

SPSA Year Reviewed: 2023-2024

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

An Analysis of how this goal was carried out in the previous year.

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 the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goal 6.1

| Goal # | Description |
|----------|--|
| | By November 2024, Fillmore will host a Ruby Bridges walk event during the school day. |
| | By June 2025, Fillmore will have an informational booth on Black Scientists and Innovators at our AVID Math & Science Night. |
| Goal 6.1 | By June 2025, Fillmore will increase the number of staff members who have attended professional development on culturally responsive curriculum from six to seven total. |
| | By February 2025, Fillmore will host a Black History Month celebration/assembly with Brandon Leake as our special guest. |

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.

Fillmore needs to continue to provide professional development opportunities specific to science curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to ELA curriculum to teachers.

Fillmore needs to continue to provide professional development opportunities specific to SIPPS to teachers.

Fillmore needs to continue providing professional development opportunities in AVID. Fillmore would like 100% of their teachers trained in AVID as recommended for school wide certification.

Fillmore needs to re-incorporate Response to Intervention (RTI) time to address student struggles.

Fillmore needs to provide stronger emphasis on Math and Math curriculum for student acquisition.

Fillmore needs to continue to support ongoing professional development in ELA, including SIPPS.

Fillmore will continue to support ongoing professional development in science for content.

Fillmore will continue to support ongoing professional development in science for standards integration between CCSS and NGSS.

We need to continue to strengthen our parental participation for school events including but not limited to Back to School Night, AVID Family Nights, ELAC, and Parent Coffee Hours.

Fillmore needs to continue to showcase our student achievement vis-a-vis parent/family nights, especially for STEAM nights about events the school is organizing and sponsoring. Fillmore needs to take advantage of science camp and other experiential opportunities that come at no cost to parents/families

Fillmore needs to utilize parent outreach to inform them of services available like Families in Transition, Family Resource Center, Admissions & Family Services, Department, etc. for additional supports.

Fillmore needs to include School Based Mental Health Clinicians at family events.

Although chronic absenteeism has declined by 6%, we still have 47.5% students chronically absent.

Fillmore needs to address school connectedness by increasing celebratory events so that student want to attend school.

We need to address the increase of 5.5% in suspension. We have not seen decreases we want for suspensions even with the implementation of PBIS, the "buddy system," progressive discipline and alternative consequences.

Students need to have opportunities for experiential exposure during the school day to increase school connectedness.

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 |
|---|------------------------------|---|
| Ruby Bridges Walk | Walk at Fillmore | Organized in conjunction with other events celebrating Ruby Bridges |
| Family Event | Informational Booth | Organized in conjunction with AVID Math & Science Night |
| Increased number of certificated staff who have attended culturally responsive curriculum | Six certificated staff | Seven certificated staff |
| Black History Month Assembly | Black History Month Assembly | Black History Month Assembly |

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

Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|-------------------------|---|--------------------------|--------------------------|---|
| 6.1.1 | Student Achievement Plan African American students are already supported through the whole school plan. But in recognition of deeper supports, Fillmore's Program Specialist, School Counselors, Administration will continuously review achievement data (grades, | All Students | \$1,000 | 3010 - Title I Account Code: 4311 Instructional - Materl/ Supplies |
| | test scores, attendance, disciplinary referrals) specifically for African American/ Black students to identify gaps in performance. The School Based Mental Health Clinician will be included in collaboration as needed for mental health referrals. CWA's Social Services Case Manager will also be part of the discussion should students also have signs of chronic absenteeism. Fillmore will develop systems | | \$1,000 | 3010 - Title I Account Code: 4320 NonInst - Materials/ Supplies |
| | to identify students who are struggling academically or behaviorally and intervene early with personalized supports. Fillmore will support African American/Black student achievement in the | | \$742 | 3010 - Title I Account Code: 4200 Books Other Than Textbooks |
| | following ways: incorporating alternative interventions to suspensions when working to decrease rate at which our African American/Black students are suspended; advocating for inclusion which includes all elective classes as well; initiating and promoting dialogue within our school community surrounding African American/Black student achievement; and advocating CLR and equity training for all Fillmore staff. Fillmore will be intentional in celebrating Black History Month both in the classrooms and in a whole school assembly (scheduled based on life levels, of course). | | | |
| | Title I Funding Allocation: Instructional Materials and Supplies - \$1,000 Non-Instructional Materials and Supplies - \$1,000 Culturally Relevant Books - \$742 LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.2 | Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) | | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | | |
| | LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy. | | | |

| 6.1.3 | Educator Gap Equity Plan | | |
|-------|--|--------------|--|
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy | | |
| 6.1.4 | BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy | All Students | |
| | At least six certificated staff members, including both School Counselors and the Principal, have attended culturally relevant and responsive Communities of Practice via AVID with the following titles: Enhancing School Community for College and Career Readiness for All; Transformational AVID Leadership; Leading Change for Educational Equity (designed for teams); Fostering an Equitable and Engaging Culture in Classrooms; Culturally Relevant Teaching: Transforming Educators; Culturally Relevant Teaching: Empowering Students. | | |
| | In addition, both School Counselors and Administrators have attended all sessions of Equity training through Hatching Results. | | |
| | Teachers will be encouraged to develop interdisciplinary units connecting ELA, history, and STEM with African American history and culture. Our district and school will seek to offer professional development on creating culturally sustaining lessons that affirm students' identities. As a school, Fillmore is looking forward to seeking partnership with local Black community leaders or organizations to co-design lesson content. | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy | | |
| 6.1.5 | BSAP Community Partnerships | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy. | | |

| 6.1.6 | Development of an African American Studies Course | | |
|-------|--|--|--|
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy. | | |
| 6.1.7 | BSAP School Climate & Wellness Personnel Support | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy. | | |
| 6.1.8 | BSAP Community -Based Safety Pilots | | |
| | Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. | | |
| | LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy. | | |

Annual Review

SPSA Year Reviewed: 2023-2024

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.

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

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

Budget Summary

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

Budget Summary Table

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the ConApp | \$289,342.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$416,562.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed. Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|-------------------------|-----------------|
| 3010 - Title I | \$284,980.00 |
| 3010 - Title I - Parent | \$4,362.00 |

Subtotal of additional federal funds included for this school: \$289,342.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| 0100 - LCFF/S&C (site) | \$127,220.00 |

Subtotal of state or local funds included for this school: \$127,220.00

Total of federal, state, and/or local funds for this school: \$416,562.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name:

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

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

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

English Learner Advisory Committee

Date of Meeting 5. The SSC reviewed the content requirements for school plans of programs included in the 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.

6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Attested:

Committee

Date of Meeting

Typed Name of School Principal

Signature of School Principal

Date



Fillmore Data Review

April 2024

Summary



Accountability

- Current ESSA Status is **ATSI** for the most current year (<u>slide 10</u>)
- Improvements were made in ELA, Math, Absenteeism, and ELPI (slide 10)
- Under ATSI, 3 subgroups were identified: Homeless (Absenteeism and Suspension), Students With Disabilities (Suspension), and White (Suspension) (<u>slide 11</u>)
- Compared to the district's state indicators, ELPI and ELA were higher than the district, Chronic Absenteeism and Math were the same as the district, and Suspension was lower than the district (slide 12)
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 47.5% (slides 13)

Demographics

- Demographics are majority **Hispanic** at 84.3% of the student population (<u>slide 5</u>)
- 36.9% of students were English Learners in the latest school year available (2022-23) (slide 6)

State Assessments

- Percent of students meeting or exceeding standards on ELA increased nearly 5% from prior year to 29.44% (slide 15)
- Percent of students meeting or exceeding standards on Math increased 2% from prior year to 11.53% (slide 17)
- Number of students tested with ELPAC increased from 2022 to 2023 by 2 students to 214 (slide 19)
- Percent of students scoring at Level 4 increased by 5% (slide 19)

Local Assessments

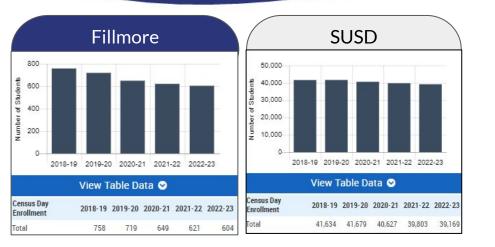
- i-Ready (starting on slide 21): At the end of 2022-23, Reading on grade level increased 4% to 35% and Math increased 4% to 27%
- i-Ready Lessons: Students have spent on average 30 minutes in reading and 28 minutes in math for i-Ready lessons (slide 34)
- Engagement in curriculum (Benchmark, Ready Math) is mixed across the grade levels (starting on slide 27)



Demographics

Enrollment

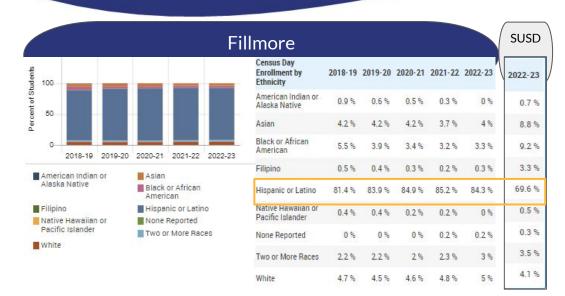




- Fillmore's enrollment decreased by 17 students from 2021-22 to 2022-23
- Fillmore's stability rate (percent of students who start and end the school year at the school) is 81.6%, 5% lower than the district (87%)

Sources: Enrollment: EdData, Fillmore Stability Rate: DataQuest

Sources: EdData, Fillmore

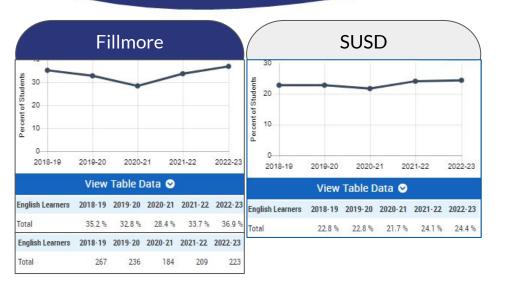


Demographics



• The vast majority of Fillmore's student population is **Hispanic**, with 84.3% of the student population

English Learners



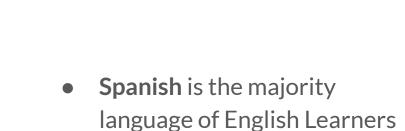


- Fillmore averaged 33.4% English Learners over the last 5 years
- Most current data is 36.9% of the student population are English Learners
- The percent of English Learners is **higher** than the district (between 21% and 25% over the last 5 years)

Sources: EdData, <u>Fillmore</u>

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------------------------|---------|----------------------|---------|---------|---------|-----------------------------------|---------|---------|----------------------|---------|---------|
| All Other | 0.4 % | 0.6 % | 0.3 % | 0.3 % | 1 % | All Other | 1.2 % | 1.3 % | 1.2 % | 1.4 % | 1.4 % |
| Arabic | | | 0.2 % | | 0.5 % | Arabic | 0.3 % | 0.2 % | 0.2 % | 0.3 % | 0.3 % |
| Hindi Hmong | 0.3 % | | | | 0.3 % | Filipino (Pilipino or Tagalog) | 0.3 % | 0.3 % | 0.3 % | 0.3 % | |
| Khmer (Cambodian) | 0.0 10 | 0.3 % | | 0.2 % | | Hmong | 0.6 % | 0.5 % | 0.5 % | 0.5 % | 0.5 % |
| 80 | 0.5 % | 0.4% | 0.2 % | 0.2 % | | Khmer (Cambodian) | 0.5 % | 0.5 % | 0.4 % | 0.4 % | 0.4 % |
| | | | | | | Punjabi | | | | | 0.2 % |
| Punjabi | 0.4 % | 0.4 % | 0.3 % | 0.5 % | 0.3 % | Spanish | 19.9 % | 20.1 % | <mark>19</mark> .1 % | 21.2 % | 21.7 % |
| Spanish | 33 % | <mark>30</mark> .7 % | 27.1 % | 32.2 % | 34.4 % | | | | | | |
| Jrdu | 0.7 % | 0.4 % | 0.3 % | 0.3 % | 0.3 % | | | | | | |

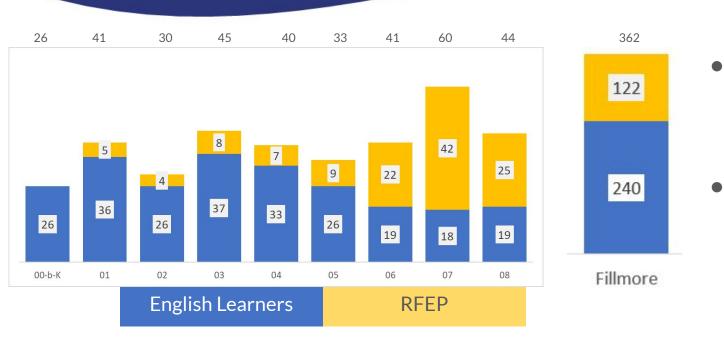
English Learners' Language



• This is in line with the district as the top language for ELs



*Source: Synergy, local data as of 4/10/24



Current ELs and RFEPs by Grade Level

Fillmore has 240 English Learners and 122 RFEP students^{*}

Empowering with data.

 3rd grade has the highest number of English Learners at 37



State Assistance & Indicators

2023 ESSA Support



- Fillmore is **ATSI** this year for 3 subgroups (details on next slide)
- Fillmore increased:
 - ELA
 - Math
 - Absenteeism
 - ELPI
- Fillmore decreased:
 - Suspension

| Year | Status | Area | Current Indicator | Previous Indicator |
|----------------|--------|-------------|--|--------------------|
| Current (2023) | ATSI | ELA | 3 - Yellow | 2 - Orange |
| 2022 | ATSI | Math | 2 - Orange | 1 - Red |
| 2021 | ATSI | Absenteeism | 3 - Yellow | 1 - Red |
| 2020 | ATSI | Suspension | 1 - Red | 3 - Yellow |
| 2019 | ATSI | ELPI | 4 - Green | 2 - Orange |
| 2018 | CSI | | he color indicators on the Dashboard (see next slide) | |

ESSA Subgroups



Fillmore's subgroups identified were:

• Homeless

- Absenteeism
- Suspension
- Students with Disabilities (SWD)
 - Suspension
- White
 - Suspension

| 2023-24 ESSA SUBGROUPS | | African | American / Black | American Indian | | Asian | English | Learner | | Filipino | | Foster | | HISPANIC | | | Multiple | Races | Pacific Islander | Ĺ | л С | 1 | UWS | | White | |
|------------------------|------|---|---------------------|--------------------|------------|--------|--------------------|---------|--------------------------------|----------|--------------------|--------|----------|----------|--------|-------------------|----------|---------------------|---------------------|---------------|--------|--------|----------|------|-------|------|
| | | | (| 0 | 0 | (| 0 | (|) | (|) | (|) | (|) | 2 | | (| כ | 0 | (|) | <u> </u> | ľ | 1 | |
| Subgroups | | African American/ Black American Indian | | | Asian | | English Learner | | English Learner Filipino | | Foster Hispanic | | Hispanic | Homeless | | Multiple Races | | Pacific Islander | SED | | SWD | | White | | | |
| | | | | | If you are | e CSI, | check | the A | ALL su | bgrou | ıps. If | you a | re ATS | SI, revi | iew th | e cha | nge fr | om la | st yea | r to this yea | ar for | each s | ubgro | oup. | | |
| Indicator | 2023 | 2022 | 2023 | 2022 | 2023 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 | 2023 2022 | 2023 | 2022 | 2023 | 2022 | 2023 | 2022 |
| ELA | 3 | 2 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 1 | 0 | 0 | (| 3 | 2 | 0 | 1 | 0 | 2 |
| Math | 2 | 1 | 0 | 0 | | 0 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | | 2 | 1 | 0 | 1 | 0 | 2 |
| Absenteeism | 3 | 1 | 0 | 1 | | 0 | 1 | 3 | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 1 | 0 | 1 | | 3 | 1 | 2 | 1 | 2 | 1 |
| Suspension | 1 | 3 | 0 | 2 | | 0 | 5 | 1 | 4 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 2 | 0 | 5 | | 1 | 3 | 1 | 5 | 1 | 5 |
| ELPI | 4 | 2 | | | | | | 4 | 2 | | | | | | | | | | | | | | | | | |

California School Dashboard





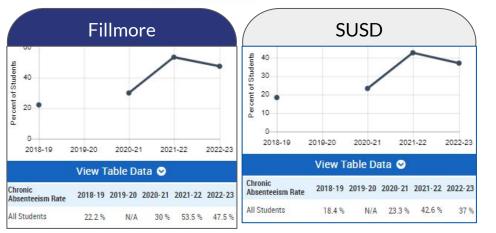
- Absenteeism was the same as the district (Yellow) as was Math (Orange)
- **Suspension** was lower than the district (Red)
- ELPI (Green) and ELA (Yellow) were higher than the district





Chronic Absenteeism Historical





- Last year, Fillmore **decreased** the percent of Chronic Absenteeism from 53.5% to 47.5%
- This was higher than the district's absenteeism rate at 37%



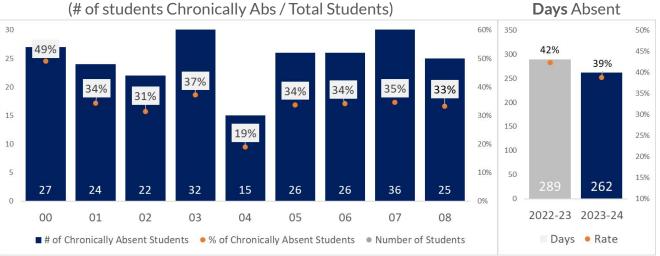
Sources: EdData, Fillmore

Chronic Absenteeism *Current Year*



Fillmore Chronic Absenteeism through March

2023-24 Percent of Chronically Absent **Students** by Grade Level



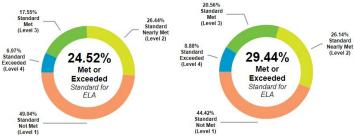
- The number of days absent decreased from 289 to 262 and percent of days decreased by 3% (through March)
- Kinder has the highest chronically absent rate of students at 49% (27 students)
- **7th grade** has the highest number of students chronically absent at 36

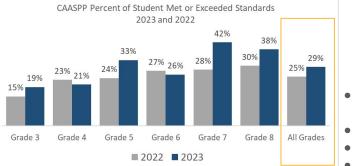


Source: Synergy, local data provided by Student Support services, March

CAASPP ELA 2 years







Research and Accountability Department Empowering with data.

2022-2023



 60%
 59%
 44%
 35%
 35%
 44.4%

 Grade 3
 Grade 4
 Grade 5
 Grade 6
 Grade 7
 Grade 8
 All Grades

Standard Not Met (Level 1) Standard Nearly Met (Level 2) Standard Met (Level 3) Standard Exceeded (Level 4)

| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|--------------------------------|---------|---------|---------|---------|---------|---------|------------|
| Standard Not Met (Level 1) | 60% | 59% | 44% | 44% | 35% | 25% | 44.4% |
| Standard Nearly Met (Level 2) | 21% | 21% | 23% | 30% | 23% | 37% | 26.1% |
| Standard Met (Level 3) | 13% | 16% | 19% | 17% | 32% | 29% | 20.6% |
| Standard Exceeded (Level 4) | 6% | 5% | 14% | 9% | 10% | 10% | 8.9% |
| Number of Students With Scores | 62 | 63 | 64 | 82 | 60 | 63 | 394 |

• **29.44%** of students met or exceeded ELA standards (1.66% higher than the district at 27.78%)

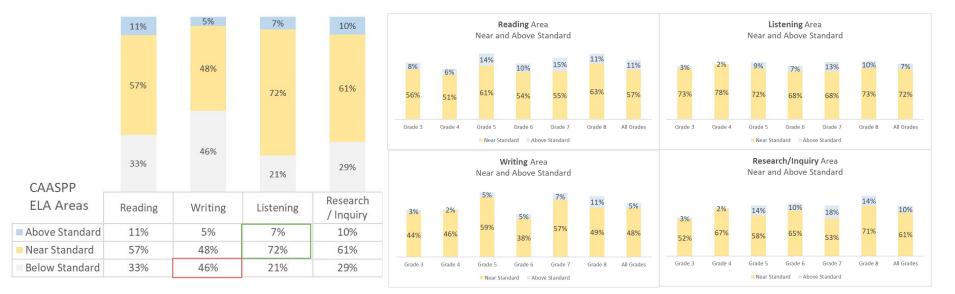
- This was a 4.92% increase from the prior year
- 7th grade had the highest percent met or exceeded standards (42%)
- 3rd grade had the lowest percent met or exceeded standards (19%)

Source: Smarter Balanced Results, Fillmore



CAASPP ELA 2022-2023 By Area

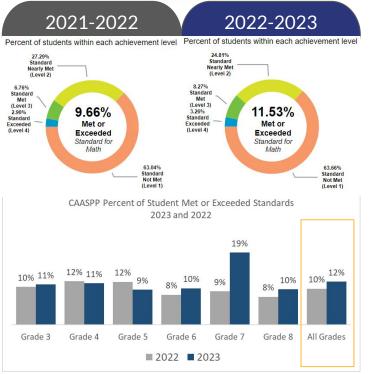




- Writing was the lowest area on CAASPP, with 46% of students below standard
- Listening was the highest with 79% near or above standard

English Language Arts

CAASPP Math 2 years



Research and Accountability Department Empowering with data.

2022-2023



- **11.53%** of students met or exceeded Math standards (5.23% lower than the district at 16.76%)
- This was an increase of 2% from prior year

•

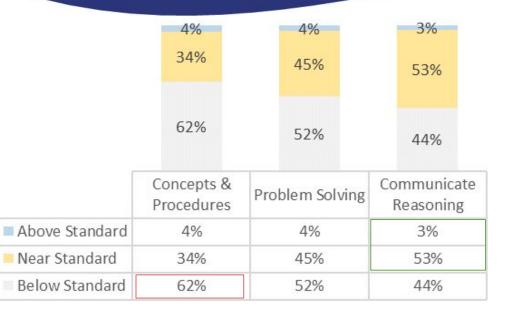
- 7th grade was the highest at 19% met or exceeded standards
- 5th grade was the lowest at 9% met or exceeded standards



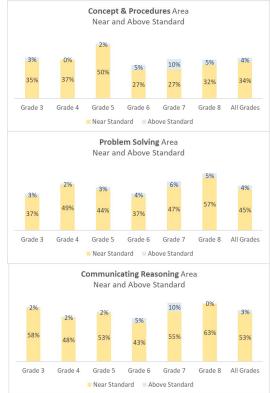
Source: Smarter Balanced Results, Fillmore

CAASPP Math 2022-2023 By Area





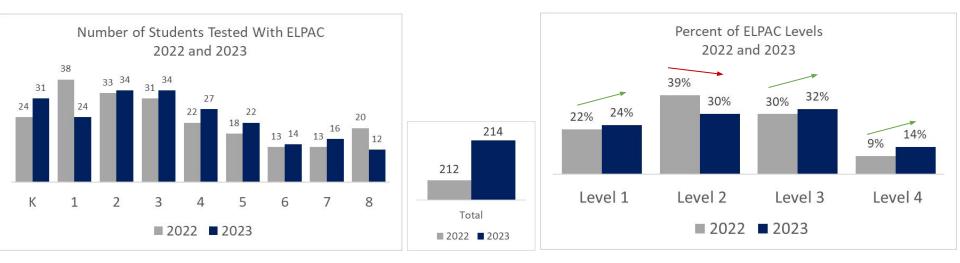
- **Concepts & Procedures** was the lowest math area in CAASPP at 62% of students below grade level
- **Communicate Reasoning** was the highest area at 56% of students near or above grade level



Mathematics Orange

ELPAC 2 Years Overview





- Number of students taking the ELPAC increased by 2 from 212 to 214
- The number of students increased the most in Kinder (+7)
- Percent of students scoring level 4 increased by 5%







| PL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---------|----|----|----|----|----|----|----|----|----|-----|
| Level 1 | 8 | 7 | 9 | 12 | 1 | 5 | 3 | 5 | 2 | 52 |
| Level 2 | 10 | 10 | 8 | 11 | 8 | 7 | 3 | 5 | 2 | 64 |
| Level 3 | 8 | 4 | 13 | 10 | 15 | 6 | 7 | 3 | 3 | 69 |
| Level 4 | 5 | 3 | 4 | 1 | 3 | 4 | 1 | 3 | 5 | 29 |
| Total | 31 | 24 | 34 | 34 | 27 | 22 | 14 | 16 | 12 | 214 |

• **214 students** took the ELPAC in 2022-2023

- 14% of students received a 4 (considered "proficient")
- 36% of students received a 1 in Written Language versus 19% received a 1 in Oral Language

English Learner Progress

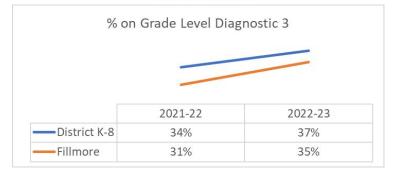
Source: ELPAC Results, Fillmore



i-Ready

i-Ready Reading





| | | el Diagnostic 2 | <u>~</u> |
|----------------|----------------|-----------------|----------------|
| | | | |
| | | | |
| | 2021-22 | 2022-23 | 2023-24 |
| — District K-8 | 2021-22 24% | 2022-23 26% | 2023-24 26% |

Diagnostic 3 - End of Year

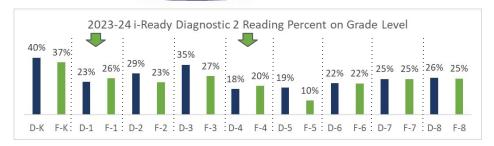
- Fillmore increased the percent of students on grade level by 4% with 35% of students on grade level at the end of last year
- This closed the gap to the district to 2% (37% versus 35%)

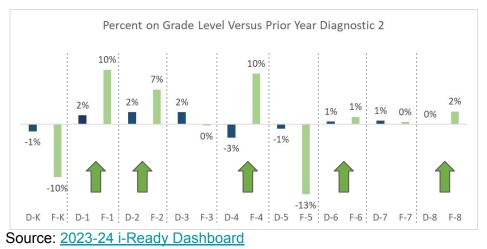
Diagnostic 2 - Most Current

• Based on the most recent diagnostic (Winter 2023-24), 23% of students were on grade level, increasing 1% from prior year

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Reading *On Grade Level*





Research and Accountability Department Empowering with data.

Strengths

- **1st and 4th grades** have a higher percent of students on grade level than the district
- Most grade levels increased the percent of students on grade level from prior year (1st, 2nd, 4th, 6th, and 8th)

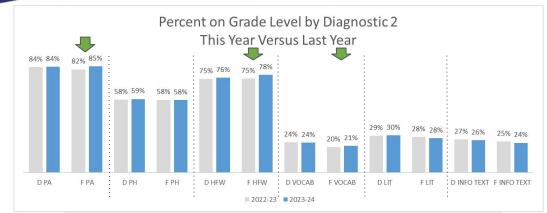
Opportunities

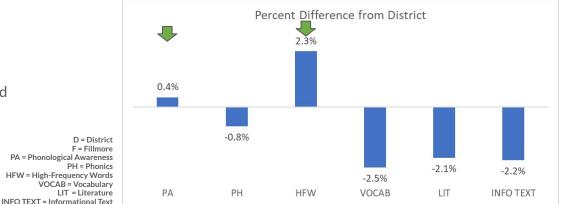
- **5th grade** had the largest decrease in percent of students on grade level and has a 9% gap to the district
- Kinder students this year are down 10% on grade level versus last year

D = District F = Fillmore

i-Ready Reading Domains Percent on Grade Level







Strengths

- Phonological Awareness, High-Frequency Words, and Vocabulary had an increase of percent of students on grade level
- Phonological Awareness and High-Frequency Words have a higher percent on grade level than the district

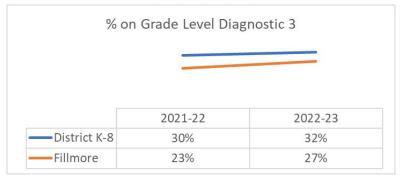
Opportunities

- Percent of students on grade level for Informational Text went down slightly
- Although **Vocabulary** increased from prior year, it has the largest gap to the district and is the lowest percent on grade level

Source: 2023-24 i-Ready Dashboard

i-Ready Math





| | | | 2 |
|--------------|----------------|----------------|----------------|
| | | | |
| | | | |
| | 2021-22 | 2022-23 | 2023-24 |
| District K-8 | 2021-22 16% | 2022-23 18% | 2023-24 17% |

Diagnostic 3 - End of Year

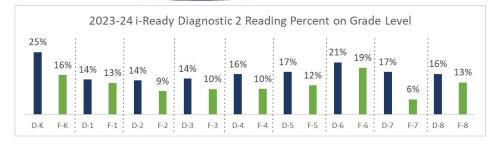
• By the end of 2022-23, 27% of students were on grade level, an increase of 4% from prior year

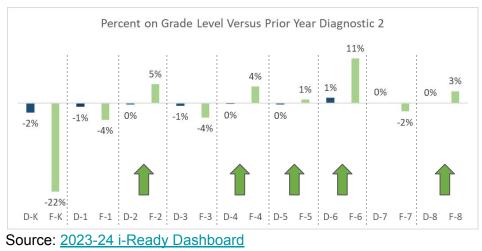
Diagnostic 2 - Most Current

• For the most current diagnostic, percent of students on grade level remained at 12%

Source: 2023-24 i-Ready Dashboard

i-Ready Diagnostic 2 Math *On Grade Level*





Research and Accountability Department Empowering with data.

Strengths

• 2nd, 4th, 5th, 6th, and 8th grades increased the percent of students on grade level

Opportunities

- **Kindergarten** had the largest decline in percent of students on grade level (-22%)
- **7th grade** had the least percent of students on grade level at 6%

D = District F = Fillmore

i-Ready Math Domains Percent on Grade Level

Strengths

• Percent of students on grade level increased for Numbers & Operations as well as Algebra

Opportunities

- Measurement & Data decreased 3% on grade level and had the largest gap to the district at 7% (22% versus 15%)
- Geometry has the least percent of students on grade level at 13%

D = District F = Fillmore N&O = Numbers and Operations ALG = Algebra and Algebraic Thinking M&D = Measurement & Data GEO = Geometry

23%23%

D N&O

Research and Accountability Department

owering wit

23%22%

DM&D

-7%

M&D

2022-23 2023-24

Percent Difference from District

2024

18%

15%

FM&D

-4%

GEO

Percent on Grade Level by Diagnostic 2 This Year Versus Last Year

19%20%

F ALG

-5%

ALG

25%25%

DALG

-3%

N&0

21%

17%

FN&O

data.

19%18%

D GEO

14%13%

F GEO

Source: 2023-24 i-Ready Dashboard



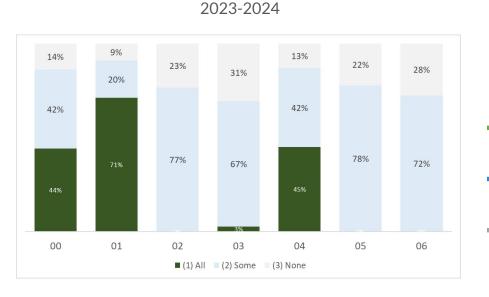
Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

Fillmore

Percent of Benchmark Unit Assessments Administered





- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
- → High Engagement
 - Kinder, 1st, 4th
- → Some Engagement
 - 2nd, 3rd, 5th, and 6th
- No Engagement
 - None

*Data included is for online administered assessments

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---------|----------|---------------------------------|--------------------------------|------------------------|---------|
| School | 55 | 67 | 45 | 53 | 49 |
| Grade K | 73 | 84 | 56 | 66 | |
| Grade 1 | 57 | 66 | 52 | 56 | 66 |
| Grade 2 | 54 | 70 | 55 | 53 | 30 |
| Grade 3 | 44 | 52 | 36 | 33 | 45 |
| Grade 4 | 47 | 51 | 38 | 45 | 41 |
| Grade 5 | 54 | 65 | 45 | 54 | 52 |
| Grade 6 | 62 | 65 | 43 | 54 | 39 |

Benchmark Standards Performance Research and Accountability Department Overall

| rade 6 | 1 | 62 | 65 | 43 |
|----------|--------------------------------|-----------------------------|--------------------|---------|
| | Percent | Difference Fro | om District | |
| 3 | 3 | | 3 | 3 |
| | | 2 | | |
| | | | | |
| | | | | |
| | | | | |
| Language | Reading Foundational Skills | Reading Informational Te | Reading Literature | Writing |

| | | SUSD | | | |
|----------|----------|---------------------------------|--------------------------------|------------------------|---------|
| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
| District | 52 | 64 | 43 | 50 | 46 |
| Grade k | 74 | 83 | 55 | 66 | |
| Grade 1 | 57 | 72 | 56 | 67 | 50 |
| Grade 2 | 53 | 61 | 52 | 51 | 43 |
| Grade 3 | 47 | 59 | 41 | 45 | 50 |
| Grade 4 | 51 | 60 | 40 | 47 | 40 |
| Grade 5 | 48 | 58 | 43 | 45 | 45 |
| Grade 6 | 55 | 61 | 42 | 53 | 48 |

Empowering with

data.

- All standards have a higher percent correct than the district
- **Reading Foundational Skills** has the highest percent correct at 67%, 3% higher than the district
- Reading Informational Text has the lowest percent correct at 45%



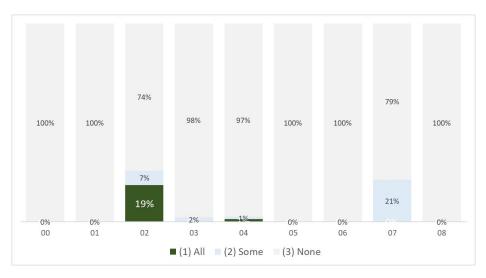
Curriculum Engagement and Results

Ready Math

Ready Math Engagement



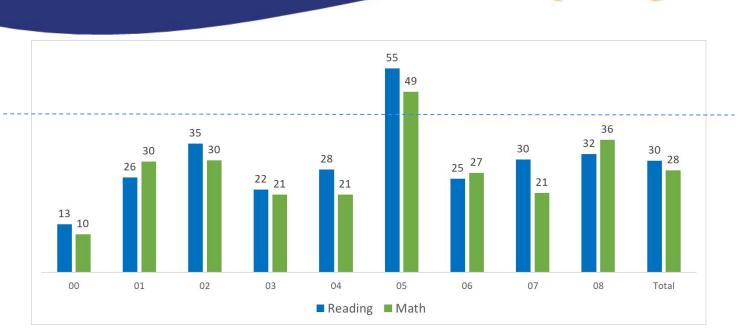
Fillmore Percent of Ready Math Unit Assessments Administered 2023-2024



- Engagement in the Ready Math Unit Assessments is **low:**
- → High Engagement
 - None
- → Some Engagement
 - **2nd**
- No Engagement
 - Kinder, 1st, 3rd, 4th, 5th, 6th, 7th, 8th



i-Ready Lessons



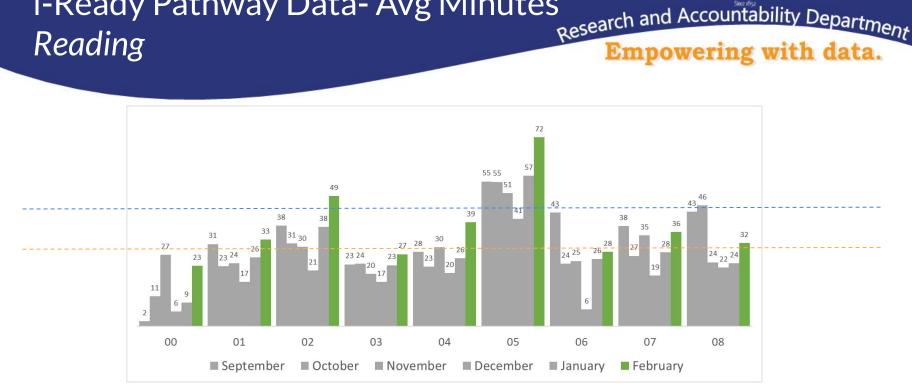
*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- **Overall**, the average year-to-date minutes 30 for reading and 28 for math
- 5th grade had the highest average at 104 total minutes (55 for reading, 49 for math)

Average Minutes - i-Ready Lessons



owering with data.

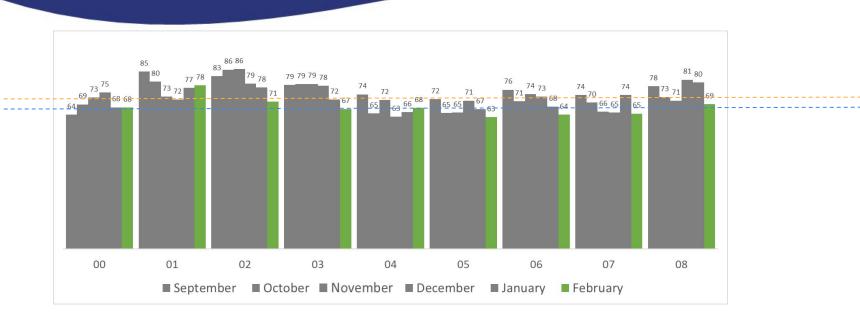


*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Fillmore, **30 minutes** were spent on average in i-Ready **Reading (orange line)**
- **5th grade** met the recommended 45 minutes per week for reading

i-Ready Pathway Data- Avg Minutes

i-Ready Pathway Data- % Correct *Reading*

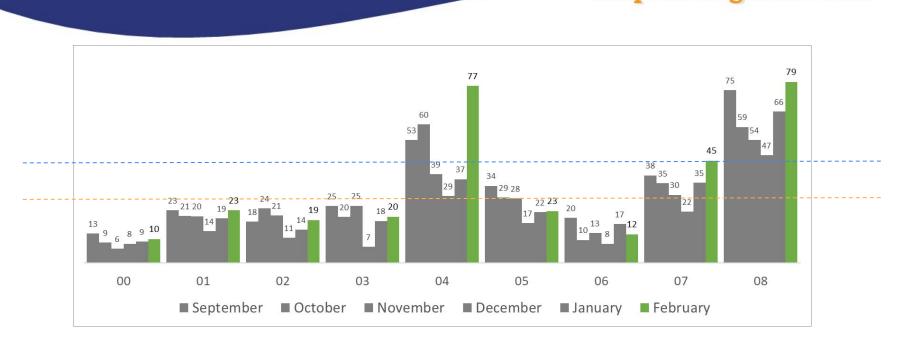


Research and Accountability Department

Empowering with data.

*i-Ready recommends 70% for passing lessons (blue line)

- For Fillmore, average was 73%, above the target (orange line)
- All grades on average are meeting the target of 70%, except 4th and 5th



Research and Accountability Department

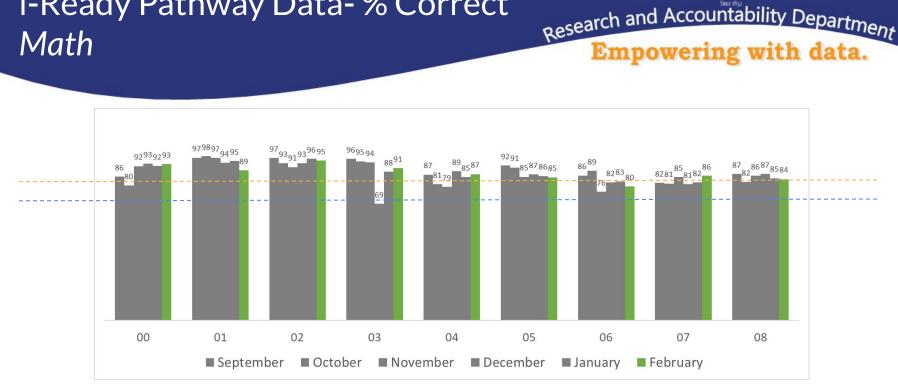
Empowering with data.

*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)

- For Fillmore, **28 minutes** were spent on average in i-Ready **Math (orange line)**
- **5th grade** met the recommended 45 minutes per week for math

i-Ready Pathway Data- Avg Minutes

Math



*i-Ready recommends 70% for passing lessons (blue line)

i-Ready Pathway Data- % Correct

- For Fillmore, average was 85% (orange line)
- On average, all grades met the 70% target

Fillmore Elementary

Explore the performance of Fillmore Elementary under California's Accountability System.



CHARTER No DASHBOARD ALTERNATIVE SCHOOLS STATUS No

FILLMORE ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

Socioeconomically Disadvantaged

91.6%

English Learners

36.9%

Foster Youth

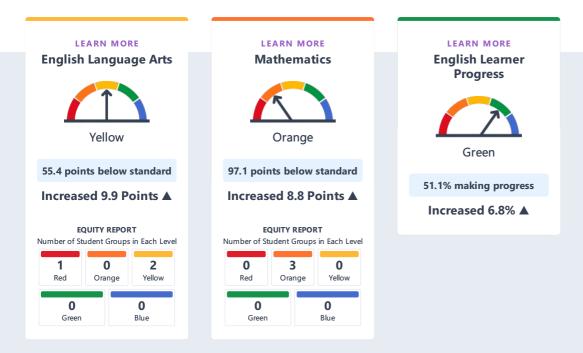
1.2%

604

FILLMORE ELEMENTARY

Academic Performance

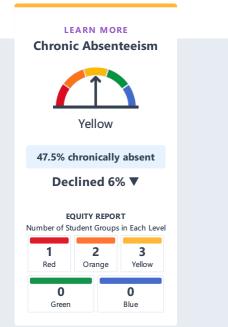
View Student Assessment Results and other aspects of school performance.



FILLMORE ELEMENTARY

Academic Engagement

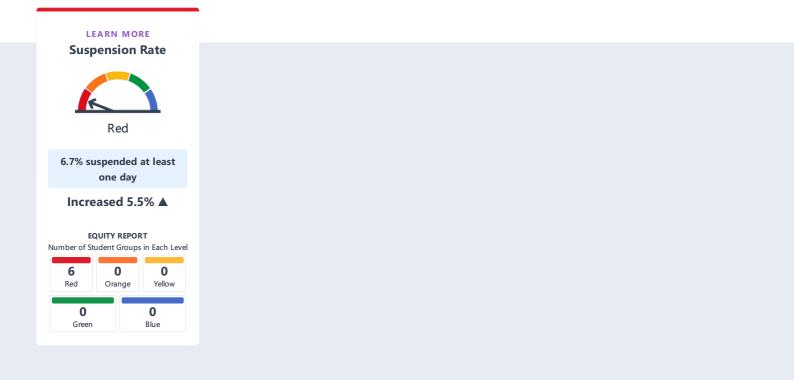
See information that shows how well schools are engaging students in their learning.



FILLMORE ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



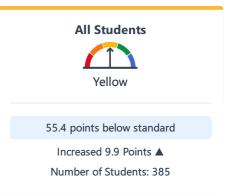
Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

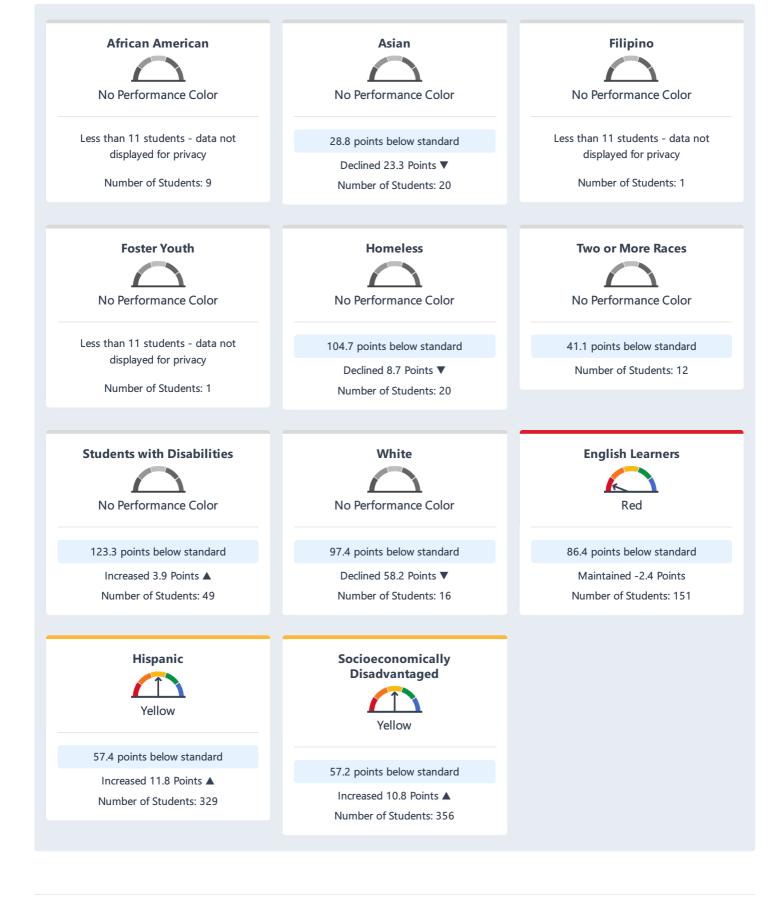
Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details All Student Groups by Performance Level

11 Total Student Groups Red Orange Yellow **English Learners** No Student Groups Hispanic Socioeconomically Disadvantaged Blue No Performance Color Gree African American No Student Groups No Student Groups Asian Filipino Foster Youth Homeless Two or More Races Students with Disabilities White

 $\bullet \circ \circ \circ \circ \circ$



Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

| | 2022 | 2023 |
|--------------|----------------------------|----------------------------|
| All Students | 65.3 points below standard | 55.4 points below standard |

English Language Arts Data Comparisons: English Learners

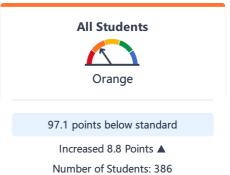
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



Mathematics

All Students

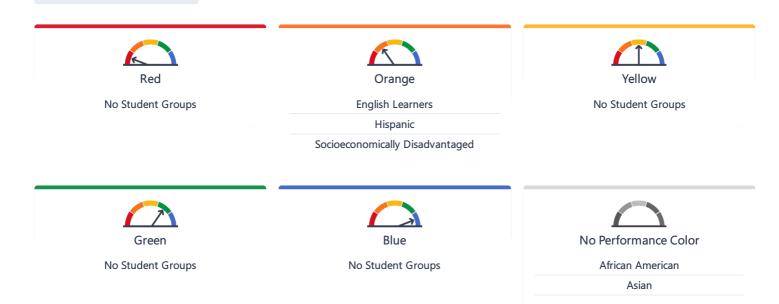
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

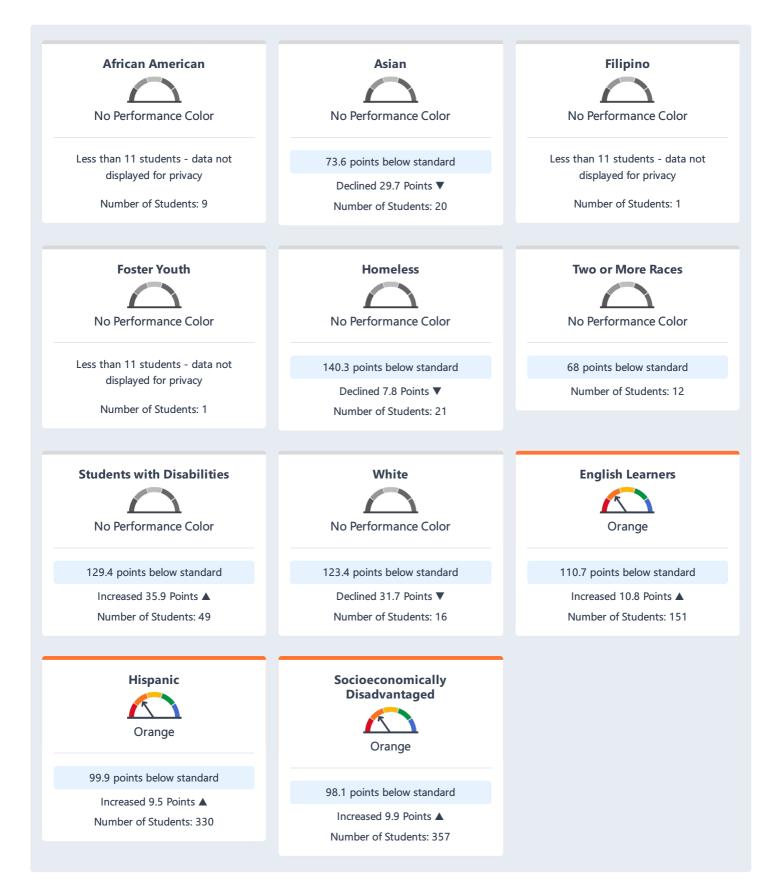
All Student Groups by Performance Level

11 Total Student Groups



Filipino Foster Youth Homeless Two or More Races Students with Disabilities White

0 • 0 0 0 0



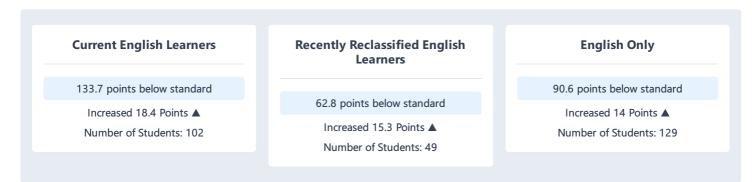
Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

| | 2022 | 2023 |
|--------------|-----------------------------|----------------------------|
| All Students | 105.9 points below standard | 97.1 points below standard |

Mathematics Data Comparisons: English Learners

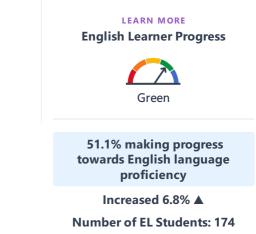
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



Student English Language Acquisition Results Summative ELPAC

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.

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

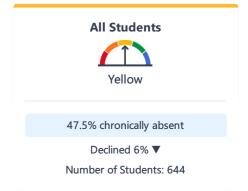
Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

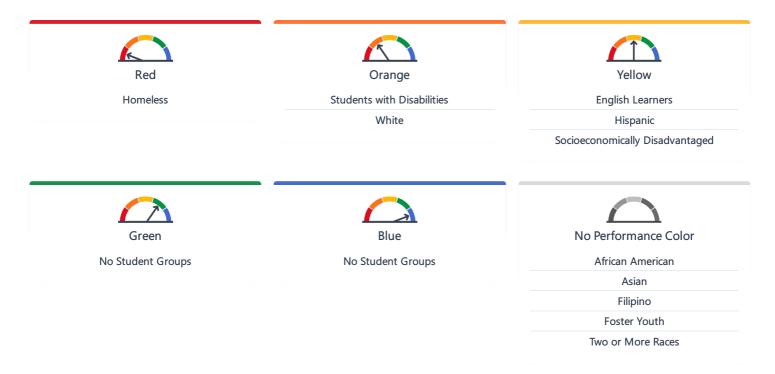
Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx? agglevel=School&cds=39686766042576&year=2022-23



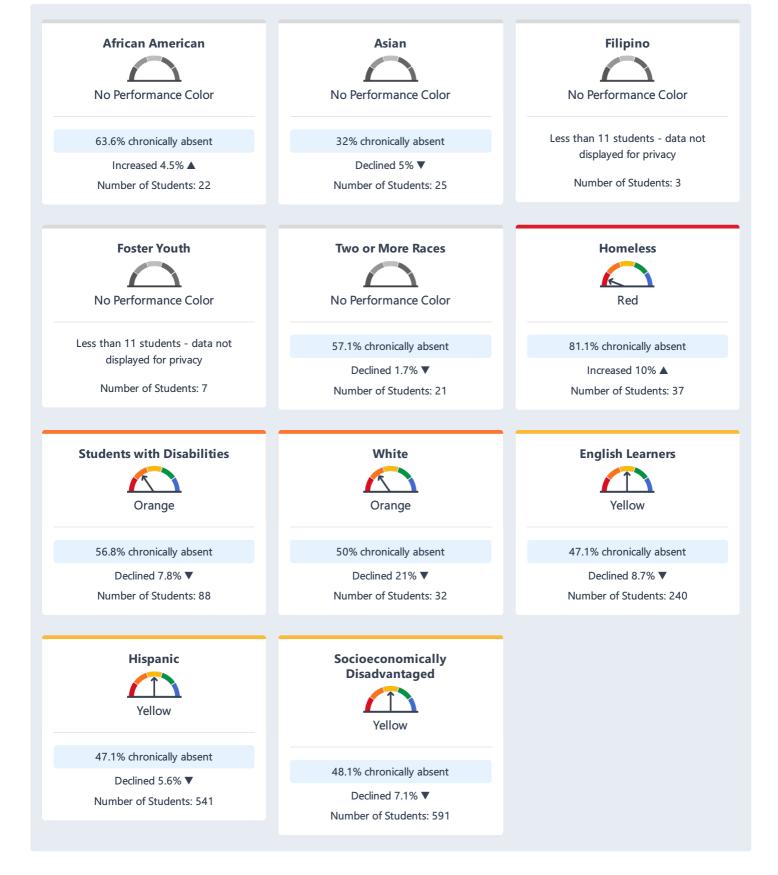
Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



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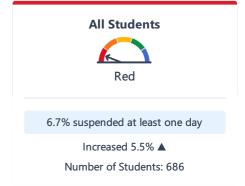
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

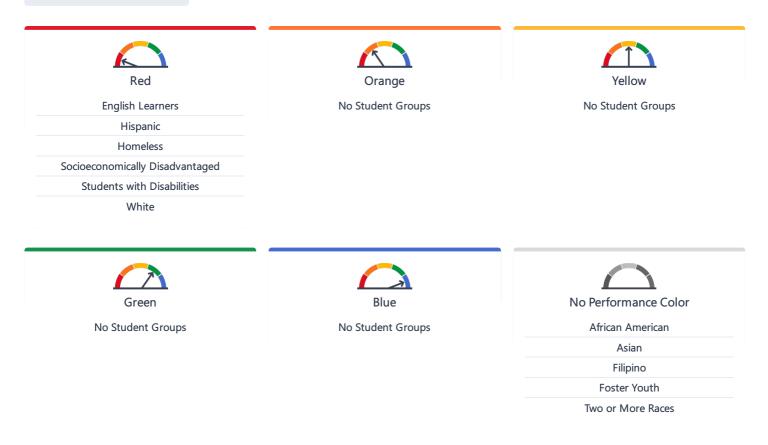
All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

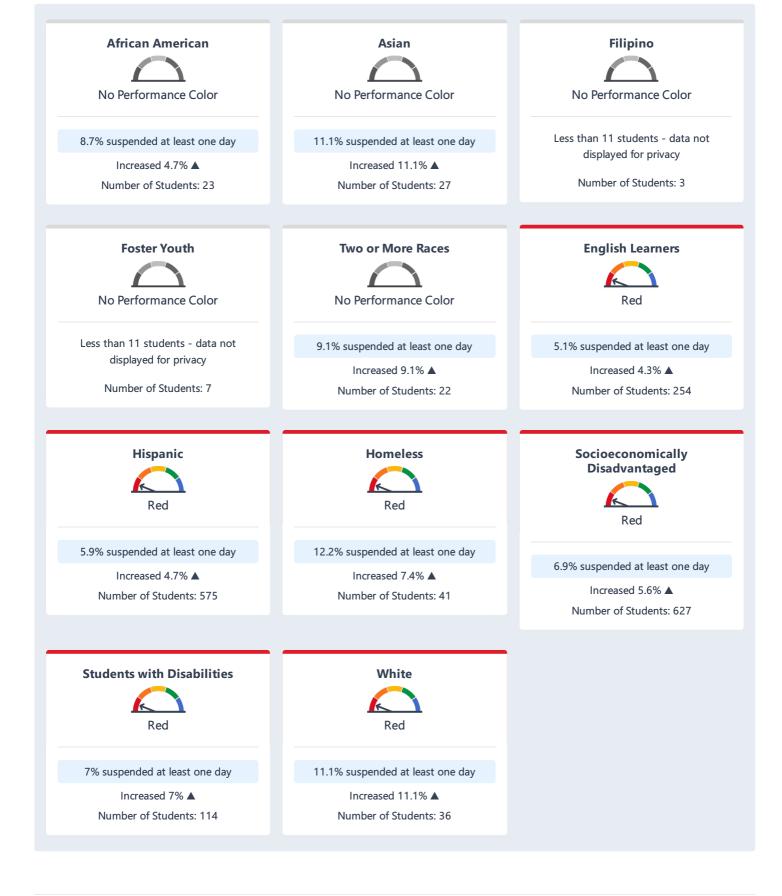


Student Group Details All Student Groups by Performance Level

11 Total Student Groups



 $\bullet \circ \circ \circ \circ \circ$



Suspension Rate By Year

Percentage of students who were suspended.

| | 2022 | 2023 |
|-----------------|------|------|
| Suspension Rate | 1.2% | 6.7% |

Acronyms and Initialisms Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

| | Α |
|---------|--|
| Acronym | Description |
| AB | Assembly Bill |
| ACE | American Council on Education (Outside CDE Source) |
| ACSA | Association of California School Administrators (Outside CDE Source) |
| ACT | American College Testing (Outside CDE Source) |
| ADAD | Assessment Development and Administration Division – CDE |
| AID | Audits and Investigations Division – CDE |
| AIECE | American Indian Early Childhood Education |
| AMARD | Analysis, Measurement, and Accountability Reporting Division – CDE |
| AP | Advanced Placement |
| API | Academic Performance Index |
| ARP | American Rescue Plan Act of 2021 (Stimulus 3) |
| APR | Accountability Progress Reporting |
| ATSI | Additional Targeted Support and Improvement |
| AVID | Advancement Via Individual Determination |

Β

| Acronym | Description |
|---------|--|
| BTSA | Beginning Teacher Support and Assessment |

С

| Acronym | Description |
|----------|--|
| CAASFEP | California Association of Administrators of State and Federal Education Programs (Outside CDE Source) |
| CAASPP | California Assessment of Student Performance Data System |
| CABE | California Association of Bilingual Education (Outside CDE Source) |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalSTRS | California State Teachers' Retirement System (Outside CDE Source) |
| CalWORKS | California Work Opportunity and Responsibility to Kids |

| - | |
|----------|--|
| CARES | Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1) |
| CARS | Consolidated Application and Reporting System |
| CASBO | California Association of School Business Officials (Outside CDE Source) |
| CBEDS | California Basic Educational Data System |
| CBEST | California Basic Educational Skills Test (Outside CDE Source) |
| CCC | California Community Colleges (Outside CDE Source) |
| ссссо | California Community Colleges Chancellor's Office (Outside CDE Source) |
| CCEE | California Collaborative for Educational Excellence (Outside CDE Source) |
| CCI | College/Career Indicator |
| CCR | California Code of Regulations |
| CCSESA | California County Superintendents Educational Services Association (Outside CDE Source) |
| CCSS | Common Core State Standards |
| CCSSO | Council of Chief State School Officers (Outside CDE Source) |
| CCTD | Career and College Transition Division – CDE |
| CDC | Centers for Disease Control and Prevention (Outside CDE Source) |
| CDE | California Department of Education |
| CDS Code | County/District/School Code |
| CEI | Community Engagement Initiative (Outside CDE Source) |
| CFIRD | Curriculum Frameworks, and Instructional Resources Division – CDE |
| CFR | Code of Federal Regulations (Outside CDE Source) |
| CFT | California Federation of Teachers (Outside CDE Source) |
| CHKRC | California Healthy Kids Resource Center (Outside CDE Source) |
| CHKS | California Healthy Kids Survey |
| CHSPE | California High School Proficiency Examination |
| CLAD | Crosscultural, Language, and Academic Development (Outside CDE Source) |
| CMD | Clearinghouse for Multilingual Documents |
| СМТ | California Department of Education Monitoring Tool |

| CNIPS | Child Nutrition Information Payment System |
|--------|---|
| COE | County Office of Education |
| CPS | Child Protection Services |
| CSB | California School for the Blind |
| CSBA | California School Boards Association (Outside CDE Source) |
| CSEA | California State Employees Association (Outside CDE Source) |
| CSI | Comprehensive Support and Improvement |
| 21CSLA | 21st Century California School Leadership Academy |
| CSU | California State University (Outside CDE Source) |
| СТА | California Teachers Association (Outside CDE Source) |
| CTC | Commission on Teacher Credentialing (Outside CDE Source) |
| CTE | Career Technical Education |
| СҮА | California Youth Authority (Outside CDE Source) |

D

| Acronym | Description |
|-----------|--|
| Dashboard | California School Dashboard |
| DASS | Dashboard Alternative School Status |
| DHCS | Department of Health Care Services |
| DOF | Department of Finance (Outside CDE Source) |
| DOL | U.S. Department of Labor (Outside CDE Source) |
| DSS | Department of Social Services (Outside CDE Source) |

Ε

| Acronym | Description |
|---------|--|
| EANS | Emergency Assistance to Non-public schools |
| EC | Education Code (Outside CDE Source) |
| ED | U.S. Department of Education (Outside CDE Source) |
| EDGAR | Education Department General Administrative Regulations (Outside CDE Source) |
| EDMD | Educational Data Management Division – CDE |
| EEED | Educator Excellence and Equity Division – CDE |
| EL | English learner |

| ELA | English-language Arts |
|---------------|---|
| ELCD | Early Learning and Care Division – CDE |
| ELD | Expanded Learning Division – CDE |
| ELPAC | English Language Proficiency Assessments for California |
| ELPI | English Learner Progress Indicator |
| EL Roadmap | English Learner Roadmap Policy |
| ELSB | Early Literacy Support Block |
| ELSD | English Learner Support Division – CDE |
| ESEA | Elementary and Secondary Education Act of 1965 (Outside CDE Source) |
| ESSA | Every Student Succeeds Act |
| ESSER | Elementary and Secondary School Emergency Relief Fund |
| ETS | Educational Testing Service (Outside CDE Source) |
| EWIG | Educator Workforce Investment Grant |

F

| Acronym | Description |
|---------|---|
| FASD | Fiscal and Administrative Services Division |
| FM | Fiscal Monitoring |
| FPM | Federal Program Monitoring |
| FRPM | Free or Reduced-Priced Meals |
| FTE | Full-time Equivalent |
| FY | Fiscal Year |
| FYS | Foster Youth Services |

G

| Acronym | Description |
|---------|--------------------------------------|
| GAD | Government Affairs Division – CDE |
| GATE | Gifted and Talented Education |
| GED | General Educational Development Test |

| GEER | Governor's Emergency Education Relief Fund |
|-------|--|
| GL | General Ledger |
| GMART | Grant Management and Reporting Tool |
| GPA | Grade Point Average |

| | Н |
|---------|-------------|
| Acronym | Description |

| Acronym | Description |
|---------|--|
| IB | International Baccalaureate |
| IDEA | Individuals with Disabilities Education Act (Outside CDE Source) |
| IEP | Individualized Education Program |
| IS | Independent Study |
| ISSPO | Integrated Student Support and Programs Office |

| | J |
|---------|-------------|
| Acronym | Description |
| | K |
| Acronym | Description |

| Acronym | Description |
|---------|---------------------------------------|
| LAC | Legal, Audits, and Compliance Branch |
| LASSO | Local Agency Systems Support Office |
| LCAP | Local Control and Accountability Plan |
| LCFF | Local Control Funding Formula |
| LEA | Local Educational Agency |
| LTEL | Long-term English Learner |

Μ

ļ

Description

| MSD | Multilingual Support Division – CDE |
|------|---|
| MTSS | Multi-tiered System of Support (Outside CDE Source) |

Ν

| Acronym | Description |
|---------|---|
| NBCT | National Board Certified Teacher |
| NCBE | National Clearinghouse for Bilingual Education |
| NCLB | No Child Left Behind Act of 2001 |
| NEA | National Education Association (Outside CDE Source) |
| NGSS | Next Generation Science Standards (Outside CDE Source) |
| NPS | Non-Public School |
| NSBA | National School Boards Association (Outside CDE Source) |
| NSD | Nutrition Services Division – CDE |

0

| Acronym | Description |
|---------|--|
| OMB | Office of the Management and Budget |
| OSE | Office of the Secretary of Education (Outside CDE Source) |
| OSHA | Occupational Safety and Health Administration (Outside CDE Source) |

Ρ

| Acronym | Description |
|---------|--|
| PCA | Program Cost Account |
| PFT | Physical Fitness Testing |
| PSAT | Preliminary Scholastic Achievement Test (Outside CDE Source) |
| PTA | Parent Teacher Association (State) (Outside CDE Source) |

Q

Acronym Description R Acronym Description RFA Request for Applications RFP Request for Proposals

S

| Acronym | Description |
|---------------------------|---|
| SACS | Standardized Account Code Structure |
| S and C Funds | Supplemental and Concentration Funds |
| SARB | School Attendance Review Board |
| SARC | School Accountability Report Card |
| SASD | Student Achievement and Support Division – CDE |
| SAT | Scholastic Achievement Test |
| SB | Senate Bill |
| SBE | State Board of Education |
| SBP | School Breakfast Program |
| SCO | State Controller's Office |
| SCOE | Sacramento County Office of Education |
| SDAIE | Specially Designed Academic Instruction in English |
| SDC | Special Day Class |
| SEA | State Educational Agency |
| SED | Special Education Division – CDE |
| SELPA | Special Education Local Plan Area |
| SELPA Content Leads | SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp |
| SES | Supplemental Educational Services (Outside CDE Source) |
| SFSD | School Fiscal Services Division |
| SIG | School Improvement Grant |
| SIL | SELPA Systems Improvement Leads (Outside CDE Source) |
| SNP | School Nutrition Program |
| SnS | Supplement not Supplant |
| SpED | Special Education |
| SPSA | School-Plan for Student Achievement |
| SSC | Schoolsite Council |

| SSD | Single School District |
|-------|---|
| SSI | School Support and Improvement |
| SSID | Statewide Student Identifier |
| SSO | (Statewide) System of School Support |
| SSPI | State Superintendent of Public Instruction |
| SSSSD | State Special Schools and Services Division |
| STAR | Standardized Testing and Reporting Program |
| STEM | Science, Technology, Engineering, and Mathematics |
| SWD | Students with Disabilities |
| SWP | Schoolwide programs |

| | Т |
|---------|---|
| Acronym | Description |
| T5 | Title 5, California Code of Regulations |
| ТА | Technical Assistance |
| TAS | Targeted School Assistance |
| TSD | Technology Services Division |
| TSI | Targeted Support and Improvement |
| TUPE | Tobacco-Use Prevention Education |

| | U |
|---------|---|
| Acronym | Description |
| UC | University of California (Outside CDE Source) |
| UCOP | University of California Office of the President (Outside CDE Source) |
| UCP | Uniform Complaint Procedures |
| UGG | Uniform Grant Guidance |
| USDA | U.S. Department of Agriculture (Outside CDE Source) |

| | | V |
|---------|----------------------------|-------------|
| Acronym | | Description |
| VAPA | Visual and Performing Arts | |

W

| Acronym | Description |
|---------|--|
| WASC | Western Association of Schools and Colleges (Outside CDE Source) |
| WestEd | WestEd (Outside CDE Source) |
| WIC | Women, Infants, and Children (Outside CDE Source) |

X, Y, Z

| Acronym | Description | |
|---------|----------------------|--|
| YRE | Year-round Education | |

Questions: Felicia Novoa | fnovoa@cde.ca.gov