School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fair Oaks Ranch Community School	19-65045	May 24, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Vision: We, as a community, have a vision where every Fair Oaks Ranch scholar is recognized for his/her individuality, supported to achieve personal success, and fortified to become an active, responsible learner and productive citizen of the global community.

Motto: "Soar Above the Rest"

Mission: Our school promotes a safe, orderly, caring and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning. We also strive to be a community of learners in which all members use their minds well and care about one another. We also nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere. We promote leadership, school spirit, and pride in our ourselves through our daily studies as scholars and our educational accomplishments.

Fair Oaks Ranch parents are active participants in their child's learning and provide the essential foundation of life skills that allows children to achieve their fullest potential. Parents are full partners in their child's education; they are included in decision-making and on advisory committees to assist in the education of their child and in the development of community

awareness and involvement. Fair Oaks Ranch staff is attuned to the students' varied learning needs and to the requirements of a thoughtful and well-articulated curriculum. Ours is a collaborative model in which, working together as a team, all teachers tailor, plan, and carry out effective technology integration and content-rich ways to provide all students with learning experiences and challenges from the district curriculum at a level that matches their needs, readiness and potential.

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

Fair Oaks Ranch Community School will meet ESSA requirements to support academic achievement so that all students demonstrate proficiency on the State's academic standards and California Dashboard Indicators. The school plan will influence the entire educational program of the school and is aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators especially related to school climate and academic achievement.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. Parents, students and staff take the LCAP survey to help us set goals for the next school year. In addition, our parents, students and staff take our Capturing Kids' Heart survey to help us evaluate the effectiveness of our CKH program.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year's state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry.   Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs.   For the 2023-2024 school year, professional development has focused on implementing and supporting the academic program. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Educational Program Coordinators for Instruction, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2022-2023 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.

The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school implements the minimum required instructional minutes. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

Evidence-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provide regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to our site Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Fair Oaks Ranch Community School will receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Educational Partner Involvement

How, when, and with whom did the 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

During the 2022-2023 school year, the Fair Oaks Ranch school site council discussed and reviewed the goals and strategies within the SPSA throughout the school year. In May, a comprehensive needs survey was sent out to all Fair Oaks Ranch families and staff with proposed actions and strategies for the 2023-2024 SPSA, and at the School Site Council meeting on May 17th, 2023, we reviewed the data from the staff and parent survey to develop goals, actions and strategies for the 2023-2024 SPSA. At the Fair Oaks Ranch ELAC meeting on April 27th, 2023 and May 4th, 2023, we reviewed the data from the staff and comprehensive needs survey to discuss goals, actions and strategies for the 2023-2024 SPSA.

Resource Inequities

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

The Fair Oaks Ranch school site council, Fair Oaks Ranch leadership team and Fair Oaks Ranch staff were involved in the comprehensive needs assessment process. The School Site Council reviewed CAASPP Data and 2021.2022 STAR data on October 19th, 2022 and November 16th, 2022. Fair Oaks Ranch leadership team reviewed the California Dashboard data on January 17th ,2023, and the Fair Oaks Ranch staff reviewed the California Dashboard data on January 25th, 2023.

We reviewed our CAASPP data from the 2021.2022 school year and noticed the following trends.

In the area of ELA - we see the trend with the following student groups scoring below standard on the CAASPP:
Students with disabilities (101.4 points below standard)
African American (29.6 points below standard)
Hispanic (26 points below standard)
Socioeconomic Disadvantaged (31.6 points below standard)

In the area of Math - we see the trend with the following student groups scoring below standard on the CAASPP:
Students with disabilities (102.8 points below standard)
African American (72 points below standard)
English Learners (26 points below standard)
Hispanic (49.9 points below standard)
Socioeconomic Disadvantaged (51.2 points below standard)

We reviewed our ELPAC data from the 2021.2022 school year and noted that 32.1% of our students are making progress towards English proficiency.

Solutions:
Focus on excellent Tier 1 instruction in the area of ELA and Math, with a focus on systematic instruction of reading comprehension, phonics, and writing. Strategies will include posting and discussing learning objectives, checking for understanding, and differentiation to support small groups.

Focus on quality instruction during designated ELD time with our English Learners. Strategies will include posting and discussing language objectives, frequent monitoring for progress and adjusting instruction to support student learning.

Focus on supporting students who are chronically absent through family meetings, incentives to attend school, and frequent meetings with administration.

Greatest impact:
By addressing and Improving Tier 1 instruction, our student groups scoring below standard will receive quality instruction. When we provide best first instruction, we will be able to better identify who needs additional targeted reading and math intervention.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	136	131	150
Grade 1	152	104	109
Grade 2	131	136	102
Grade3	135	121	130
Grade 4	127	136	124
Grade 5	127	130	137
Grade 6	140	119	140
Total Enrollment	948	877	892

Conclusions based on this data:

1. Fair Oaks Ranch had an increase in the number of students enrolled in the 2022-2023 school year.

2. Fair Oaks Ranch had a decrease in the number of 3rd graders enrolled in the 2022-2023 school year.

3. Fair Oaks Ranch had an increase in the number of Kindergarten and 6th graders enrolled in the 2022-2023 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	93	97	95	9.80%	11.1%	10.7%
Fluent English Proficient (FEP)	63	48	60	6.60%	5.5%	6.7%
Reclassified Fluent English Proficient (RFEP)	11	17	6	11.8%	1.9%	0.7%

Conclusions based on this data:

1. Since 2020-2021 we have seen a consistent percentage of English Learners at Fair Oaks Ranch.

2. We saw a significant decrease in the percentage of RFEP students in the 21-22 school year.

3. We need to continue to examine our teaching practices during our Designated English Language Development time and ensure that the instruction is targeting the necessary skills our English Learners need to make steady progress towards English Language proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	132	119		0	118		0	118		0.0	99.2	
Grade 4	127	136		0	134		0	134		0.0	98.5	
Grade 5	126	130		0	129		0	129		0.0	99.2	
Grade 6	138	123		0	119		0	119		0.0	96.7	
All Grades	523	508		0	500		0	500		0.0	98.4	

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2426.			26.27			25.42			19.49			28.81	
Grade 4		2482.			31.34			29.85			17.16			21.64	
Grade 5		2516.			24.03			37.98			14.73			23.26	
Grade 6		2514.			21.85			19.33			26.05			32.77	
All Grades	N/A	N/A	N/A		26.00			28.40			19.20			26.40	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.49			63.56			16.95	
Grade 4		26.87			64.93			8.21	
Grade 5		27.13			58.91			13.95	
Grade 6		23.53			47.06			29.41	
All Grades		24.40			58.80			16.80	

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.80			49.15			33.05	
Grade 4		18.66			60.45			20.90	
Grade 5		22.48			57.36			20.16	
Grade 6		17.65			46.22			36.13	
All Grades		19.20			53.60			27.20	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.86			69.49			18.64	
Grade 4		17.16			65.67			17.16	
Grade 5		13.18			76.74			10.08	
Grade 6		16.81			64.71			18.49	
All Grades		14.80			69.20			16.00	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.49			61.02			19.49	
Grade 4		18.66			68.66			12.69	
Grade 5		15.50			62.79			21.71	
Grade 6		20.17			63.03			16.81	
All Grades		18.40			64.00			17.60	

Conclusions based on this data:

1. Overall, with 58% of our students scoring At or Near Standard in the area of reading in the 2021-2022 school year, we need to strengthen our Tier 1 instruction in the area of reading to support our students to score in the Above Standard range. In addition, with 17% of our students scoring Below Standard in the area of reading, we need to provide more targeted reading intervention to our students who need extra support in the area of reading instruction.

2. Looking at the trends in the data from the 2021-2022 school year, we need to increase the number of students scoring above standard in the area of Listening. The data shows we have 69% of our students At or Near Standard in the area of Listening. As a result, we need to incorporate more strategic listening activities into our English Language Arts instruction, to increase the number of students who are scoring Above Standard in the area of Listening.

3. In the area of Writing in the 2021-2022 we see that 27% of our students are Below standard. We need to provide strong first instruction on writing to increase the number of students scoring above standard in Writing. In addition, we need to provide teachers the necessary tools to improve writing instruction.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	132	119		0	117		0	117		0.0	98.3	
Grade 4	127	137		0	135		0	135		0.0	98.5	
Grade 5	126	130		0	130		0	130		0.0	100.0	
Grade 6	138	123		0	122		0	122		0.0	99.2	
All Grades	523	509		0	504		0	504		0.0	99.0	

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2419.			15.38			29.06			24.79			30.77	
Grade 4		2488.			24.44			30.37			24.44			20.74	
Grade 5		2499.			19.23			23.08			26.15			31.54	
Grade 6		2501.			24.59			9.84			24.59			40.98	
All Grades	N/A	N/A	N/A		21.03			23.21			25.00			30.75	

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.80			52.14			29.06	
Grade 4		31.85			46.67			21.48	
Grade 5		23.85			46.92			29.23	
Grade 6		22.13			36.89			40.98	
All Grades		24.40			45.63			29.96	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			44.44			33.33	
Grade 4		22.22			51.85			25.93	
Grade 5		13.08			57.69			29.23	
Grade 6		18.03			39.34			42.62	
All Grades		18.85			48.61			32.54	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38			70.94			13.68	
Grade 4		24.44			51.11			24.44	
Grade 5		9.23			60.77			30.00	
Grade 6		17.21			56.56			26.23	
All Grades		16.67			59.52			23.81	

Conclusions based on this data:

1. In the area of Concepts and Procedures, we had the highest percentage of students scoring Above Standard at 24% in the 2021-2022 school year, however we also have a high percentage of students scoring Below Standard at 30%. We need to provide best first instruction, in addition to more targeted math intervention to our students who need extra support in the area of math.

2. Overall, with 33% of our students scoring below standard in the claim of Problem Solving and Modeling/Data Analysis in the 2021-2022 school year, we need to provide best first instruction for our students in the area of problem solving.

3. In the area of Communicating Reasoning, we had the highest percentage of students scoring At or Near Standard at 59% in the 2021-2022 school year. We also had the lowest percentage of students scoring Above Standard at 17% in the 2021-2022 school year. We need to better analyze what supports our students need in communicating reasoning, to increase the percentage of students in the Above Standard range in this area, and decrease the number of students scoring Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1446.8	1413.7		1450.1	1415.2		1439.3	1409.8		15	23	
1	1455.6	1432.3		1470.2	1459.4		1440.4	1404.7		17	12	
2	*	1464.2		*	1465.6		*	1462.3		9	14	
3	1537.4	*		1539.6	*		1534.5	*		14	4	
4	1529.1	1510.7		1532.7	1498.7		1525.0	1522.2		14	13	
5	*	1505.4		*	1491.7		*	1518.3		8	11	
6	1545.3	*		1544.2	*		1545.8	*		12	8	
All Grades										89	85	

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	8.70		33.33	39.13		13.33	30.43		6.67	21.74		15	23	
1	35.29	8.33		17.65	50.00		23.53	0.00		23.53	41.67		17	12	
2	*	7.14		*	21.43		*	57.14		*	14.29		*	14	
3	42.86	*		28.57	*		28.57	*		0.00	*		14	*	
4	50.00	7.69		21.43	53.85		21.43	30.77		7.14	7.69		14	13	
5	*	18.18		*	36.36		*	27.27		*	18.18		*	11	
6	58.33	*		16.67	*		8.33	*		16.67	*		12	*	
All Grades	47.19	10.59		22.47	38.82		20.22	28.24		10.11	22.35		89	85	

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	13.04		26.67	30.43		20.00	30.43		6.67	26.09		15	23	
1	52.94	33.33		11.76	25.00		29.41	16.67		5.88	25.00		17	12	
2	*	7.14		*	50.00		*	42.86		*	0.00		*	14	
3	57.14	*		28.57	*		14.29	*		0.00	*		14	*	
4	57.14	30.77		21.43	30.77		14.29	38.46		7.14	0.00		14	13	
5	*	27.27		*	36.36		*	18.18		*	18.18		*	11	
6	58.33	*		25.00	*		0.00	*		16.67	*		12	*	
All Grades	55.06	21.18		22.47	32.94		15.73	30.59		6.74	15.29		89	85	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.67	8.70		46.67	26.09		13.33	47.83		13.33	17.39		15	23	
1	23.53	8.33		23.53	8.33		17.65	33.33		35.29	50.00		17	12	
2	*	7.14		*	21.43		*	42.86		*	28.57		*	14	
3	42.86	*		14.29	*		42.86	*		0.00	*		14	*	
4	0.00	7.69		50.00	46.15		35.71	30.77		14.29	15.38		14	13	
5	*	9.09		*	18.18		*	54.55		*	18.18		*	11	
6	8.33	*		58.33	*		8.33	*		25.00	*		12	*	
All Grades	23.60	8.24		37.08	25.88		22.47	40.00		16.85	25.88		89	85	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	46.67	21.74		46.67	56.52		6.67	21.74		15	23	
1	58.82	33.33		35.29	58.33		5.88	8.33		17	12	
2	*	14.29		*	78.57		*	7.14		*	14	
3	50.00	*		42.86	*		7.14	*		14	*	
4	42.86	46.15		42.86	53.85		14.29	0.00		14	13	
5	*	18.18		*	63.64		*	18.18		*	11	
6	16.67	*		58.33	*		25.00	*		12	*	
All Grades	44.94	25.88		46.07	60.00		8.99	14.12		89	85	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	17.39		66.67	60.87		13.33	21.74		15	23	
1	41.18	16.67		47.06	41.67		11.76	41.67		17	12	
2	*	14.29		*	85.71		*	0.00		*	14	
3	71.43	*		21.43	*		7.14	*		14	*	
4	78.57	15.38		14.29	84.62		7.14	0.00		14	13	
5	*	63.64		*	18.18		*	18.18		*	11	
6	83.33	*		0.00	*		16.67	*		12	*	
All Grades	59.55	24.71		30.34	57.65		10.11	17.65		89	85	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.33	8.70		73.33	82.61		13.33	8.70		15	23	
1	41.18	33.33		17.65	16.67		41.18	50.00		17	12	
2	*	7.14		*	71.43		*	21.43		*	14	
3	35.71	*		42.86	*		21.43	*		14	*	
4	7.14	7.69		78.57	61.54		14.29	30.77		14	13	
5	*	9.09		*	63.64		*	27.27		*	11	
6	16.67	*		58.33	*		25.00	*		12	*	
All Grades	26.97	11.76		50.56	62.35		22.47	25.88		89	85	

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	53.33	43.48		33.33	30.43		13.33	26.09		15	23	
1	17.65	0.00		52.94	66.67		29.41	33.33		17	12	
2	*	7.14		*	64.29		*	28.57		*	14	
3	50.00	*		50.00	*		0.00	*		14	*	
4	7.14	38.46		85.71	46.15		7.14	15.38		14	13	
5	*	18.18		*	63.64		*	18.18		*	11	
6	25.00	*		58.33	*		16.67	*		12	*	
All Grades	31.46	23.53		55.06	51.76		13.48	24.71		89	85	

Conclusions based on this data:

1. In the area of Listening and Speaking we have a higher percentage of students scoring in the well developed range. While in the area of reading and writing, we have a higher percentage of students scoring in the

Somewhat/Moderately developed range. We need to closely monitor our students who are consistently scoring in the Somewhat/Moderately developed range in the area of Reading and Writing on the ELPAC and continue to provide targeted instruction to support their progress in reading and writing.

2. The cohorts are not performing consistently from the 20-21 school year to the 21-22 school year. For example, in the area of Oral Language, 52% of our 1st graders scored a Level 4 in Oral Language in the 2020-2021 ELPAC, and as 2nd graders only 7% of them scored a level 4 in Oral Language on the 2021-2022 ELPAC test. We need to examine our ELD practices to ensure we are supporting our students to make progress each year.

3. Our 4th-6th grade students are not consistently scoring in the Well Developed range in the area of Reading and Writing. For our long term English Learners, we need to provide explicit, targeted instruction in these areas to ensure their scores increase in the area of Reading and Writing.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
877	**44.8**	**11.1**	**0.3**
Total Number of Students enrolled in Fair Oaks Ranch Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	97	11.1
Foster Youth	3	0.3
Homeless	2	0.2
Socioeconomically Disadvantaged	393	44.8
Students with Disabilities	108	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	70	8.0
American Indian	1	0.1
Asian	58	6.6
Filipino	91	10.4
Hispanic	384	43.8
Two or More Races	66	7.5
Pacific Islander		
White	197	22.5

Conclusions based on this data:

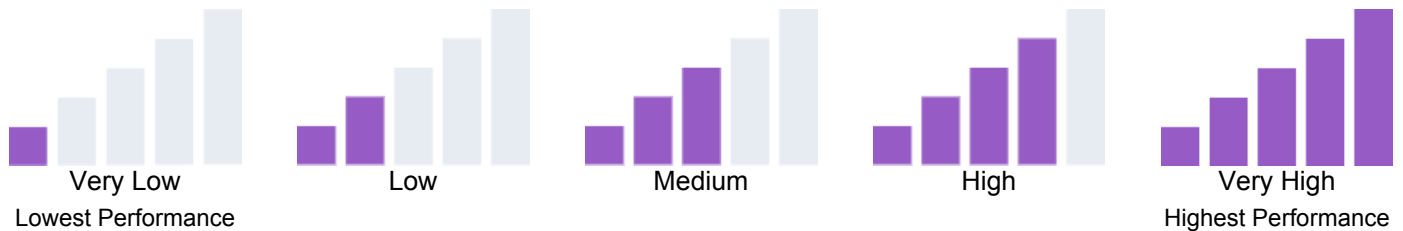**1.** Fair Oaks Ranch Community School serves a diverse population of students and families, and we need to continue to find ways to support all of our family groups.

2. With 44.8% socioeconomically disadvantaged students, we need to continue to ensure that we are providing academic and social emotional support for our students to ensure that they are continuing to make excellent academic progress.

3. Fair Oaks Ranch's largest student group is Hispanic/Latino (43.8%). We need to continue to increase our parent participation in ELAC and other advisory committees to continue to support students' social emotional needs and academic achievement.

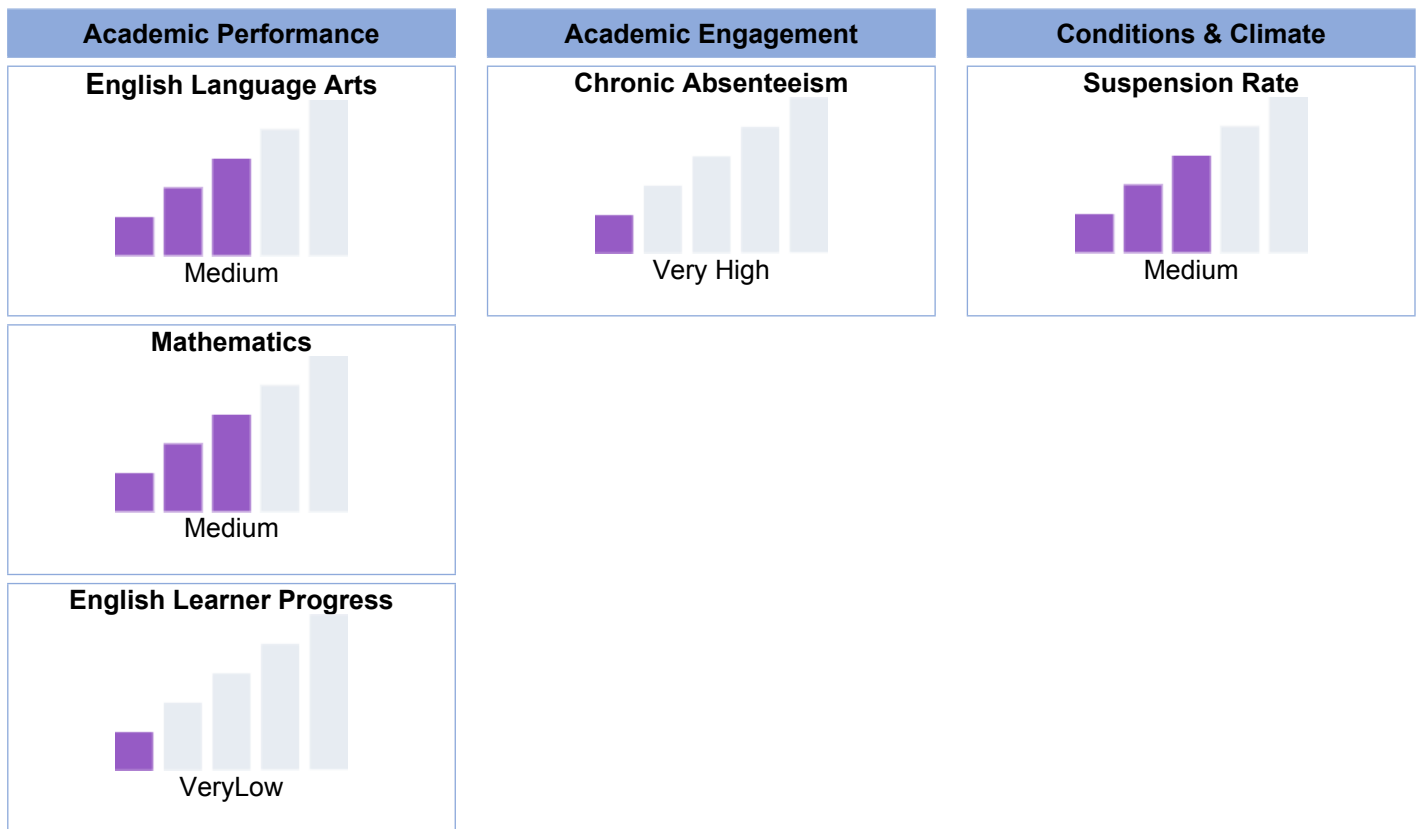# School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Medium	**Chronic Absenteeism** — Very High	**Suspension Rate** — Medium
Mathematics — Medium		
English Learner Progress — VeryLow		

Conclusions based on this data:

1. Reflecting on the 2021-2022 Dashboard Overall Performance in English Language Arts, students performed in the medium performance level.

2. Reflecting on the 2021-2022 Dashboard Overall Performance in Math, students performed in the medium performance level.

3. Reflecting on the 2021-2022 Dashboard Overall Performance in Chronic Absenteeism we scored in the very high performance level, which indicates the need for significant improvement in Chronic Absenteeism.
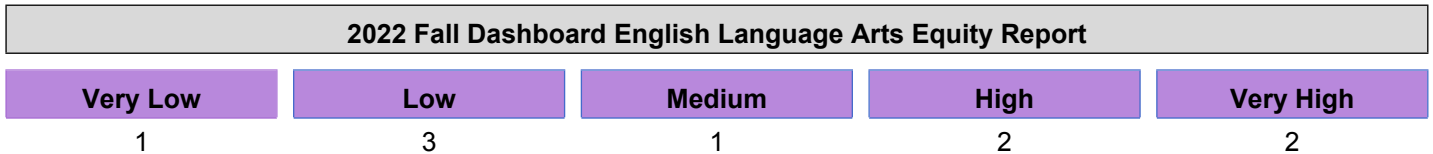
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
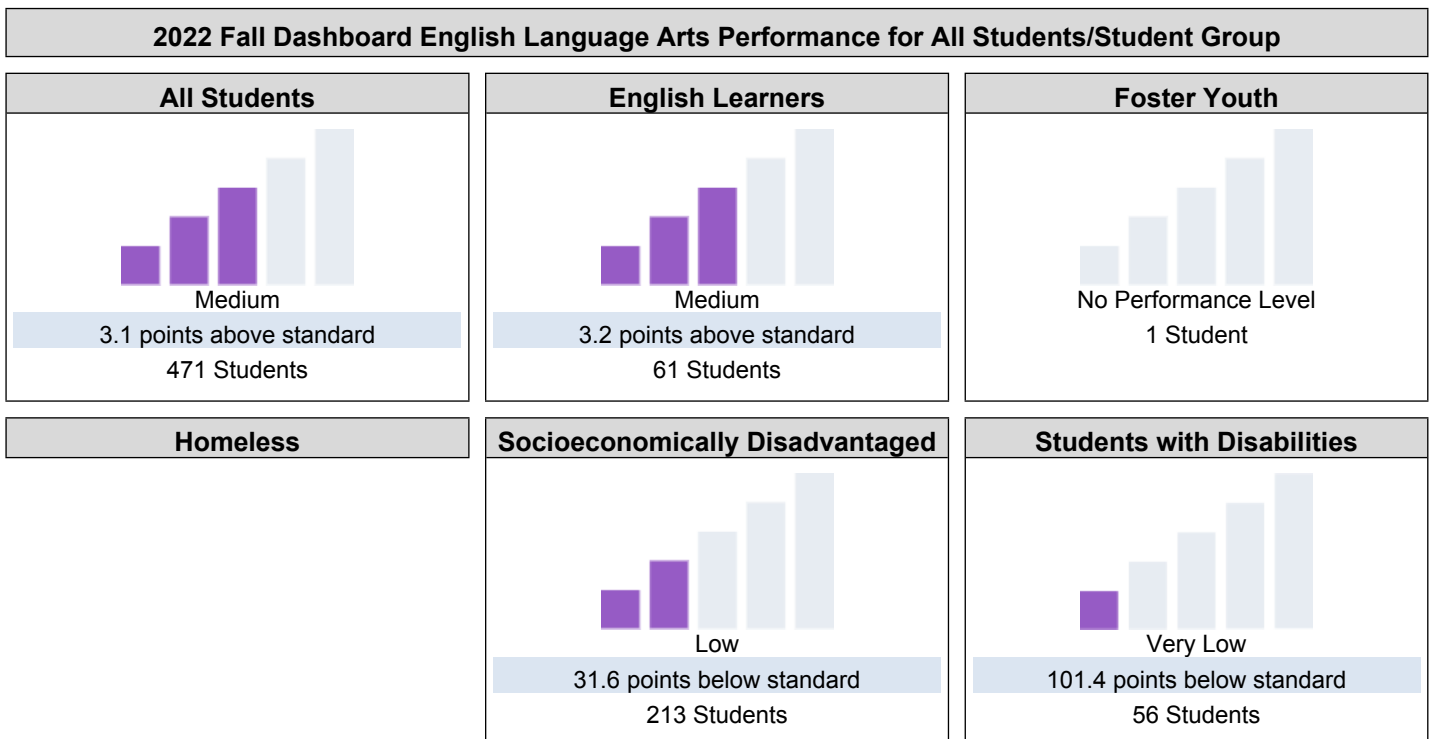
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
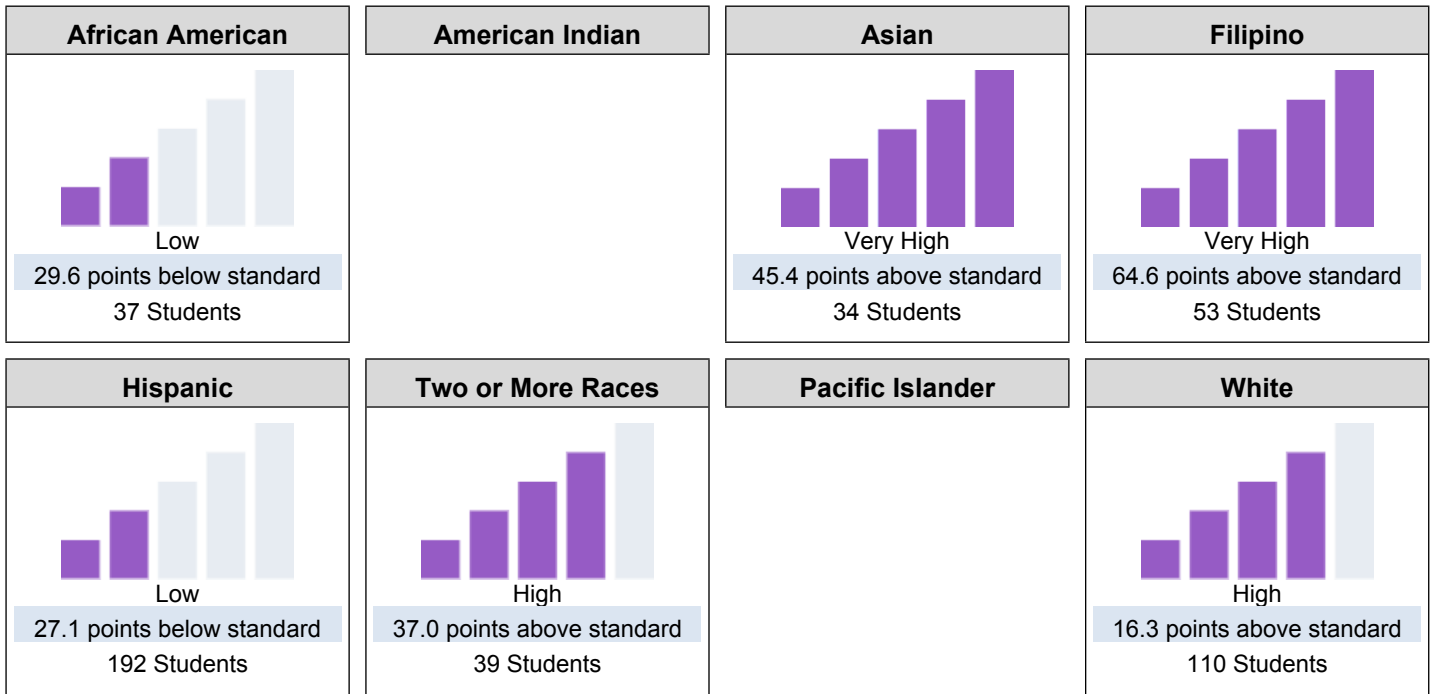
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	1	2	2

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	No Performance Level
3.1 points above standard	3.2 points above standard	1 Student
471 Students	61 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Low	Very Low
	31.6 points below standard	101.4 points below standard
	213 Students	56 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Low		**Very High**	**Very High**
29.6 points below standard		45.4 points above standard	64.6 points above standard
37 Students		34 Students	53 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	**High**		**High**
27.1 points below standard	37.0 points above standard		16.3 points above standard
192 Students	39 Students		110 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.5 points below standard	56.5 points above standard	2.2 points above standard
28 Students	33 Students	395 Students

Conclusions based on this data:

1. Reflecting on the 2021-2022 Dashboard English Language Arts Equity Report, our Students with Disabilities scored in the Very Low category, scoring 101.4 points below standard. As a school, we need to continue to target these groups to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress.

2. Reflecting on the 2021-2022 Dashboard English Language Arts Equity Report, our Socioeconomically disadvantaged students scored in the Low category, scoring 31.6 points below standard. As a school, we need to continue to target these groups to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress.

3. Reflecting on the 2021-2022 Dashboard English Language Arts Equity Report, we have two groups scoring in the Low category: our African American students scored 29.6 points below standard and our Hispanic students scored 27.1 points below standard. As a school, we need to continue to target these groups to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress.
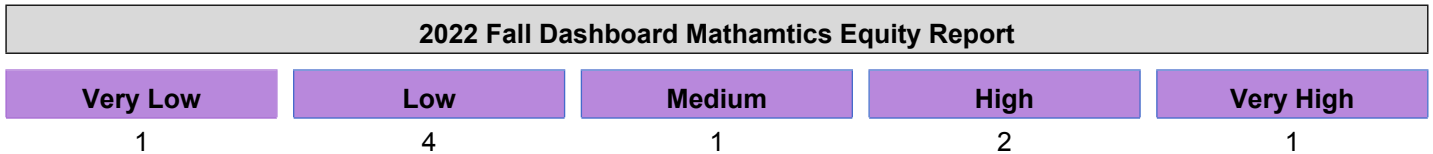
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
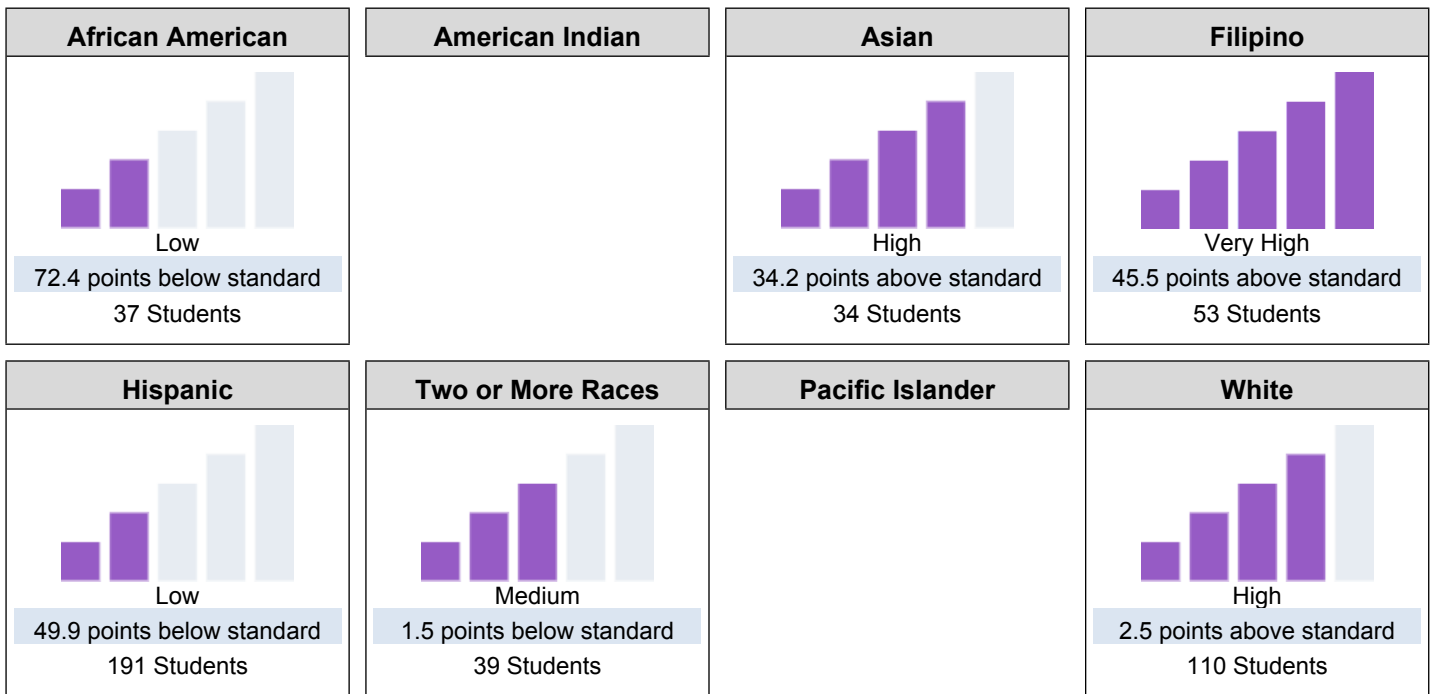
Very Low	Low	Medium	High	Very High

Lowest Performance / Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	4	1	2	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Low	No Performance Level
19.2 points below standard	26.0 points below standard	1 Student
470 Students	61 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
0 Students	51.2 points below standard	102.8 points below standard
	212 Students	56 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Low		High	Very High
72.4 points below standard		34.2 points above standard	45.5 points above standard
37 Students		34 Students	53 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	Medium		High
49.9 points below standard	1.5 points below standard		2.5 points above standard
191 Students	39 Students		110 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.5 points below standard	20.2 points above standard	19.0 points below standard
28 Students	33 Students	394 Students

Conclusions based on this data:

1. Reflecting on the 2021-2022 Dashboard Mathematics Equity Report, our Students with Disabilities scored in the Very Low category, scoring 102.8 points below standard. We need to continue to ensure that our students with disabilities are provided a rigorous curriculum, with adequate supports, to ensure they make steady academic progress in the area of math.

2. Reflecting on the 2021-2022 Dashboard Mathematics Equity Report, our Socioeconomically disadvantaged students scored in the Low category, scoring 51.2 points below standard. In addition, our English Learners scored 80.5 points below standard. As a school, we need to continue to target these groups to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress in the area of math.

3. Reflecting on the 2021-2022 Dashboard Mathematics Equity Report, we have two groups scoring in the Low category: our African American students scored 72.4 points below standard and our Hispanic students scored 49.9 points below standard. As a school, we need to continue to target these groups to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

VeryLow

32.1 making progress towards English language proficiency

Number of EL Students: 56 Students

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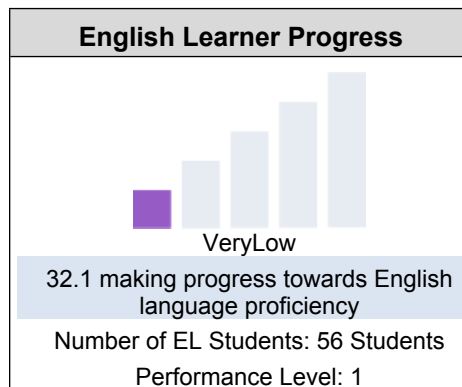
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.1%	35.7%	8.9%	23.2%

Conclusions based on this data:

1. Reflecting on the Dashboard English Learner Progress Indicator with only 32.1% of students making progress towards English Language proficiency, we need to continue to support our English Learners as they move towards proficiency.

2. Reflecting on the Dashboard English Learner Progress Indicator, we need to look at the 35.7% of students who maintained a level 1,2, or 3 to determine who needs additional support. We need to provide additional support to the 32.1% of our students who decreased one level on the 2021-2022 ELPAC testing. For our Long Term English Learners, we need to provide extra, targeted support to ensure that they make steady progress towards English Language proficiency.

3. Reflecting on the Dashboard English Learner Progress Indicator, we need to continue to examine our teaching practices during our Designated English Language Development time and ensure that the instruction is targeting the necessary skills our English Learners need to make steady progress towards English Language proficiency.
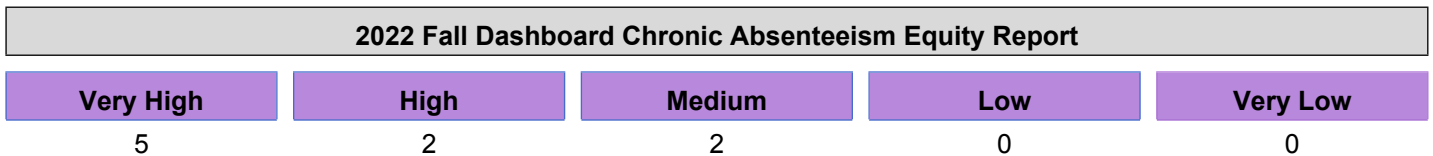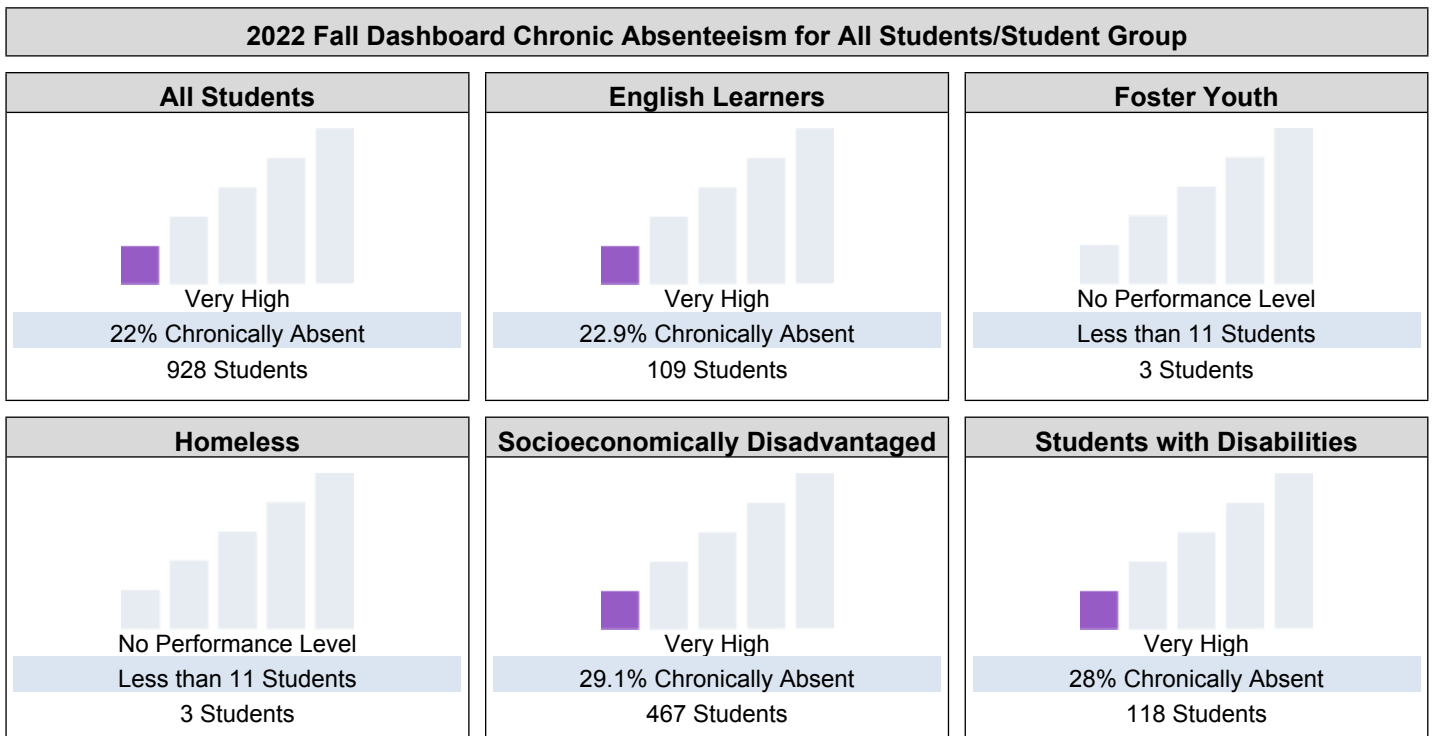
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please 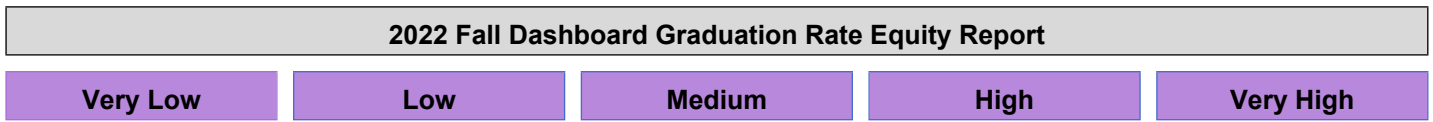note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	2	2	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
22% Chronically Absent	22.9% Chronically Absent	Less than 11 Students
928 Students	109 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	29.1% Chronically Absent	28% Chronically Absent
3 Students	467 Students	118 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
High	No Performance Level	Medium	Medium
13.2% Chronically Absent	Less than 11 Students	9.7% Chronically Absent	7.4% Chronically Absent
76 Students	1 Student	62 Students	94 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High		High
31.9% Chronically Absent	24.4% Chronically Absent		15.4% Chronically Absent
405 Students	82 Students		208 Students

Conclusions based on this data:

1. Reflecting on the 2021-2022 Dashboard Chronic Absenteeism Equity Report, our school is in the lowest performance level for Chronic Absenteeism with 22% of all students chronically absent. We need to continue to work closely with families on the importance of attendance and specifically support our students who are chronically absent.

2. Reflecting on the 2021-2022 Dashboard Chronic Absenteeism Equity Report, we have three groups in the Very High category for all students/groups. Our Students with Disabilities students scored in the very high category with 28% chronically absent. In addition our Socioeconomically Disadvantaged students scored scored in the very high category with 29.1% chronically absent, and our English Learners students scored in the very high category with 22.9% students chronically absent. As a school, we need to continue to support these groups and their families, to ensure that both students and families are engaged in school.

3. Reflecting on the 2021-2022 Dashboard Chronic Absenteeism Equity Report, we have two groups in the Very High category for Chronic Absenteeism by Race/Ethnicity. Our Hispanic students scored in the very high category with 31.9% chronically absent. In addition our Two or More races students scored in the very high category with 24.4% chronically absent. As a school, we need to continue to support these groups and their families, to ensure that both students and families are engaged in school.

School and Student Performance Data

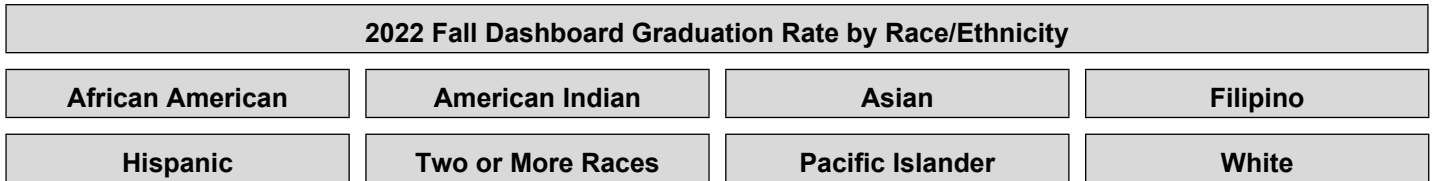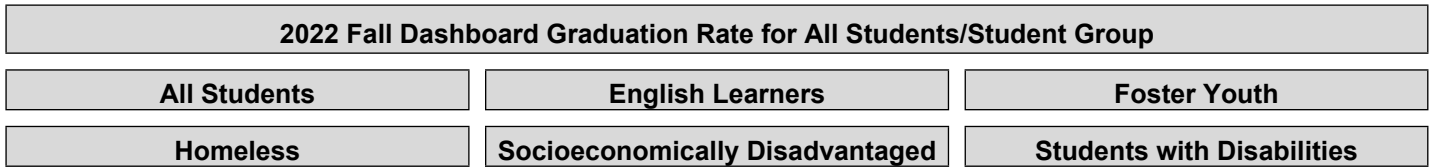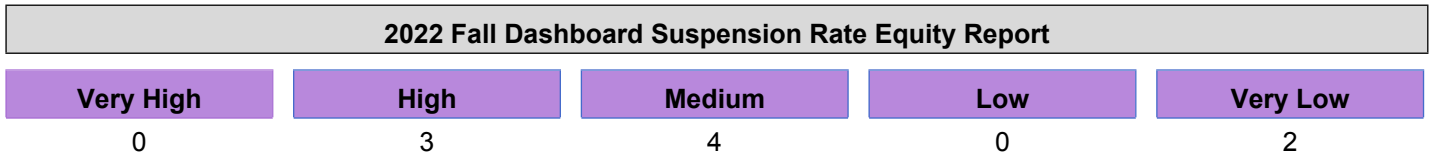## Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
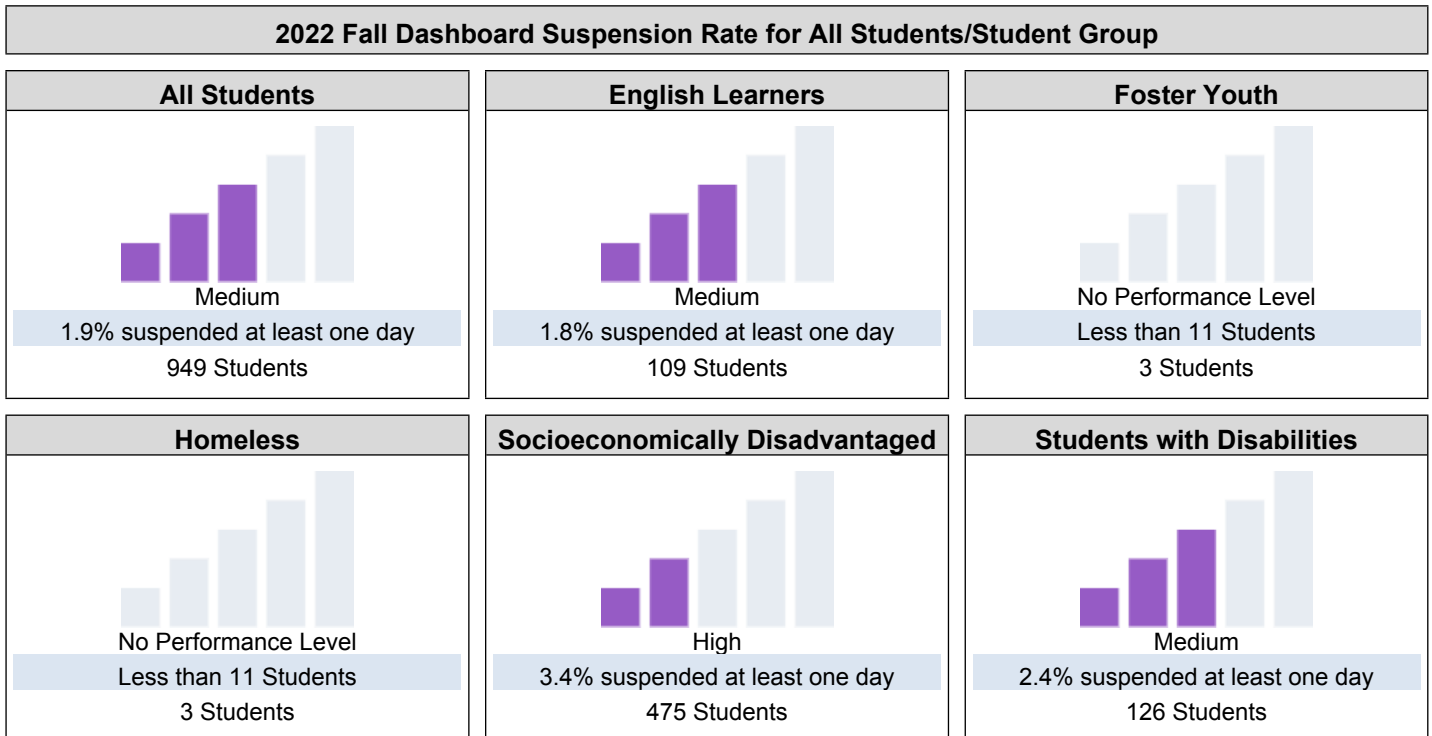
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data for elementary students

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	3	4	0	2

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Medium	No Performance Level
1.9% suspended at least one day	1.8% suspended at least one day	Less than 11 Students
949 Students	109 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Medium
Less than 11 Students	3.4% suspended at least one day	2.4% suspended at least one day
3 Students	475 Students	126 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity
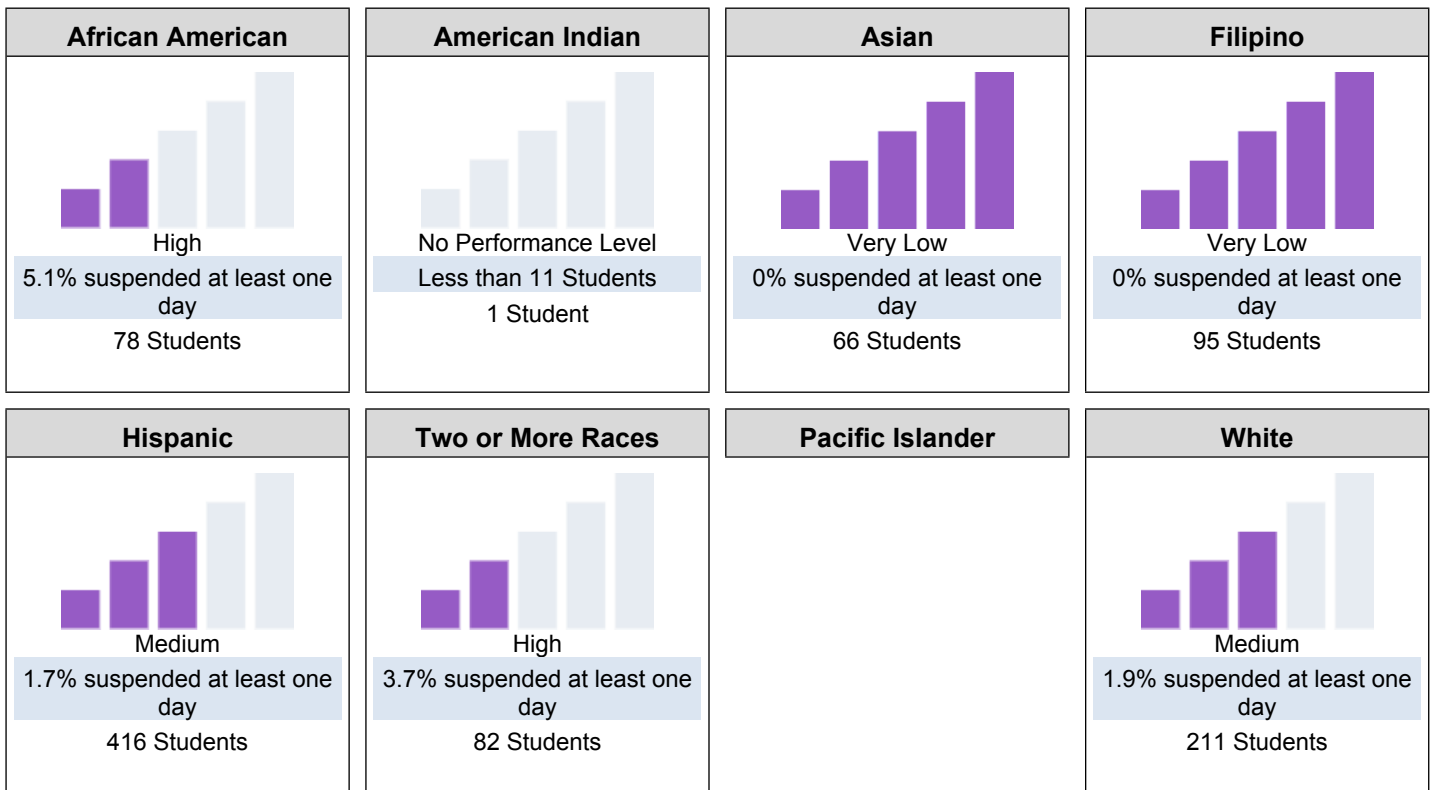
African American

High

5.1% suspended at least one day

78 Students

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

Very Low

0% suspended at least one day

66 Students

Filipino

Very Low

0% suspended at least one day

95 Students

Hispanic

Medium

1.7% suspended at least one day

416 Students

Two or More Races

High

3.7% suspended at least one day

82 Students

Pacific Islander

White

Medium

1.9% suspended at least one day

211 Students

Conclusions based on this data:

1. Reflecting on the 2021-2022 Dashboard Suspension Rate Equity Report, we have no groups in the Very High category and three groups in the High category.

2. Reflecting on the 2021-2022 Dashboard Suspension Rate Equity Report, our African American students scored in the high category with 5.1% of our students suspended at least one time. In addition our Two or More races students scored in the high category with 3.7% of our students suspended at least one time. We need to ensure that we are implementing culturally responsive practices in the classroom and on the yard, to ensure that we are supporting our student's needs.

3. Reflecting on the 2021-2022 Dashboard Suspension Rate Equity Report, our Socioeconomically Disadvantaged students scored in the high category with 3.4% of our students suspended at least one time. As a school, we need to continue to monitor these groups to ensure we support their social emotional needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

Goal 1

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

Identified Need

When examining our CAASPP data, we identify that our subgroups do not consistently score at the same level as the overall school scores. We need to focus on our Students with Disabilities, English Learners, Hispanic and Black/African American populations to provide systematic interventions to support their academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading	CAASPP Results English Language/Literacy Spring 2022 56.91% of students Above Standard/Standard Met 2022 California Dashboard Overall Performance of All students Medium - 3.1 points above standard 2022 California Dashboard English Language Arts Equity Report Students with Disabilities Very Low - 101.4 points below standard Socioeconomically Disadvantaged Students	Increase the number of students at At Standard/Standard Met CAASPP Results English Language/Literacy Spring 2023 70% of students Above Standard/Standard Met 2023 California Dashboard Overall Performance of All students High - 15 points above standard 2023 California Dashboard English Language Arts Equity Report Students with Disabilities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low - 31.6 points below standard Black or African American Students Low - 29.6 points below standard Hispanic or Latino Students Low - 27.1 points below standard	Medium- 75 points below standard Socioeconomically Disadvantaged Students Low - 15 points below standard Black or African American Students Medium 15 points below standard Hispanic or Latino Students Medium - 15 points below standard
Math	CAASPP Results Mathematics Spring 2022 44.24% of students Above Standard/Standard Met 2022 California Dashboard Overall Performance of All students Medium - 19.2 points below standard standard 2022 California Dashboard Mathematics Equity Report Students with Disabilities Very Low - 102.8 points below standard Socioeconomically Disadvantaged Students Low - 51.2 points below standard Black or African American Students Low - 72.4 points below standard Hispanic or Latino Students Low - 49.9 points below standard	Increase the number of students at At Standard/Standard Met CAASPP Results Mathematics Spring 2023 60% of students Above Standard/Standard Met 2023 California Dashboard Overall Performance of All students Medium - 3 points above standard 2023 California Dashboard Mathematics Equity Report Students with Disabilities Low - 75 points below standard Socioeconomically Disadvantaged Students Low - 25 points below standard Black or African American Students Low - 40 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners Low - 26.6 points below standard	Hispanic or Latino Students Low - 25 points below standard English Learners Medium - 15 points below standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will use district adopted textbooks and materials .

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase materials and supplies as needed to support the instructional program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

| 38,742.79 | LCFF-Base
4000-4999: Books And Supplies
Purchase materials and supplies to support
implementation of the educational program |

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All students |

Strategy/Activity

| Provide custodial materials |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,031	LCFF-Base 4000-4999: Books And Supplies custodial supplies

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All students |

Strategy/Activity

| Provide regular noon supervisor training on safety procedures, mandatory training, etc. |

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1501.50	LCFF-Base 4000-4999: Books And Supplies Noon supervisor extra hours
148.50	LCFF-Base 3000-3999: Employee Benefits
10,352.00	LCFF-Base 2000-2999: Classified Personnel Salaries Hire extra noon supervisor

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase materials to support the safety plan.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	LCFF-Base 4000-4999: Books And Supplies materials to support the safety plan

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We were able to implement all strategies within Goal 1. We need to continue to explore training for our noon supervisors in the areas of conflict resolution and positive behavior systems.

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

We stayed on target with the amount of money spent on purchasing supplies and materials for the classroom.

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 goal is similar to Goal 1 in our 2022.2023 SPSA. We will be adding an additional noon supervisor to support students during recess and lunch

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Proficiency in reading/language arts
Proficiency in math
Proficiency for high priority students

Goal 2

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichment in place to foster student success.

Identified Need

When examining our STAR data, we identify that our subgroups do not consistently score at the same level as the overall school scores. We need to focus on our English Learners, Hispanic and Black/African American populations to provide systematic interventions to support their academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading	CAASPP Results English Language/Literacy Spring 2022 56.91% of students Above Standard/Standard Met 2022 California Dashboard Overall Performance of All students Medium - 3.1 points above standard 2022 California Dashboard English Language Arts Equity Report Students with Disabilities Very Low - 101.4 points below standard Socioeconomically Disadvantaged Students	Increase the number of students at At Standard/Standard Met CAASPP Results English Language/Literacy Spring 2023 70% of students Above Standard/Standard Met 2023 California Dashboard Overall Performance of All students High - 15 points above standard 2023 California Dashboard English Language Arts Equity Report Students with Disabilities Medium- 75 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low - 31.6 points below standard Black or African American Students Low - 29.6 points below standard Hispanic or Latino Students Low - 27.1 points below standard	Socioeconomically Disadvantaged Students Low - 15 points below standard Black or African American Students Medium 15 points below standard Hispanic or Latino Students Medium - 15 points below standard
Math	CAASPP Results Mathematics Spring 2022 44.24% of students Above Standard/Standard Met 2022 California Dashboard Overall Performance of All students Medium - 19.2 points below standard standard 2022 California Dashboard Mathematics Equity Report Students with Disabilities Very Low - 102.8 points below standard Socioeconomically Disadvantaged Students Low - 51.2 points below standard Black or African American Students Low - 72.4 points below standard Hispanic or Latino Students Low - 49.9 points below standard	Increase the number of students at At Standard/Standard Met CAASPP Results Mathematics Spring 2023 60% of students Above Standard/Standard Met 2023 California Dashboard Overall Performance of All students Medium - 3 points above standard 2023 California Dashboard Mathematics Equity Report Students with Disabilities Low - 75 points below standard Socioeconomically Disadvantaged Students Low - 25 points below standard Black or African American Students Low - 40 points below standard Hispanic or Latino Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners Low - 26.6 points below standard	Low - 25 points below standard English Learners Medium - 15 points below standard
English Learner	ELPAC Data 2021-2022 School year 32.1% Decreased one level 35.7%. Maintained Levels 1-3 8.9%. Maintained Level 4 23.2% Increased one level RFEP Re-designated 3 students with the 2021.2022 ELPAC results	Increase the number of English Learners making progress on the ELPAC in the 2022.2023 School year 15% Decreased one level 15% Maintained Levels 1-3 10% Maintained Level 4 60% Increased one level Increase the number of English Learners reclassifying Re-designate 15 English Learners with the 2022.2023 ELPAC results

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Provide professional development for all teachers in Orton Gillingham to support reading instruction for all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries

	on going Professional Development for Orton Gillingham during early release Wednesdays
1000.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase supplies to support professional development

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional development and share effective instructional strategies with all teachers in Math Expressions to support math instruction for all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 5000-5999: Services And Other Operating Expenditures Math Genius Squad subscriptions
4000.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase math manipulatives and supplies to support math instruction
0.00	District Funded 1000-1999: Certificated Personnel Salaries on going Professional Development for Math Expressions during early release Wednesdays

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Utilize Learning Support Teachers to provide intervention to support the academic growth of all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Learning Support Teachers
2004.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase supplementary Orton Gillingham supplies to support intervention

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Convene an instructional leadership team to analyze data to determine intervention and enrichment needs for students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1450.00	LCFF-Base 1000-1999: Certificated Personnel Salaries Leadership team meetings: two half day meetings; one AM meeting once a month
145.00	LCFF-Base 3000-3999: Employee Benefits Leadership team meetings: two half day meetings; one AM meeting once a month

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Teachers will work in grade level teams, to analyze data, unpack standards, and plan lessons to meet student needs (for All Students, including English Learners, Homeless, Foster Youth, and Students with Disabilities) to analyze data, and to determine next steps for reteaching and enrichment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Grade level planning time during early release Wednesdays
2500.00	LCFF-Base 1000-1999: Certificated Personnel Salaries extra hours to examine student records to determine supports
2950.00	LCFF-Base 1000-1999: Certificated Personnel Salaries extra hours for before and after school intervention/academic clubs

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Provide math intervention and support using math curriculum to increase academic growth for all students, including English Learners, Homeless, Foster Youth, and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14206.36	Title I 1000-1999: Certificated Personnel Salaries Substitute Math Intervention Teacher
1183.86	Title I 3000-3999: Employee Benefits Substitute Math Intervention Teacher
2295.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase math manipulatives and other supplies to provide extra support for math intervention

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Teachers will meet with the Multi-Tiered System of Supports (MTSS) team to determine academic and social emotional interventions for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600.00	LCFF-Base 1000-1999: Certificated Personnel Salaries Three substitutes, three times a year
400.00	LCFF-Base 3000-3999: Employee Benefits Three substitutes, three times a year
0.00	District Funded None Specified teachers will utilize Aeries SST online to monitor student interventions

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Provide additional language support to students new to the country using Benchmark Hello.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Grade level planning time during early release Wednesdays
1000.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies additional supplies to support students new to the country

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide differentiation and enrichment through use of digital programs and differentiation materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3279.00	LCFF-Base 4000-4999: Books And Supplies Purchase materials to support differentiation within the classroom

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for field trips and purchase materials to enhance students background knowledge; including library books

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF-Base 4000-4999: Books And Supplies Purchase library books, especially nonfiction
2000.00	PTA 4000-4999: Books And Supplies Purchase book bags to build home libraries for families
13,380.00	District Funded 5000-5999: Services And Other Operating Expenditures Funding for field trips
6,000.00	PTA

	5000-5999: Services And Other Operating Expenditures Funding for field trips

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To ensure that all students receive opportunities to develop innovative and creative practices, a visual and performing arts teacher (VAPA) will be hired to provide VAPA instruction to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
131,897.00	Misc. Grants 1000-1999: Certificated Personnel Salaries Visual and Performing Arts Teacher

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We were able to implement most of the strategies within Goal 2. Due to the ongoing substitute shortage, we were not able to implement the plan for peer observation for our teachers. In addition, due to ongoing staffing issues we were not able to implement our Circle of Friends program.

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

We reallocated the expenditures for peer observation to purchasing additional supplies for our Orton Gillingham reading intervention program, as well as additional math manipulatives for our 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.

In Goal 2, will be utilizing Title 1 money to provide math intervention for our students during the school day, and providing parent education nights in the area of reading and math. We are also

adding a Visual and Performing Arts teacher to provide VAPA instruction to all students. The district will continue to provide two Learning Support Teachers to support our reading intervention program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

When examining the data from our LCAP survey, we can see an opportunity to increase the number of families who respond to our survey. In addition, we want to find ways to ensure that we work with parents to ensure that information about their child's social emotional growth is presented in a clear manner, and that we are addressing learning loss through academic intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare Access/Communication	2022-2023 964 out of 966 students have at least one parent/guardian connected on ParentSquare 823 out of 1,346 parents interact within ParentSquare	2023-2024 Parent Square Goal Maintain that 100% of students have at least one parent/guardian connected on ParentSquare Increase the number of parents who interact with ParentsSquare to 875
LCAP Survey 2022-2023 School Year	2022-2023 Fair Oaks Ranch LCAP Survey 34 responded 88% Strongly Agree/Agree that Fair Oaks Ranch is a welcoming school 94% Strongly Agree/Agree that their child actively participates in learning each day	2023-2024 Fair Oaks Ranch LCAP Survey Increase parents responding to 250 Increase each percentage by 5 points 93% Strongly Agree/Agree that Fair Oaks Ranch is a welcoming school

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	97% Strongly Agree/Agree that they were informed of their child's academic progress. 97% Strongly Agree/Agree that their child is learning grade level literacy skills (reading, writing, speaking and listening). 57% Strongly Agree/Agree that academic intervention was provided to address learning loss. 97% Strongly Agree/Agree that their child is learning grade level math concepts and skills. 91% Strongly Agree/Agree that their child's school and/or teacher provides learning opportunities that promotes and celebrates all cultures. 85% Strongly Agree/Agree that their child feels connected to and valued by the classroom teacher. 82% Strongly Agree/Agree that their child's positive behavior program at their school, greatly supports learning (ex. Champs, Capturing Kids Hearts, PBIS). 61% Strongly Agree/Agree that the school keeps them well-informed about their child's social emotional growth. 88% Strongly Agree/Agree feel that student and family engagement is a high priority.	97% Strongly Agree/Agree that their child actively participates in learning each day 97% Strongly Agree/Agree that they were informed of their child's academic progress. 97% Strongly Agree/Agree that their child is learning grade level literacy skills (reading, writing, speaking and listening). 62% Strongly Agree/Agree that academic intervention was provided to address learning loss. 97% Strongly Agree/Agree that their child is learning grade level math concepts and skills. 96% Strongly Agree/Agree that their child's school and/or teacher provides learning opportunities that promotes and celebrates all cultures. 90% Strongly Agree/Agree that their child feels connected to and valued by the classroom teacher. 87% Strongly Agree/Agree that their child's positive behavior program at their school, greatly supports learning (ex. Champs, Capturing Kids Hearts, PBIS). 66% Strongly Agree/Agree that the school keeps them well-informed about their child's social emotional growth. 93% Strongly Agree/Agree feel that student and family engagement is a high priority.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase online communication for parents and community through the use of ParentSquare.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 5800: Professional/Consulting Services And Operating Expenditures Purchase Parent Square

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide after school and evening parent education nights to increase student achievement and parent involvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Title I 1000-1999: Certificated Personnel Salaries teacher extra duty pay; 3 times a year; 5 teachers 2 hours of extra duty pay
589.03	Title I 3000-3999: Employee Benefits
3772.59	Title I 4000-4999: Books And Supplies purchase materials for parent education nights

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Coffee with the Principal meetings for families centering around topics such as supporting student learning at home; social emotional support, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF-Base 4000-4999: Books And Supplies Supplies for Coffee with the Principal including food, handouts, etc.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Provide translation services to families as needed (Ex. IEPs, after school meetings, parent conferences, etc.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
568.75	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries translation services
56.25	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Support the English Language Advisory Committee (ELAC) with extra support to communicate and support families of English Learners

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2697.49	LCFF-Base 2000-2999: Classified Personnel Salaries ELAC Support
299.72	LCFF-Base 2000-2999: Classified Personnel Salaries ELAC Support
50.00	LCFF-Base 3000-3999: Employee Benefits

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Host TK/K orientation to support student's transition to Fair Oaks Ranch Community School.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400.00	LCFF-Base 4000-4999: Books And Supplies materials for TK/K orientation
500.00	LCFF-Base 1000-1999: Certificated Personnel Salaries 5 teachers; 1.5 hours each for TK/K orientation
50.00	LCFF-Base 3000-3999: Employee Benefits 5 teachers; 1.5 hours each for TK/K orientation

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

We were able to implement most of the strategies within Goal 3. Due to staffing challenges, we were not able to effectively hold our planned parent education nights.

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

We stayed on target with the amount of money spent on Goal 3. We were not able to purchase a home newsletter, so we will continue to find ways to support families in the home-school connection.

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.

In Goal 3, will be providing additional support to communicate and support families of English Learners by improving the attendance at ELAC meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Supporting the Whole Child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

All students, including low income, English Learners and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

When examining our data, it is clear that we need to continue to work closely with our families to examine the importance of attendance. In addition, we want to ensure that all of our students feel academically motivated, and that students are treating each other with respect.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	In the 2022-2023 school year, 8 students were suspended	In the 2023-2024 we will have no more than 5 students suspended
Capturing Kids Heart Student Survey	2022-2023 CKH Student Survey: Scale 1-5 408 student responses 4.2 My teachers care about me 3.6 My teachers use activities to create connections and relationships with students 3.2 I have one or more teachers who know more about me than my grades 3.0 Students at this school treat each other respectfully 3.0 If I had a problem, I would be comfortable talking to	2023-2024 CKH Student Survey: Scale 1-5 Increase student responses to 450 student responses Minimum of a score of 4 in all areas 4.8 My teachers care about me 4.0 My teachers use activities to create connections and relationships with students 4.0 I have one or more teachers who know more about me than my grades 4.0 Students at this school treat each other respectfully

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	a teacher, staff member or leader at school 3.3 I like coming to school most days.	4.0 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school 4.0 I like coming to school most days.
Attendance	Chronic absenteeism 2022-2023 School Year 21% of students missed 10 school days or more	Goal Chronic absenteeism 2022-2023 School year Reduce Chronic Absenteeism to no more than 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Support students with positive academic and behavior programs (i.e. Capturing Kids Hearts, AR incentive programs, monthly spirit assemblies, etc.) that promote student engagement for all students, including English Learners, low income and foster youth and Students with Disabilities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6750.00	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Capturing Kids Hearts Training: Winning Culture Staff Training
4000.00	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures

	Capturing Kids Hearts: Premium Subscription for teachers
5250.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies CKH Traction Visit
2090.00	LCFF-Base 4000-4999: Books And Supplies purchase materials to support monthly assemblies, AR incentive program

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop Teacher/Staff Mentor program on campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded None Specified Mentor program to promote positive relationships at Fair Oaks Ranch - no cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Implement Circle of Friends group to promote positive relationships and teach social skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF-Base 4000-4999: Books And Supplies supplies for Circle of Friends activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Support students with a progressive discipline model, positive behavior programs (i.e. Capturing Kids Hearts, PBIS, Restorative Practices, etc.), systematic Social Emotional Learning lessons, and counseling services that promote positive student behavior for all students, including English Learners, low income and foster youth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 5000-5999: Services And Other Operating Expenditures counseling services
2000.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Second Step subscription

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Support students social emotional needs by utilizing Playworks to systematically teach students games, rules and procedures to support recess and lunch time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	LCFF- Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures Playworks initial training and follow up training during the 2023.2024 school year

Strategy/Activity 6
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated students

Strategy/Activity

Provide a part- time social worker to support with site based counseling, social skills groups, and to assist families in need of resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
42,138.00	Title I 1000-1999: Certificated Personnel Salaries Social worker salary
15,390.16	Title I 3000-3999: Employee Benefits Social worker benefts

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Our teachers and staff worked hard to continue to implement Capturing Kids Hearts in the 2022.2023 school year. Through our training and use of the CKH strategies, we were honored as a Capturing Kids Hearts National Showcase school for the second year in a row. In addition, we utilized Second Step as the next tier of social emotional learning for our students.

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 staffing challenges, we were not able to implement Circle of Friends, or the teacher mentor program. We will be implementing Circle of Friends and our staff mentor program in the 2023.2024 school year.

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

In Goal 4, will continue to utilize Title 1 money to fund our part time Social Worker. We are also adding in Playworks to support students during recess and lunch, in order to provide a safe and healthy learning environment

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$364,668.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$78,780.00

Subtotal of additional federal funds included for this school: $78,780.00

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

State or Local Programs	Allocation ($)
District Funded	$13,380.00
LCFF- Supplemental/Concentration	$43,924.00
LCFF-Base	$88,687.00
Misc. Grants	$131,897.00
PTA	$8,000.00

Subtotal of state or local funds included for this school: $285,888.00

Total of federal, state, and/or local funds for this school: $364,668.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	88,687.00	0.00
LCFF- Supplemental/Concentration	43,924.00	0.00
Title I	78,780.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	13,380.00
LCFF- Supplemental/Concentration	43,924.00
LCFF-Base	88,687.00
Misc. Grants	131,897.00
PTA	8,000.00
Title I	78,780.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	198,741.36
2000-2999: Classified Personnel Salaries	13,917.96
3000-3999: Employee Benefits	18,012.80
4000-4999: Books And Supplies	88,865.88
5000-5999: Services And Other Operating Expenditures	30,130.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	13,380.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	568.75
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	56.25
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	17,549.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Concentration	10,750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental/Concentration	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	9,000.00
2000-2999: Classified Personnel Salaries	LCFF-Base	13,349.21
3000-3999: Employee Benefits	LCFF-Base	793.50
4000-4999: Books And Supplies	LCFF-Base	65,544.29
1000-1999: Certificated Personnel Salaries	Misc. Grants	131,897.00
4000-4999: Books And Supplies	PTA	2,000.00
5000-5999: Services And Other Operating Expenditures	PTA	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	57,844.36
3000-3999: Employee Benefits	Title I	17,163.05
4000-4999: Books And Supplies	Title I	3,772.59

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,275.79
Goal 2	193,290.22
Goal 3	11,483.83
Goal 4	93,618.16

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Julie McBride, Principal	Principal
Brie Grimes, Teacher	Classroom Teacher
Kelly McCormick, Teacher	Classroom Teacher
Carol Cota, Teacher	Classroom Teacher
Vacancy, Classified Staff	Other School Staff
Alexandria Mota, Parent	Parent or Community Member
Tanya Lopez, Parent	Parent or Community Member
Kristen Galvan, Parent	Parent or Community Member
Keivonna Dover, Parent	Parent or Community Member
Michelle Walker, Parent	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 24th, 2023.
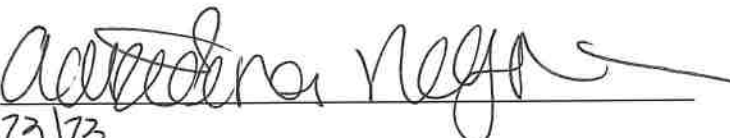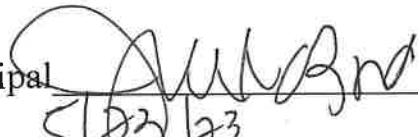
Attested:

Principal, Julie McBride on May 24th, 2023

SSC Chairperson, Kristen Galvan on May 24th, 2023

ELAC ADVICE TO SSC

ELAC gave advice to School Site council (SSC) regarding the School Plan for Student Achievement on May 23rd, 2023 (date)

The ELAC committee discussed the need for more writing support for their students so they can continue to make good academic progress.
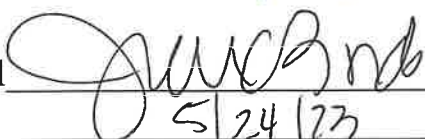
ELAC President _____

Date: _____ 5/23/23 _____

Principal _____

Date: _____ 5/23/23 _____

School Site Council's response to ELAC on: May 24th, 2023 (date)

The School Site Council will continue to look for opportunities to provide more professional development to teachers in the area of writing, and talk about opportunities for some writing intervention before and after school.

SSC Chairperson _____

Date: _____ 5/26/23 _____

Principal _____

Date: _____ 5/24/23 _____

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 24th, 2023.

Attested:

[signature]

Principal, Julie McBride on May 24th, 2023

SSC Chairperson, Kristen Galvan on May 24th, 2023