



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fair Oaks Ranch Community School	19-65045	May 22, 2024	June 12, 2024

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

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

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

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

This plan is being used by Fair Oaks Ranch Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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

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# Plan Description

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

This plan is being used by Fair Oaks Ranch Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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.

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.

## Educational Partner Involvement

How, when, and with whom did Fair Oaks Ranch Community 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 2023-2024 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 SPSA input survey was sent out to all Fair Oaks Ranch families and staff with proposed actions and strategies for the 2024-2025 Title 1 funds, and at the School Site Council meetings in May, we reviewed the data from the staff and parent survey to develop goals, actions and strategies for the 2024-2025 SPSA. At the Fair Oaks Ranch ELAC meeting on May 2nd, 2024, we gathered input from our ELAC on how to best support our English Learners in the 2024-2025 SPSA.

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

Reflecting on the 2022-2023 Dashboard English Language Arts Equity Report, our Students with Disabilities scored in the Red category, scoring 110.4 points below standard, and decreased 9 points from the previous year. On the 2022-2023 Dashboard Mathematics Equity Report, our Students with Disabilities also scored in the Red category, scoring 106.4 points below standard, and decreased by 3.7 points from the previous year. We need to continue to ensure that our students with disabilities are provided a rigorous curriculum, with adequate supports and interventions, to ensure they make steady academic progress in the area of ELA and math.

Reflecting on the 2022-2023 Dashboard English Language Arts Equity Report, our English Learners scored in the orange range, and decreased 37.8 points from the previous year. When we look at our current English Learner data, we see that they scored 97.3 points below standard and decreased by 37.8 points. While our African American students scored 52.6 points below standard, and decreased 23 points from last year. With such a significant decrease in performance, we need to closely monitor these groups to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress. For our current English Learners, we also need to ensure that they are receiving excellent Designated ELD instruction in the classroom, and integrated ELD instruction throughout the day.

Reflecting on the 2022-2023 Dashboard English Language Arts Equity Report, our Socioeconomically disadvantaged students scored in the Orange category, scoring 29.3 points below standard, and decreased 2.3 points from the previous year. Our Hispanic students scored 28.8 points below standard, and decreased 1.7 points from last year. Although the decrease was under 3 points for both groups, we need to continue to support these student groups to ensure they are making growth on the CAASPP test each year.

Reflecting on the 2022-2023 Dashboard Mathematics Equity Report, our Socioeconomically disadvantaged students scored in the Orange category, scoring 48.7 points below standard, but increased 2.4 points from last year. Our Hispanic students are also in the orange category, and scored 52.4 points below standard, and decreased 2.5 points from last year. Although our Socioeconomically disadvantaged students had a decrease of less than 3 points, and our Hispanic students had an increase of 1.7 point decrease, we need to continue to monitor and support these student groups to ensure they are making growth on the CAASPP test each year.

Reflecting on the 2022-2023 Dashboard Mathematics Equity Report, our English Learners, which includes our Reclassified English Learners, scored in the orange category, scoring 48.7 points below standard, and decreased 37.8 points from the previous year. When we look at our current English Learner data, we see that they scored 111.4 points below standard and decreased by 33.9 points. With such a significant decrease in performance, we need to closely monitor our English Learners to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress. For our current English Learners, we also need to ensure that they are receiving excellent Designated ELD instruction in the classroom, and integrated ELD instruction throughout the day.

Reflecting on the 2022.2023 Dashboard Chronic Absenteeism Equity Report, our English Learners students scored in the Red category with 26% students chronically absent, with an increase of 3% from last year. 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.

Reflecting on the 2022.2023 Dashboard Chronic Absenteeism Equity Report, we have two groups in the Orange category for all students/groups. Our Students with Disabilities students scored in the orange category with 26.7% chronically absent, with a decrease of 1.2% from last year. In addition our Socioeconomically Disadvantaged students scored in the orange category with 26.7% chronically absent, with a decrease of 2.4% from last year. Although both groups are showing a decrease in chronic absenteeism, we need to continue to monitor these groups to ensure they continue to improve in the area of Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Reflecting on the 2022-2023 Dashboard English Language Arts Equity Report, our Students with Disabilities scored in the Red category, scoring 110.4 points below standard, and decreased 9 points from the previous year. On the 2022-2023 Dashboard Mathematics Equity Report, our Students with Disabilities also scored in the Red category, scoring 106.4 points below standard.

Reflecting on the 2022.2023 Dashboard Chronic Absenteeism Equity Report, our English Learners students scored in the Red category with 26% students chronically absent, with an increase of 3% from last year.

## Other Needs

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

During the 2023-2024 school year, our school implemented iReady to support student achievement. Teachers administered a diagnostic test in the fall of 2023, a midyear diagnostic in December of 2023 and a third diagnostic test in March 2024.

iReady data March 2024 ELA - students early on grade level and above

Kindergarten – 67%

1st grade - 56%

2nd grade – 66%

3rd grade – 69%

4th grade- 48%

5th grade -48%

6th grade – 50%

iReady data March 2024 Math - students early on grade level and above

Kindergarten – 59%

1st grade - 35%

2nd grade – 50%

3rd grade – 60%

4th grade- 48%

5th grade -48%

6th grade – 49%

In ELA, we see a need to continue to target our 4th, 5th and 6th grade students with additional reading support. In the area of Math, we see a need to provide additional math support for our 1st grade students, in addition to our 4th, 5th and 6th grade students.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.11%	0.34%	0.35%	1	3	3
African American	7.98%	8.18%	7.67%	70	73	66
Asian	6.61%	7.4%	7.08%	58	66	61
Filipino	10.38%	10.65%	10.45%	91	95	90
Hispanic/Latino	43.79%	44.06%	47.39%	384	393	408
Pacific Islander	%	0.11%	%	0	1	
White	22.46%	20.96%	19.51%	197	187	168
Multiple Race	7.53%	6.73%	5.92%	66	60	51
Total Enrollment				877	892	861

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	131	150	105
Grade 1	104	109	107
Grade 2	136	102	116
Grade 3	121	130	103
Grade 4	136	124	132
Grade 5	130	137	130
Grade 6	119	140	136
Total Enrollment	877	892	861

#### Conclusions based on this data:

1. Fair Oaks Ranch had a overall decrease in the number of students enrolled in the 2023-2024 school year.
2. Fair Oaks Ranch had a decrease in the number of Kindergarten students and third grade students enrolled in the 2023-2024 school year, which impacts the overall population of the school.
3. Fair Oaks Ranch is continuing to see a steady increase in the number of Hispanic/Latino students in the 2023-2024 school year.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	97	95	101	11.1%	10.7%	11.7%
Fluent English Proficient (FEP)	48	60	44	5.5%	6.7%	5.1%
Reclassified Fluent English Proficient (RFEP)	17	6		1.9%	0.7%	

### Conclusions based on this data:

1. Since the 2021-2022 school year, we have seen a consistent percentage of English Learners at Fair Oaks Ranch.
2. We saw a significant increase in the percentage of RFEP students in the 23-24 school year, increasing our RFEP students by 1.74%.
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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	136	0	118	134	0	118	134	0.0	99.2	98.5
Grade 4	127	136	123	0	134	122	0	134	122	0.0	98.5	99.2
Grade 5	126	130	135	0	129	133	0	129	133	0.0	99.2	98.5
Grade 6	138	123	140	0	119	140	0	119	140	0.0	96.7	100.0
All Grades	523	508	534	0	500	529	0	500	529	0.0	98.4	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2425.		26.27	28.36		25.42	17.91		19.49	25.37		28.81	28.36
Grade 4		2482.	2457.		31.34	27.05		29.85	13.11		17.16	25.41		21.64	34.43
Grade 5		2516.	2514.		24.03	29.32		37.98	33.08		14.73	16.54		23.26	21.05
Grade 6		2514.	2526.		21.85	17.14		19.33	36.43		26.05	19.29		32.77	27.14
All Grades	N/A	N/A	N/A		26.00	25.33		28.40	25.52		19.20	21.55		26.40	27.60

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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	23.88		63.56	58.96		16.95	17.16
Grade 4		26.87	22.13		64.93	55.74		8.21	22.13
Grade 5		27.13	24.81		58.91	58.65		13.95	16.54
Grade 6		23.53	22.86		47.06	53.57		29.41	23.57
All Grades		24.40	23.44		58.80	56.71		16.80	19.85

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	14.93		49.15	53.73		33.05	31.34
Grade 4		18.66	15.57		60.45	50.00		20.90	34.43
Grade 5		22.48	23.31		57.36	58.65		20.16	18.05
Grade 6		17.65	16.43		46.22	52.86		36.13	30.71
All Grades		19.20	17.58		53.60	53.88		27.20	28.54

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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	13.43		69.49	73.88		18.64	12.69
Grade 4		17.16	11.48		65.67	70.49		17.16	18.03
Grade 5		13.18	13.53		76.74	70.68		10.08	15.79
Grade 6		16.81	13.57		64.71	79.29		18.49	7.14
All Grades		14.80	13.04		69.20	73.72		16.00	13.23

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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	18.66		61.02	65.67		19.49	15.67
Grade 4		18.66	14.75		68.66	63.93		12.69	21.31
Grade 5		15.50	19.55		62.79	63.91		21.71	16.54
Grade 6		20.17	19.29		63.03	65.00		16.81	15.71
All Grades		18.40	18.15		64.00	64.65		17.60	17.20

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#### Conclusions based on this data:

1. Overall, with 56% of our students scoring At or Near Standard in the area of reading in the 2022-2023 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 20% 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 2022-2023 school year, we need to increase the number of students scoring above standard in the area of Listening. The data shows we have 73% 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 2022-2023 we see that 29% 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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	136	0	117	134	0	117	134	0.0	98.3	98.5
Grade 4	127	137	123	0	135	122	0	135	122	0.0	98.5	99.2
Grade 5	126	130	135	0	130	133	0	130	133	0.0	100.0	98.5
Grade 6	138	123	139	0	122	139	0	122	139	0.0	99.2	100.0
All Grades	523	509	533	0	504	528	0	504	528	0.0	99.0	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2440.		15.38	29.85		29.06	28.36		24.79	16.42		30.77	25.37
Grade 4		2488.	2451.		24.44	16.39		30.37	18.03		24.44	32.79		20.74	32.79
Grade 5		2499.	2504.		19.23	20.30		23.08	22.56		26.15	26.32		31.54	30.83
Grade 6		2501.	2523.		24.59	20.86		9.84	23.74		24.59	25.18		40.98	30.22
All Grades	N/A	N/A	N/A		21.03	21.97		23.21	23.30		25.00	25.00		30.75	29.73

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<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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	35.07		52.14	41.79		29.06	23.13
Grade 4		31.85	18.03		46.67	42.62		21.48	39.34
Grade 5		23.85	21.80		46.92	49.62		29.23	28.57
Grade 6		22.13	26.62		36.89	46.04		40.98	27.34
All Grades		24.40	25.57		45.63	45.08		29.96	29.36

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	29.10		44.44	46.27		33.33	24.63
Grade 4		22.22	15.57		51.85	51.64		25.93	32.79
Grade 5		13.08	17.29		57.69	55.64		29.23	27.07
Grade 6		18.03	16.55		39.34	53.24		42.62	30.22
All Grades		18.85	19.70		48.61	51.70		32.54	28.60

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	26.87		70.94	52.24		13.68	20.90
Grade 4		24.44	17.21		51.11	50.82		24.44	31.97
Grade 5		9.23	15.04		60.77	59.40		30.00	25.56
Grade 6		17.21	15.11		56.56	60.43		26.23	24.46
All Grades		16.67	18.56		59.52	55.87		23.81	25.57

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### 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 2022-2023 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 29% of our students scoring below standard in the claim of Problem Solving and Modeling/Data Analysis in the 2022-2023 year, we need to provide best first instruction for our students in the area of problem solving, including a focus on the mathematical practices within math lessons.

3. In the area of Communicating Reasoning, we had the highest percentage of students scoring At or Near Standard at 59% in the 2022-2023 school year. We also had the lowest percentage of students scoring Above Standard at 18% in the 2022-2023 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

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1445.4	1450.1	1415.2	1439.9	1439.3	1409.8	1458.1	15	23	22
1	1455.6	1432.3	1476.4	1470.2	1459.4	1478.5	1440.4	1404.7	1473.8	17	12	16
2	*	1464.2	1487.9	*	1465.6	1491.6	*	1462.3	1483.7	9	14	13
3	1537.4	*	1476.9	1539.6	*	1481.2	1534.5	*	1471.9	14	4	14
4	1529.1	1510.7	*	1532.7	1498.7	*	1525.0	1522.2	*	14	13	7
5	*	1505.4	*	*	1491.7	*	*	1518.3	*	8	11	9
6	1545.3	*	1520.8	1544.2	*	1520.6	1545.8	*	1520.4	12	8	12
All Grades										89	85	93

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	27.27	33.33	39.13	22.73	13.33	30.43	45.45	6.67	21.74	4.55	15	23	22
1	35.29	8.33	6.25	17.65	50.00	75.00	23.53	0.00	18.75	23.53	41.67	0.00	17	12	16
2	*	7.14	23.08	*	21.43	46.15	*	57.14	23.08	*	14.29	7.69	*	14	13
3	42.86	*	0.00	28.57	*	42.86	28.57	*	35.71	0.00	*	21.43	14	*	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	16.67	*	41.67	8.33	*	16.67	16.67	*	25.00	12	*	12
All Grades	47.19	10.59	13.98	22.47	38.82	46.24	20.22	28.24	29.03	10.11	22.35	10.75	89	85	93

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<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	46.67	13.04	18.18	26.67	30.43	27.27	20.00	30.43	50.00	6.67	26.09	4.55	15	23	22
<b>1</b>	52.94	33.33	18.75	11.76	25.00	68.75	29.41	16.67	12.50	5.88	25.00	0.00	17	12	16
<b>2</b>	*	7.14	38.46	*	50.00	38.46	*	42.86	15.38	*	0.00	7.69	*	14	13
<b>3</b>	57.14	*	35.71	28.57	*	35.71	14.29	*	7.14	0.00	*	21.43	14	*	14
<b>4</b>	57.14	30.77	*	21.43	30.77	*	14.29	38.46	*	7.14	0.00	*	14	13	*
<b>5</b>	*	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*	*	11	*
<b>6</b>	58.33	*	50.00	25.00	*	25.00	0.00	*	16.67	16.67	*	8.33	12	*	12
<b>All Grades</b>	55.06	21.18	31.18	22.47	32.94	40.86	15.73	30.59	20.43	6.74	15.29	7.53	89	85	93

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	26.67	8.70	22.73	46.67	26.09	13.64	13.33	47.83	59.09	13.33	17.39	4.55	15	23	22
<b>1</b>	23.53	8.33	6.25	23.53	8.33	43.75	17.65	33.33	37.50	35.29	50.00	12.50	17	12	16
<b>2</b>	*	7.14	15.38	*	21.43	46.15	*	42.86	23.08	*	28.57	15.38	*	14	13
<b>3</b>	42.86	*	0.00	14.29	*	7.14	42.86	*	64.29	0.00	*	28.57	14	*	14
<b>4</b>	0.00	7.69	*	50.00	46.15	*	35.71	30.77	*	14.29	15.38	*	14	13	*
<b>5</b>	*	9.09	*	*	18.18	*	*	54.55	*	*	18.18	*	*	11	*
<b>6</b>	8.33	*	0.00	58.33	*	25.00	8.33	*	25.00	25.00	*	50.00	12	*	12
<b>All Grades</b>	23.60	8.24	9.68	37.08	25.88	23.66	22.47	40.00	47.31	16.85	25.88	19.35	89	85	93

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	46.67	21.74	18.18	46.67	56.52	72.73	6.67	21.74	9.09	15	23	22
<b>1</b>	58.82	33.33	50.00	35.29	58.33	50.00	5.88	8.33	0.00	17	12	16
<b>2</b>	*	14.29	53.85	*	78.57	46.15	*	7.14	0.00	*	14	13
<b>3</b>	50.00	*	21.43	42.86	*	50.00	7.14	*	28.57	14	*	14
<b>4</b>	42.86	46.15	*	42.86	53.85	*	14.29	0.00	*	14	13	*
<b>5</b>	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
<b>6</b>	16.67	*	16.67	58.33	*	83.33	25.00	*	0.00	12	*	12
<b>All Grades</b>	44.94	25.88	31.18	46.07	60.00	61.29	8.99	14.12	7.53	89	85	93

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	20.00	17.39	9.09	66.67	60.87	86.36	13.33	21.74	4.55	15	23	22
<b>1</b>	41.18	16.67	25.00	47.06	41.67	75.00	11.76	41.67	0.00	17	12	16
<b>2</b>	*	14.29	23.08	*	85.71	69.23	*	0.00	7.69	*	14	13
<b>3</b>	71.43	*	35.71	21.43	*	42.86	7.14	*	21.43	14	*	14
<b>4</b>	78.57	15.38	*	14.29	84.62	*	7.14	0.00	*	14	13	*
<b>5</b>	*	63.64	*	*	18.18	*	*	18.18	*	*	11	*
<b>6</b>	83.33	*	58.33	0.00	*	33.33	16.67	*	8.33	12	*	12
<b>All Grades</b>	59.55	24.71	31.18	30.34	57.65	62.37	10.11	17.65	6.45	89	85	93

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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
<b>K</b>	13.33	8.70	22.73	73.33	82.61	77.27	13.33	8.70	0.00	15	23	22
<b>1</b>	41.18	33.33	31.25	17.65	16.67	56.25	41.18	50.00	12.50	17	12	16
<b>2</b>	*	7.14	23.08	*	71.43	61.54	*	21.43	15.38	*	14	13
<b>3</b>	35.71	*	0.00	42.86	*	35.71	21.43	*	64.29	14	*	14
<b>4</b>	7.14	7.69	*	78.57	61.54	*	14.29	30.77	*	14	13	*
<b>5</b>	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
<b>6</b>	16.67	*	8.33	58.33	*	25.00	25.00	*	66.67	12	*	12
<b>All Grades</b>	26.97	11.76	16.13	50.56	62.35	56.99	22.47	25.88	26.88	89	85	93

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	53.33	43.48	45.45	33.33	30.43	50.00	13.33	26.09	4.55	15	23	22
<b>1</b>	17.65	0.00	6.25	52.94	66.67	81.25	29.41	33.33	12.50	17	12	16
<b>2</b>	*	7.14	15.38	*	64.29	61.54	*	28.57	23.08	*	14	13
<b>3</b>	50.00	*	7.14	50.00	*	71.43	0.00	*	21.43	14	*	14
<b>4</b>	7.14	38.46	*	85.71	46.15	*	7.14	15.38	*	14	13	*
<b>5</b>	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
<b>6</b>	25.00	*	25.00	58.33	*	66.67	16.67	*	8.33	12	*	12
<b>All Grades</b>	31.46	23.53	20.43	55.06	51.76	65.59	13.48	24.71	13.98	89	85	93

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### 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 21-22 school year to the 22-23 school year. For example, our current 5th grade cohort decreased in every domain from their 4th grade ELPAC scores, compared to their 5th grade scores on the 2022-2023 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

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
892	48.9	10.7	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	95	10.7
Foster Youth		
Homeless	2	0.2
Socioeconomically Disadvantaged	436	48.9
Students with Disabilities	102	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	73	8.2
American Indian	3	0.3
Asian	66	7.4
Filipino	95	10.7
Hispanic	393	44.1
Two or More Races	60	6.7
Pacific Islander	1	0.1
White	187	21

**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 48.9% 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 (44.1%). 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

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

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Blue		

### Conclusions based on this data:

- Reflecting on the 2022-2023 Dashboard Overall Performance in English Language Arts, students performed in the yellow performance level. Our school scored 1.7 points below standard, and decreased by 4.8 points. In order to move to Green overall, we need to increase our overall score by 3 points or more.

2. Reflecting on the 2022-2023 Dashboard Overall Performance in Math, students performed in the yellow performance level. Our school scored 19.2 points below standard, and maintained due to no increase or decrease in points. In order to move to the Green performance level, we need to increase our overall score by 3 points or more.
3. Reflecting on the 2022-2023 Dashboard Overall Performance in Chronic Absenteeism we scored in the yellow performance level. Our overall chronic absentee rate is 19.2%, and we declined by 2.6% from the previous year. In order to move the green performance level, we need to decrease our overall Chronic Absenteeism by 9.2%.

# School and Student Performance Data

## Academic Performance English Language Arts

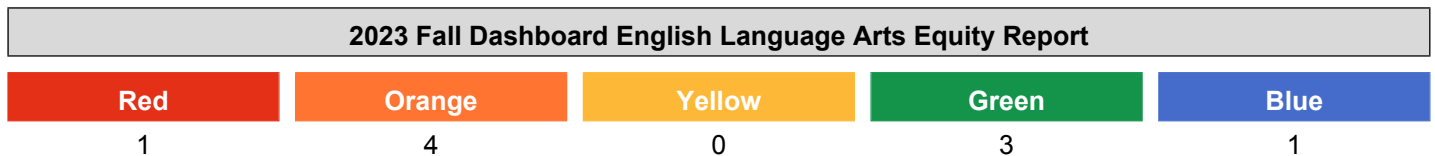
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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










This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 1.7 points below standard Decreased -4.8 points 511 Students	<b>English Learners</b>  Orange 32.8 points below standard Decreased Significantly -36.1 points 70 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 29.3 points below standard Maintained +2.3 points 252 Students	<b>Students with Disabilities</b>  Red 110.4 points below standard Decreased -9 points 67 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  Orange 52.6 points below standard Decreased Significantly -23 points 40 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Green 22.1 points above standard Decreased Significantly - 23.3 points 41 Students	<b>Filipino</b>  Green 38 points above standard Decreased Significantly - 26.6 points 61 Students
<b>Hispanic</b>  Orange 28.8 points below standard Maintained -1.7 points 217 Students	<b>Two or More Races</b>  Blue 48.8 points above standard Increased +11.8 points 32 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 23.7 points above standard Increased +7.4 points 112 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 97.3 points below standard Decreased Significantly -37.8 points 38 Students	<b>Reclassified English Learners</b> 43.7 points above standard Decreased -12.8 points 32 Students	<b>English Only</b> 3 points above standard Maintained +0.8 points 421 Students
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#### Conclusions based on this data:

- Reflecting on the 2022-2023 Dashboard English Language Arts Equity Report, our Students with Disabilities scored in the Red category, scoring 110.4 points below standard, and decreased 9 points from the previous year. 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.
- Reflecting on the 2022-2023 Dashboard English Language Arts Equity Report, our English Learners scored in the orange range, and decreased 37.8 points from the previous year. When we look at our current English Learner data, we see that they scored 97.3 points below standard and decreased by 37.8 points. While our African American students scored 52.6 points below standard, and decreased 23 points from last year. With such a significant decrease in performance, we need to closely monitor these groups to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress. For our current English Learners, we also need to ensure that they are receiving excellent Designated ELD instruction in the classroom, and integrated ELD instruction throughout the day.
- Reflecting on the 2022-2023 Dashboard English Language Arts Equity Report, our Socioeconomically disadvantaged students scored in the Orange category, scoring 29.3 points below standard, and decreased 2.3 points from the previous year. Our Hispanic students scored 28.8 points below standard, and decreased 1.7 points from last year. Although the decrease was under 3 points for both groups, we need to continue to support these student groups to ensure they are making growth on the CAASPP test each year.

# School and Student Performance Data

## Academic Performance Mathematics

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

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





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



This section provides number of student groups in each level.








2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 19.2 points below standard Maintained 0 points 510 Students	<b>English Learners</b>  Orange 49.4 points below standard Decreased Significantly -23.4 points 70 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 48.7 points below standard Maintained +2.4 points 251 Students	<b>Students with Disabilities</b>  Red 106.4 points below standard Decreased -3.7 points 67 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  Yellow 64.7 points below standard Increased +7.7 points 40 Students	<b>American Indian</b> Less than 11 Students 1 Student	<b>Asian</b>  Green 18.9 points above standard Decreased Significantly - 15.3 points 41 Students	<b>Filipino</b>  Green 30 points above standard Decreased Significantly - 15.5 points 61 Students
<b>Hispanic</b>  Orange 52.4 points below standard Maintained -2.5 points 217 Students	<b>Two or More Races</b>  Blue 29.8 points above standard Increased Significantly +31.2 points 32 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 11.1 points above standard Increased +8.5 points 111 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 114.4 points below standard Decreased Significantly -33.9 points 38 Students	<b>Reclassified English Learners</b> 27.8 points above standard Increased +7.6 points 32 Students	<b>English Only</b> 15.4 points below standard Increased +3.5 points 420 Students
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#### Conclusions based on this data:

- Reflecting on the 2022-2023 Dashboard Mathematics Equity Report, our Students with Disabilities scored in the Red category, scoring 106.4 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.
- Reflecting on the 2022-2023 Dashboard Mathematics Equity Report, our English Learners, which includes our Reclassified English Learners, scored in the orange category, scoring 48.7 points below standard, and decreased 37.8 points from the previous year. When we look at our current English Learner data, we see that they scored 111.4 points below standard and decreased by 33.9 points. With such a significant decrease in performance, we need to closely monitor our English Learners to ensure they receive strong Tier 1 instruction, and additional academic support to ensure they make steady academic progress. For our current English Learners, we also need to ensure that they are receiving excellent Designated ELD instruction in the classroom, and integrated ELD instruction throughout the day.
- Reflecting on the 2022-2023 Dashboard Mathematics Equity Report, our Socioeconomically disadvantaged students scored in the Orange category, scoring 48.7 points below standard, but increased 2.4 points from last year. Our Hispanic students are also in the orange category, and scored 52.4 points below standard, and decreased 2.5 points from last year. Although our Socioeconomically disadvantaged students had a decrease of less than 3 points, and

our Hispanic students had an increase of 1.7 points, we need to continue to monitor and support these student groups to ensure they are making growth on the CAASPP test each year.

# School and Student Performance Data

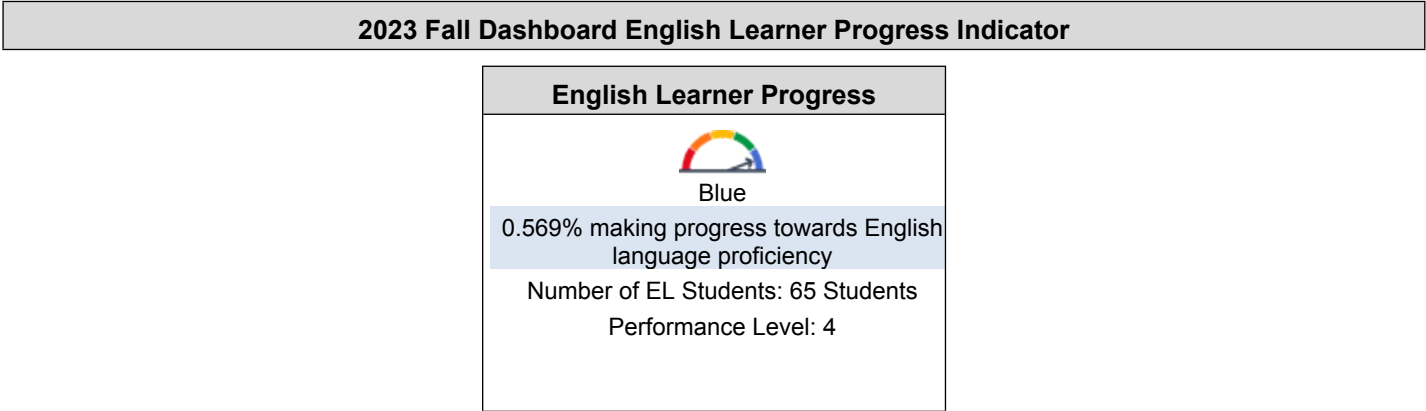
## Academic Performance English Learner Progress

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

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	18	1	36

### Conclusions based on this data:

- Reflecting on the Dashboard English Learner Progress Indicator, 56.9% of our English Learners are making progress towards English Language proficiency. We need to continue our support our English Learner with excellent Designated ELD instruction so they can continue to make excellent progress.
- Reflecting on the Dashboard English Learner Progress Indicator, we need to look at the 18% of students who maintained a level 1,2, or 3 during the 2022-2023 ELPAC testing, to determine who needs additional support so they continue to move towards scoring a level 4.
- Reflecting on the Dashboard English Learner Progress Indicator, we need to provide additional support to the 10% of our students who decreased one level on the 2022-2023 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. 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

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students



Yellow

19.4% Chronically Absent

Declined -2.6

927 Students

#### English Learners



Red

26% Chronically Absent

Increased 3.1

100 Students

#### Foster Youth

Less than 11 Students

2 Students

#### Homeless

Less than 11 Students

2 Students

#### Socioeconomically Disadvantaged



Orange

26.7% Chronically Absent

Declined -2.4

476 Students

#### Students with Disabilities









Orange

26.7% Chronically Absent

Declined -1.2

131 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 17.9% Chronically Absent Increased 4.8 78 Students	<b>American Indian</b> Less than 11 Students 3 Students	<b>Asian</b>  Green 9.1% Chronically Absent Declined -0.6 66 Students	<b>Filipino</b>  Yellow 7.4% Chronically Absent Maintained -0.1 95 Students
<b>Hispanic</b>  Yellow 27.2% Chronically Absent Declined Significantly -4.7 412 Students	<b>Two or More Races</b>  Yellow 17.9% Chronically Absent Declined -6.4 78 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b>  Yellow 13.4% Chronically Absent Declined -2 194 Students

#### Conclusions based on this data:

1. Reflecting on the 2022.2023 Dashboard Chronic Absenteeism Equity Report, our school is in the lowest performance level for Chronic Absenteeism with 19% of all students chronically absent. Although this is a decline of 2.6 points from last year, 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 2022.2023 Dashboard Chronic Absenteeism Equity Report, we have three groups in the Orange category for all students/groups. Our Students with Disabilities students scored in the orange category with 26.7% chronically absent, with a decrease of 1.2% from last year. In addition our Socioeconomically Disadvantaged students scored in the orange category with 26.7% chronically absent, with a decrease of 2.4% from last year. However, our English Learners students scored in the Red category with 26% students chronically absent, with an increase of 3% from last year. 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 2022.2023 Dashboard Chronic Absenteeism Equity Report, we have one group in the Orange category for Chronic Absenteeism by Race/Ethnicity. Our African America students scored in the Orange category with 17.9% chronically absent, with an increase of 4.8% from last year. In addition our Hispanic students scored in the Yellow category with 27.2% chronically absent, but has shown improvement with a 4.7% decrease from last year. 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

## Conditions & Climate Suspension Rate

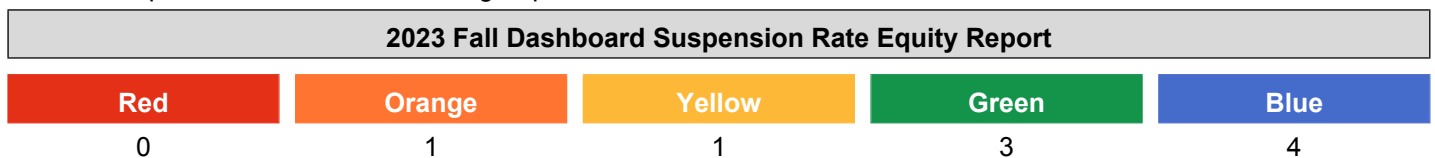
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.7% suspended at least one day Declined Significantly -1.2 947 Students	<b>English Learners</b>  Yellow 2% suspended at least one day Maintained 0.2 100 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Blue 1% suspended at least one day Declined Significantly -2.3 484 Students	<b>Students with Disabilities</b>  Green 1.5% suspended at least one day Declined -0.9 135 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Green 1.2% suspended at least one day Declined -3.9 82 Students	<b>American Indian</b> Less than 11 Students 3 Students	<b>Asian</b>  Orange 1.4% suspended at least one day Increased 1.4 70 Students	<b>Filipino</b>  Blue 0% suspended at least one day Maintained 0 95 Students
<b>Hispanic</b>  Green 0.9% suspended at least one day Declined -0.7 423 Students	<b>Two or More Races</b>  Blue 0% suspended at least one day Declined -3.7 78 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b>  Blue 0.5% suspended at least one day Declined Significantly -1.4 195 Students

#### Conclusions based on this data:

1. Reflecting on the 2022.2023 Dashboard Suspension Rate Equity Report, we have no groups in the Red or Orange category.
2. Reflecting on the 2022.2023 Dashboard Suspension Rate Equity Report, our English Learners scored in the yellow category with 2% of students suspended at least one day. As a school, we need to continue to monitor these groups to ensure we support their social emotional needs.
3. Reflecting on the 2022.2023 Dashboard Suspension Rate Equity Report, our Asian Students scored in the orange category, with 1.4% of students suspended at least one day, which was a 1.4% increase from last year. We need to continue to monitor these groups to 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 1

### Title and Description of School Goal

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

#### Student Engagement and Involvement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

When examining our Chronic Absenteeism data, we identify that have subgroups with a higher percentage of chronic absenteeism than other groups. Our English Learners are in the red performance level with 26% Chronically Absent, and we have three groups scoring in the orange performance level: Socioeconomically Disadvantaged Students 26.7% Chronically Absent; Students with Disabilities 26.7% Chronically Absent and our African American Students 17.9% Chronically Absent (increased 4.8% from the 2021-2022 school year). We need to focus on all students including our English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, and African American students to provide systematic interventions to support their academic engagement and decrease their chronic absenteeism rates.

### Annual Measurable Outcomes

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



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting grade level standards on state and/or local assessments in English Language Arts	<p>CAASPP Results English Language/Literacy Spring 2023</p> <p>50.85% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met</p> <p>3rd grade –46%</p> <p>4th grade- 40%</p> <p>5th grade - 62%</p> <p>6th grade –54%</p> <p>2023 California Dashboard Overall Performance of All students Yellow – 1.7 points below standard</p> <p>2023 California Dashboard English Language Arts Equity Report</p> <p>English Learners (70 students) Orange– 32.8 points below standard</p> <p>Students with Disabilities (67 students) Red – 110.4 points below standard</p> <p>Socioeconomically Disadvantaged Students (251 students) Orange – 29.3 points below standard</p> <p>African American Students (40 students) Orange - 52.6 points below standard</p> <p>Hispanic Students (217 students) Orange - 28.8 points below standard</p> <p>iReady data Spring 2024 ELA - students early on grade level and above Kindergarten – 67%</p> <p>1st grade - 56%</p> <p>2nd grade – 66%</p> <p>3rd grade – 69%</p> <p>4th grade- 48%</p> <p>5th grade -48%</p> <p>6th grade – 50%</p>	<p>Increase the number of students at At Standard/Standard Met</p> <p>CAASPP Results English Language/Literacy Spring 2024</p> <p>61% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met</p> <p>3rd grade –60%</p> <p>4th grade- 60%</p> <p>5th grade - 55%</p> <p>6th grade –70%</p> <p>2023 California Dashboard Overall Performance of All students Green – increase by 3 points or more</p> <p>2023 California Dashboard English Language Arts Equity Report</p> <p>English Learners Yellow– increase by 3 points or more</p> <p>Students with Disabilities Orange – increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow– increase by 3 points or more</p> <p>African American Students Yellow - increase by 3 points or more</p> <p>Hispanic Students Yellow - increase by 3 points or more</p> <p>iReady data Spring 2025 - students early on grade level and above Kindergarten - 75%</p> <p>1st grade - 70%</p> <p>2nd grade - 70%</p> <p>3rd grade - 70%</p> <p>4th grade - 75%</p> <p>5th grade - 70%</p> <p>6th grade -70%</p>
Increase the number of students meeting grade level standards on state and/or local assessments in Math	<p>CAASPP Results Mathematics Spring 2023</p> <p>45.27% of students Above Standard/Standard Met</p>	<p>Increase the number of students at At Standard/Standard Met</p> <p>CAASPP Results Mathematics Spring 2024</p>

	<p>Grade level Above Standard/Standard Met</p> <p>3rd grade – 58%</p> <p>4th grade- 34%</p> <p>5th grade -43%</p> <p>6th grade – 45%</p> <p>2023 California Dashboard Overall Performance of All students</p> <p>Yellow - 19.2 points below standard</p> <p>2023 California Dashboard Mathematics Equity Report</p> <p>English Learners (70 students)</p> <p>Orange– 32.8 points below standard</p> <p>Students with Disabilities (67 students)</p> <p>Red – 110.4 points below standard</p> <p>Socioeconomically Disadvantaged Students (251 students)</p> <p>Orange – 29.3 points below standard</p> <p>Hispanic Students (217 students)</p> <p>Orange - 28.8 points below standard</p> <p>iReady data Spring 2024 Math - students early on grade level and above Kindergarten – 59%</p> <p>1st grade - 35%</p> <p>2nd grade – 50%</p> <p>3rd grade – 60%</p> <p>4th grade- 48%</p> <p>5th grade -48%</p> <p>6th grade – 49%</p>	<p>60% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met</p> <p>3rd grade – 65%</p> <p>4th grade- 70%</p> <p>5th grade - 45%</p> <p>6th grade – 60%</p> <p>2024 California Dashboard Overall Performance of All students</p> <p>Green -increase by 3 points or more</p> <p>2024 California Dashboard Mathematics Equity Report</p> <p>English Learners</p> <p>Yellow– increase by 3 points or more</p> <p>Students with Disabilities</p> <p>Orange–increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students</p> <p>Yellow–increase by 3 points or more</p> <p>Hispanic Students</p> <p>Yellow– increase by 3 points or more</p> <p>iReady data Spring 2024</p> <p>Kindergarten - 70%</p> <p>1st grade - 70%</p> <p>2nd grade - 50%</p> <p>3rd grade - 60%</p> <p>4th grade - 70%</p> <p>5th grade - 60%</p> <p>6th grade - 60%</p>
Decrease chronic absenteeism rates to support academic success and social emotional wellness for students	<p>2023 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students</p> <p>Yellow 19.4% Chronically Absent</p> <p>English Learners</p> <p>Red 26% Chronically Absent (increased 3% from the 2021-2022 school year)</p> <p>Socioeconomically Disadvantaged Students</p> <p>Orange – 26.7% Chronically Absent</p> <p>Students with Disabilities</p> <p>Orange 26.7% Chronically Absent</p>	<p>Decrease chronic absenteeism rates to support academic success and social emotional wellness for students</p> <p>2024 California Dashboard Academic Engagement: Chronic Absenteeism</p> <p>Overall Performance of All Students</p> <p>Green 10% Chronically Absent (decrease by 9.4%)</p> <p>English Learners</p> <p>Orange 23% Chronically Absent (decrease by 3.7%)</p> <p>Socioeconomically Disadvantaged Students</p>

	Chronic Absenteeism Equity Report  African American Students Orange - 17.9% Chronically Absent (increased 4.8% from the 2021-2022 school year)	Yellow – 23% Chronically Absent (decrease by 3.7%)  Students with Disabilities Yellow 23% Chronically Absent (decrease by 3.7%)  Chronic Absenteeism Equity Report  African American Students Yellow - 14.9% Chronically Absent (decrease by 3%)
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Fair Oaks Ranch Community School will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All students	0.00 District Funded None Specified
1.2	Fair Oaks Ranch Community School will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All students	48,121.00 LCFF-Base 4000-4999: Books And Supplies Purchase materials and supplies to support implementation of the educational program 2,000.00 LCFF-Base 4000-4999: Books And Supplies office supplies
1.3	Fair Oaks Ranch Community School will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All students	16,000.00 LCFF-Base 4000-4999: Books And Supplies custodial supplies
1.4	Fair Oaks Ranch Community School will maintain noon supervisors to support all students' safety and supervision.	All students	2,501.50 LCFF-Base 2000-2999: Classified Personnel Salaries Noon supervisor extra hours for training 248.50 LCFF-Base 3000-3999: Employee Benefits
1.5	Fair Oaks Ranch Community School will conduct annual safety drills at all school sites and District office to support safety for all students and staff.	All students	0.00 District Funded None Specified

					1,000.00 LCFF-Base 4000-4999: Books And Supplies Supplies to support the site safety plan
1.6	Fair Oaks Ranch Community School will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	English Foster Income	Learner Youth,	(EL), Low	2,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Attendance incentives
1.7	Fair Oaks Ranch Community School will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Foster Income	Learner Youth,	(EL), Low	0.00 District Funded None Specified

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

During the 2023.2024 school year, we were able to effectively implement the strategies within Goal 1. We conducted additional training with our noon supervisors to support their ability to implement our positive behavior systems at school, and support students with conflict resolution.

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

During the 2023.2024, we stayed on target with the amount of money spent on purchasing supplies and materials for the classroom. We did see an increase in the money spent on custodial supplies, possibly due to the increase in students attending the Extended Learning Opportunity Program (ELOP). We did not hire an additional noon supervisor, however we did increase our current noon supervisor's hours to support recess and lunch supervision.

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 the 2024-2025 SPSA, actions and strategies related to attendance will be found in Goal 1, instead of Goal 4.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Student Achievement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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 English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, African American and Hispanic students to ensure they are provided a rigorous curriculum, with adequate supports and systematic interventions to support their academic achievement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting grade level standards on state and/or local assessments in English Language Arts	<p>CAASPP Results English Language/Literacy Spring 2023</p> <p>50.85% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met</p> <p>3rd grade –46%</p> <p>4th grade- 40%</p> <p>5th grade - 62%</p> <p>6th grade –54%</p> <p>2023 California Dashboard Overall Performance of All students Yellow – 1.7 points below standard</p> <p>2023 California Dashboard English Language Arts Equity Report</p> <p>English Learners (70 students) Orange– 32.8 points below standard</p> <p>Students with Disabilities (67 students) Red – 110.4 points below standard</p> <p>Socioeconomically Disadvantaged Students (251 students) Orange – 29.3 points below standard</p> <p>African American Students (40 students) Orange - 52.6 points below standard</p> <p>Hispanic Students (217 students) Orange - 28.8 points below standard</p> <p>iReady data Spring 2024 ELA - students early on grade level and above Kindergarten – 67%</p> <p>1st grade - 56%</p> <p>2nd grade – 66%</p> <p>3rd grade – 69%</p> <p>4th grade- 48%</p> <p>5th grade -48%</p> <p>6th grade – 50%</p>	<p>Increase the number of students at At Standard/Standard Met</p> <p>CAASPP Results English Language/Literacy Spring 2024</p> <p>61% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met</p> <p>3rd grade –60%</p> <p>4th grade- 60%</p> <p>5th grade - 55%</p> <p>6th grade –70%</p> <p>2023 California Dashboard Overall Performance of All students Green – increase by 3 points or more</p> <p>2023 California Dashboard English Language Arts Equity Report</p> <p>English Learners Yellow– increase by 3 points or more</p> <p>Students with Disabilities Orange – increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow– increase by 3 points or more</p> <p>African American Students Yellow - increase by 3 points or more</p> <p>Hispanic Students Yellow - increase by 3 points or more</p> <p>iReady data Spring 2025 - students early on grade level and above Kindergarten - 75%</p> <p>1st grade - 70%</p> <p>2nd grade - 70%</p> <p>3rd grade - 70%</p> <p>4th grade - 75%</p> <p>5th grade - 70%</p> <p>6th grade -70%</p>
Increase the number of students meeting grade level standards on state and/or local assessments in Math	<p>CAASPP Results Mathematics Spring 2023</p> <p>45.27% of students Above Standard/Standard Met</p>	<p>Increase the number of students at At Standard/Standard Met</p> <p>CAASPP Results Mathematics Spring 2024</p>

	<p>Grade level Above Standard/Standard Met</p> <p>3rd grade – 58%</p> <p>4th grade- 34%</p> <p>5th grade -43%</p> <p>6th grade – 45%</p> <p>2023 California Dashboard Overall Performance of All students</p> <p>Yellow - 19.2 points below standard</p> <p>2023 California Dashboard Mathematics Equity Report</p> <p>English Learners (70 students)</p> <p>Orange– 32.8 points below standard</p> <p>Students with Disabilities (67 students)</p> <p>Red – 110.4 points below standard</p> <p>Socioeconomically Disadvantaged Students (251 students)</p> <p>Orange – 29.3 points below standard</p> <p>Hispanic Students (217 students)</p> <p>Orange - 28.8 points below standard</p> <p>iReady data Spring 2024 Math - students early on grade level and above Kindergarten – 59%</p> <p>1st grade - 35%</p> <p>2nd grade – 50%</p> <p>3rd grade – 60%</p> <p>4th grade- 48%</p> <p>5th grade -48%</p> <p>6th grade – 49%</p>	<p>60% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met</p> <p>3rd grade – 65%</p> <p>4th grade- 70%</p> <p>5th grade - 45%</p> <p>6th grade – 60%</p> <p>2024 California Dashboard Overall Performance of All students</p> <p>Green -increase by 3 points or more</p> <p>2024 California Dashboard Mathematics Equity Report</p> <p>English Learners</p> <p>Yellow– increase by 3 points or more</p> <p>Students with Disabilities</p> <p>Orange–increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students</p> <p>Yellow–increase by 3 points or more</p> <p>Hispanic Students</p> <p>Yellow– increase by 3 points or more</p> <p>iReady data Spring 2025 -students early on grade level and above Kindergarten - 70%</p> <p>1st grade - 70%</p> <p>2nd grade - 50%</p> <p>3rd grade - 60%</p> <p>4th grade - 70%</p> <p>5th grade - 60%</p> <p>6th grade - 60%</p>
<p>Increase the number of English Learners making progress on the English Language Proficiency Assessment for California (ELPAC)</p>	<p>ELPAC Data 2022-2023 School year</p> <p>56% of our English Learners made progress on the English Language Proficiency Assessment for California (ELPAC)</p> <p>10% Decreased one level</p> <p>18%. Maintained Levels 1-3</p> <p>1%. Maintained Level 4</p> <p>36% Increased one level</p> <p>RFEP</p> <p>Re-designated 13 students with the 2022.2023 ELPAC results</p>	<p>Increase the number of English Learners making progress on the ELPAC in the 2023.2024 School year</p> <p>65% of our English Learners will make progress on the English Language Proficiency Assessment for California (ELPAC)</p> <p>10% Decreased one level</p> <p>20% Maintained Levels 1-3</p> <p>5% Maintained Level 4</p> <p>40% Increased one level</p>



		<p>Increase the number of English Learners reclassifying</p> <p>Re-designate 15 English Learners with the 2023.2024 ELPAC results</p>
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified
2.2	To mitigate learning loss, as evidenced by state and local assessments, the District will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, and Low Income students	2,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Purchase Orton Gilligham supplies to support target reading intervention
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Learner (EL), Foster Youth, and Low Income students	14,720.00 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to provide grade level release time for collaboration (two full days each year) 3,000.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Leadership meetings to analyze data, collaborate on teaching and instruction
2.4	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, and Low Income students	0.00 LCFF- Supplemental None Specified
2.5	Fair Oaks Ranch Community School will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learner (EL) and Low Income students	0.00 District Funded None Specified



<b>2.6</b>	Fair Oaks Ranch Community School will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0.00 District Funded None Specified
<b>2.7</b>	Fair Oaks Ranch Community School will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0.00 District Funded None Specified
<b>2.8</b>	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified ELOP - District Only
<b>2.9</b>	Fair Oaks Ranch Community School will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All students	0.00 District Funded None Specified
<b>2.10</b>	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified  2,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Purchase library books to support access to literacy materials
<b>2.11</b>	To address the underperformance on state and local assessment, Fair Oaks Ranch Community School will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified  12,500.00 Title I 1000-1999: Certificated Personnel Salaries Math Intervention - substitute hours 1,500.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Before/After School Academies - extra hours for teachers
<b>2.12</b>	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income students	123,900.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Programs 7,863.00 Prop 28 4000-4999: Books And Supplies Music supplies

<b>2.13</b>	Fair Oaks Ranch Community School will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, and Low Income students	2,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Purchase devices to support instruction
<b>2.14</b>	To support equitable access to differentiated instruction and access to online curricular programs, Fair Oaks Ranch Community School will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learner (EL), Foster Youth, and Low Income students	500.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Computer Lab Extra Hours
<b>2.15</b>	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified
<b>2.16</b>	Fair Oaks Ranch Community School will provide differentiation and enrichment for students through the use of digital programs and differentiation materials	All students	2,000.00 LCFF-Base 5000-5999: Services And Other Operating Expenditures Fluency and Fitness Educational Brain Breaks for K-2 3,500.00 LCFF-Base 5000-5999: Services And Other Operating Expenditures Byrdseed TV - differentiated activities to support advanced learners

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

The actions within Goal 2 were effective and continued to support student achievement. We have many subgroups making steady progress, but we continue to need to provide additional support to our subgroups who are scoring below standard on the CAASPP test. Our English Learners showed tremendous growth in 2022-2023 with 56% of our English Learners making progress on the English Language Proficiency Assessment for California (ELPAC). Our Learning Support Teachers continued to provide excellent reading intervention, and Professional Development for our teachers to support their Tier 2 instruction in their classrooms.

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 challenges in finding a substitute for our math intervention, we reduced the number of weeks for math intervention to four weeks. We reallocated the money from math intervention to grade level release time for teachers to analyze student data and plan Tier 1 and Tier 2 instruction. In addition, due to ongoing staffing issues we were not able to implement our Circle of Friends program.

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, we will be utilizing Title 1 money to provide math intervention for our students during the school day for two 6 week cycles. We will also be focused on providing parent education nights in the area of reading and math. We will also be in full implementation of our VAPA program, with music teachers starting at the beginning of the 2024-2025 school year. The district will also continue to provide two Learning Support Teachers to provide additional Tier 2 and Tier 3 supports to identified students, and continue to assist teachers. In the 2024-2025 SPSA, actions and strategies related to Circle of Friends will be found in Goal 4, instead of Goal 2.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Student Engagement and Involvement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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 English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students, African American and Hispanic students to provide systematic interventions to support their academic achievement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of parents connected and interacting with ParentSquare	2023-2024  945 out of 953 students have at least one parent/guardian connected on ParentSquare  793 out of 1,311 parents interact within ParentSquare	2024-2025 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
Increase the number of students meeting grade level standards on state and/or local assessments in English Language Arts	CAASPP Results English Language/Literacy Spring 2023  50.85% of students Above Standard/Standard Met  Grade level Above Standard/Standard Met 3rd grade –46% 4th grade- 40% 5th grade - 62% 6th grade –54%	Increase the number of students at At Standard/Standard Met  CAASPP Results English Language/Literacy Spring 2024  61% of students Above Standard/Standard Met  Grade level Above Standard/Standard Met 3rd grade –60% 4th grade- 60%

	<p>2023 California Dashboard Overall Performance of All students Yellow – 1.7 points below standard</p> <p>2023 California Dashboard English Language Arts Equity Report</p> <p>English Learners (70 students) Orange– 32.8 points below standard</p> <p>Students with Disabilities (67 students) Red – 110.4 points below standard</p> <p>Socioeconomically Disadvantaged Students (251 students) Orange – 29.3 points below standard</p> <p>African American Students (40 students) Orange - 52.6 points below standard</p> <p>Hispanic Students (217 students) Orange - 28.8 points below standard</p> <p>iReady data Spring 2024 ELA - students early on grade level and above Kindergarten – 67% 1st grade - 56% 2nd grade – 66% 3rd grade – 69% 4th grade- 48% 5th grade -48% 6th grade – 50%</p>	<p>5th grade - 55% 6th grade –70%</p> <p>2023 California Dashboard Overall Performance of All students Green – increase by 3 points or more</p> <p>2023 California Dashboard English Language Arts Equity Report</p> <p>English Learners Yellow– increase by 3 points or more</p> <p>Students with Disabilities Orange – increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow– increase by 3 points or more</p> <p>African American Students Yellow - increase by 3 points or more</p> <p>Hispanic Students Yellow - increase by 3 points or more</p> <p>iReady data Spring 2025 - students early on grade level and above Kindergarten - 75% 1st grade - 70% 2nd grade - 70% 3rd grade - 70% 4th grade - 75% 5th grade - 70% 6th grade -70%</p>
<p>Increase the number of students meeting grade level standards on state and/or local assessments in Math</p>	<p>CAASPP Results Mathematics Spring 2023</p> <p>45.27% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met 3rd grade – 58% 4th grade- 34% 5th grade -43% 6th grade – 45%</p> <p>2023 California Dashboard Overall Performance of All students Yellow - 19.2 points below standard</p> <p>2023 California Dashboard Mathematics Equity Report</p>	<p>ncrease the number of students at At Standard/Standard Met</p> <p>CAASPP Results Mathematics Spring 2024</p> <p>60% of students Above Standard/Standard Met</p> <p>Grade level Above Standard/Standard Met 3rd grade – 65% 4th grade- 70% 5th grade - 45% 6th grade – 60%</p> <p>2024 California Dashboard Overall Performance of All students Green -increase by 3 points or more</p> <p>2024 California Dashboard Mathematics Equity Report</p>

	<p>English Learners (70 students) Orange– 32.8 points below standard</p> <p>Students with Disabilities (67 students) Red – 110.4 points below standard</p> <p>Socioeconomically Disadvantaged Students (251 students) Orange – 29.3 points below standard</p> <p>Hispanic Students (217 students) Orange - 28.8 points below standard</p> <p>iReady data Spring 2024 Math - students early on grade level and above</p> <p>Kindergarten – 59% 1st grade - 35% 2nd grade – 50% 3rd grade – 60% 4th grade- 48% 5th grade -48%</p>	<p>English Learners Yellow– increase by 3 points or more</p> <p>Students with Disabilities Orange–increase by 3 points or more</p> <p>Socioeconomically Disadvantaged Students Yellow–increase by 3 points or more</p> <p>Hispanic Students Yellow– increase by 3 points or more</p> <p>iReady data Spring 2024 -students early on grade level and above</p> <p>Kindergarten - 70% 1st grade - 70% 2nd grade - 50% 3rd grade - 60% 4th grade - 70% 5th grade - 60% 6th grade - 60%</p>
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Fair Oaks Ranch Community School will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learner (EL) and Low Income	1,000.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries extra office hours to support families
3.2	Fair Oaks Ranch Community School will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learner (EL) and Low Income	2,000.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Translation services for families 3,000.00 LCFF- Supplemental 4000-4999: Books And Supplies purchase translation devices to support families during parents meetings and events
3.3	Fair Oaks Ranch Community School will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student	All students	0.00 District Funded None Specified  1,826.00

	Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.		LCFF- Supplemental 2000-2999: Classified Personnel Salaries Additional office hours to support communication about ELAC meetings
<b>3.4</b>	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English learners	0.00 District Funded None Specified
<b>3.5</b>	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0.00 District Funded None Specified
<b>3.6</b>	Fair Oaks Ranch Community School will provide parent education nights in the area of reading and math to support student achievement, and to support the home-school connection.	All students	2,500.00 LCFF-Base 1000-1999: Certificated Personnel Salaries Teacher support at parent education nights 1,733.00 LCFF-Base 4000-4999: Books And Supplies Supplies/materials for parent education nights

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

We were able to implement most of the strategies within Goal 3. We were able to consistently provide translation services for families, and we have 99.2% of our families in contact through Parent Square.

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 effectively hold all of our planned parent education nights, and there were a limited number of Coffee with the Principal meetings held over Zoom. We did not utilize all of the extra office hours to communicate with families regarding ELAC throughout the year.

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

In Goal 3, we will be purchasing translation devices for parent meetings/events to remove language barriers that may impede families from information regarding their child's educational program. In addition, we will be using a more systematic approach to contacting families regarding ELAC meetings. We will also be focused on providing parent education nights in the area of reading and math, and recruiting staff to support those nights.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Supporting the Whole Child

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

When examining our data, it is clear that we need to continue to support specific student groups with counseling and positive behavior interventions to decrease our suspension rates. In addition, we want to ensure that all of our students feel connected to staff and peers at school, and that all students are treating each other with respect. For our suspension rate in the 2022-2023 Dashboard, although we scored in the Blue performance level overall, we have two subgroups who saw an increase in their suspension rate - our English Learners and our Asian students. We need to continue to monitor these groups to support their social emotional needs.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the student suspension rate	<p>2023 California Dashboard Overall Suspension Rate of All students</p> <p>Blue –0.7% Students suspended at least one day</p> <p>2023 California Dashboard Suspension Equity Report</p> <p>Yellow - English Learners 2% suspended at least one day</p> <p>Orange - Asian Students 1.4% suspended at least one day.</p>	<p>In the 2023-2024 school year we will maintain or decrease our suspension rate</p> <p>2024 California Dashboard Overall Suspension Rate of All students</p> <p>Blue –0.7% Students suspended at least one day</p> <p>2024 California Dashboard Suspension Equity Report</p> <p>Green - English Learners less than 1% suspended at least one day (decrease by a minimum of 0.2%)</p> <p>Yellow - Asian Students less than 1 % suspended at least one day. (decrease by a minimum of 0.3%)</p>
Increase the number of students who feel connected to staff and peers at school	<p>2023-2024 CKH Student Survey: Scale 1-5</p> <p>2nd- 5th grade - 402 student responses</p> <p>402 students</p> <p>4.7 My teachers care about me</p> <p>4.2 My teachers use activities to create connections and relationships with students</p> <p>3.4 I have one or more teachers who know more about me than my grades</p> <p>3.4 Students at this school treat each other respectfully</p> <p>4.0 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school</p> <p>4.1 I like coming to school most days.</p> <p>6th grade - 122 student responses</p> <p>4.0. My teachers care about me</p> <p>3.1 My teachers use activities to create connections and relationships with students</p> <p>3.0 I have one or more teachers who know more about me than my grades</p>	<p>2024-2025 CKH Student Survey: Scale 1-5</p> <p>Maintain number of student responses</p> <p>2nd- 5th grade</p> <p>4.8 My teachers care about me</p> <p>4.5 My teachers use activities to create connections and relationships with students</p> <p>3.8 I have one or more teachers who know more about me than my grades</p> <p>3.8 Students at this school treat each other respectfully</p> <p>4.3 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school</p> <p>4.5 I like coming to school most days.</p> <p>6th grade</p> <p>4.5. My teachers care about me</p> <p>3.8 My teachers use activities to create connections and relationships with students</p> <p>3.5 I have one or more teachers who know more about me than my grades</p>

	3.0 Students at this school treat each other respectfully	3.5 Students at this school treat each other respectfully
	2.4 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school	3.0 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school
	2.6 I like coming to school most days.	3.0 I like coming to school most days.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0.00 District Funded None Specified
4.2	To remove barriers for low income students from accessing their academic program, Fair Oaks Ranch Community School will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0.00 District Funded None Specified
4.3	To remove barriers for students from accessing their academic program, Fair Oaks Ranch Community School will provide counseling services to support social/emotional wellness and academic success in school.	All students	0.00 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Fair Oaks Ranch Community School will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	45,571.00 Title I 1000-1999: Certificated Personnel Salaries Social Worker 15,459.00 Title I 3000-3999: Employee Benefits Social Worker benefits
4.6	To support student connectedness and build positive relationships at the school site, Fair Oaks Ranch Community School provide positive	English Learner (EL), Foster Youth, Low Income	4,000.00 LCFF- Supplemental

	academic and behavior programs that promote student engagement for unduplicated students.		5000-5999: Services And Other Operating Expenditures CKH Premium Subscription for staff 4,000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures CKH Training 4,000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures CKH Traction Visit 5,000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures Playworks Training
4.7	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	All Students	0.00 District Funded None Specified  5,000.00 LCFF-Base 4000-4999: Books And Supplies materials to support monthly assemblies, Positive Behavior Interventions, and AR incentive program 1,000.00 LCFF-Base 4000-4999: Books And Supplies Purchase supplies and materials to support Circle of Friends
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0.00 District Funded None Specified

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

Our teachers and students worked hard to continue to implement Capturing Kids Hears in the 2023-2024 school year. Through our training and use of the CKH strategies, we were honored as a Capturing Kids Hearts National Showcase

school for the third year in a row. According the California Dashboard data for Suspension Rate in the 2022-2023 school year, we scored in the Blue range with only 0.7% students suspended at least one day.

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 our staff mentor program in the 2023-2024 school year. We did implement the Bullying Prevention Unit from Second Step, and have seen an improved awareness around bullying, including how to identify and report any bullying incident to an adult.

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, we will continue to utilize Title 1 money to fund our social worker. The district is now funding Second Step, so we will no longer have that expenditure in our budget. We will implement the Circle of Friends program in the 2024-2025 school year.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$343,443.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$88,250.00

Subtotal of additional federal funds included for this school: \$88,250.00

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	\$0.00
LCFF- Supplemental	\$37,826.00
LCFF-Base	\$85,604.00
Prop 28	\$131,763.00

Subtotal of state or local funds included for this school: \$255,193.00

Total of federal, state, and/or local funds for this school: \$343,443.00

# 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	85,604.00	0.00
LCFF- Supplemental	37,826.00	0.00
Title I	88,250.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	37,826.00
LCFF-Base	85,604.00
Prop 28	131,763.00
Title I	88,250.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	203,691.00
2000-2999: Classified Personnel Salaries	7,827.50
3000-3999: Employee Benefits	15,707.50
4000-4999: Books And Supplies	93,717.00
5000-5999: Services And Other Operating Expenditures	22,500.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00

1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	4,500.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	5,326.00
4000-4999: Books And Supplies	LCFF- Supplemental	11,000.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental	17,000.00
None Specified	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	2,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	2,501.50
3000-3999: Employee Benefits	LCFF-Base	248.50
4000-4999: Books And Supplies	LCFF-Base	74,854.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base	5,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	123,900.00
4000-4999: Books And Supplies	Prop 28	7,863.00
1000-1999: Certificated Personnel Salaries	Title I	72,791.00
3000-3999: Employee Benefits	Title I	15,459.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	71,871.00
Goal 2	175,483.00
Goal 3	12,059.00
Goal 4	84,030.00



# School Site Council Membership

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

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

Name of Members	Role
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
Robert Rhoten, Parent	Parent or Community Member
Tanya Lopez, Parent	Parent or Community Member
Kristen Galvan, Parent	Parent or Community Member
Marcos Ballesteros, Parent	Parent or Community Member
Michael Tzanetatos, 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**

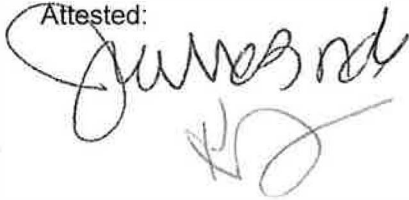
English Learner Advisory Committee

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 22nd, 2024.

Attested:



Principal, Julie McBride on May 22nd, 2024

SSC Chairperson, Kristen Galvan on May 22nd, 2024