

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fair Oaks Ranch Community School	19-65045	May 25th, 2022	June 22nd, 2022

## Purpose and Description

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

### Schoolwide Program

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

Motto: "Soar Above the Rest"

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

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

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

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

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

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement ..... 9
- Resource Inequities ..... 9
- School and Student Performance Data ..... 10
  - Student Enrollment..... 10
  - CAASPP Results..... 12
  - ELPAC Results ..... 17
  - Student Population ..... 21
  - Overall Performance ..... 23
  - Academic Performance ..... 24
  - Academic Engagement ..... 35
  - Conditions & Climate..... 38
- Goals, Strategies, & Proposed Expenditures..... 40
  - Goal 1..... 40
  - Goal 2..... 45
  - Goal 3..... 54
  - Goal 4..... 59
- Budget Summary ..... 64
  - Budget Summary ..... 64
  - Other Federal, State, and Local Funds ..... 64
- Budgeted Funds and Expenditures in this Plan ..... 65
  - Funds Budgeted to the School by Funding Source..... 65
  - Expenditures by Funding Source ..... 65
  - Expenditures by Budget Reference ..... 65
  - Expenditures by Budget Reference and Funding Source ..... 65
  - Expenditures by Goal..... 66
- School Site Council Membership ..... 67
- Recommendations and Assurances ..... 68
- Instructions..... 69

Instructions: Linked Table of Contents.....69  
Purpose and Description.....70  
Stakeholder Involvement.....70  
Resource Inequities .....70  
Goals, Strategies, Expenditures, & Annual Review .....71  
Annual Review .....72  
Budget Summary .....73  
Appendix A: Plan Requirements .....75  
Appendix B:.....78  
Appendix C: Select State and Federal Programs .....80

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. This year, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding of ways to support families during this time of remote teaching.

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs. For the 2020-2021 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2020-2021 school year started, teachers participated in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

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

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

During each site’s Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2020-2021 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

## Teaching and Learning

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

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

After the release of the report “Addressing Unfinished Learning After Covid-19” by the Council of Great City Schools (June 2020), the District’s Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2020-2021 academic school year. Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1). Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled “2020-2021 Priority Instructional Content in English-Language Arts and Mathematics” to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

The school implements the minimum required instructional minutes as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students’ instructional needs.

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

Evidence-based educational practices to raise student achievement

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

## **Parental Engagement**

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

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



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

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

## Funding

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

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

Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

During the 2021-2022 school year, the Fair Oaks Ranch school site council discussed and reviewed the goals and strategies within the SPSA throughout the school year. In May, a comprehensive needs survey was sent out to all Fair Oaks Ranch families and staff with proposed actions and strategies for the 2022-2023 SPSA, and at the School Site Council meeting on May 11th, 2022, we reviewed the data from the staff and parent survey to develop goals, actions and strategies for the 2022-2023 SPSA. At the Fair Oaks Ranch ELAC meeting on April 27h, 2022 and May 13th, 2022, we reviewed the data from the staff and comprehensive needs survey to discuss goals, actions and strategies for the 2022-2023 SPSA.

## **Resource Inequities**

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

At this time, there are no resource inequities that have been identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	157	160	136
Grade 1	147	134	152
Grade 2	131	143	131
Grade3	130	120	135
Grade 4	141	133	127
Grade 5	140	142	127
Grade 6	133	139	140
<b>Total Enrollment</b>	979	971	948

### Conclusions based on this data:

1. Fair Oaks Ranch had a decrease in the number of students enrolled in the 2020-2021 school year.
2. Fair Oaks Ranch saw a significant decrease in the number of Kindergarten students enrolled in the 2020-2021 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	134	103	93	13.7%	10.6%	9.8%
Fluent English Proficient (FEP)	66	70	63	6.7%	7.2%	6.6%
Reclassified Fluent English Proficient (RFEP)	22	23	11	15.0%	17.2%	10.7%

### Conclusions based on this data:

1. Since 2018-2019, we have seen a decrease in the percentage of English Learners at Fair Oaks Ranch.
2. There was a significant decrease in the number of RFEP students in the 20-21 school year.
3. We need to continue to examine our teaching practices during our Designated English Language Development time and ensure that the instruction is targeting the necessary skills our English Learners need to make steady progress towards English Language proficiency.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	126	129	132	126	128	0	126	128	0	100	99.2	0.0
Grade 4	134	139	127	134	139	0	134	139	0	100	100	0.0
Grade 5	130	141	126	130	139	0	130	139	0	100	98.6	0.0
Grade 6	139	136	138	138	136	0	138	136	0	99.3	100	0.0
All Grades	529	545	523	528	542	0	528	542	0	99.8	99.4	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2441.	2443.		30.16	35.94		28.57	22.66		22.22	17.19		19.05	24.22	
Grade 4	2497.	2480.		37.31	28.06		29.85	28.78		13.43	21.58		19.40	21.58	
Grade 5	2523.	2519.		33.08	23.74		28.46	33.81		16.92	20.14		21.54	22.30	
Grade 6	2561.	2537.		29.71	26.47		36.96	28.68		15.94	20.59		17.39	24.26	
All Grades	N/A	N/A	N/A	32.58	28.41		31.06	28.60		17.05	19.93		19.32	23.06	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.98	37.50		50.79	38.28		22.22	24.22	
Grade 4	33.58	30.94		50.00	47.48		16.42	21.58	
Grade 5	30.77	29.50		45.38	50.36		23.85	20.14	
Grade 6	30.43	30.88		46.38	34.56		23.19	34.56	
All Grades	30.49	32.10		48.11	42.80		21.40	25.09	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.40	28.13		50.79	42.97		23.81	28.91	
Grade 4	32.09	20.86		49.25	58.99		18.66	20.14	
Grade 5	41.54	28.06		38.46	51.08		20.00	20.86	
Grade 6	40.58	35.29		39.86	38.24		19.57	26.47	
All Grades	35.04	28.04		44.51	47.97		20.45	23.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.40	29.69		65.87	55.47		8.73	14.84	
Grade 4	26.87	23.02		61.94	66.91		11.19	10.07	
Grade 5	23.08	23.02		60.77	60.43		16.15	16.55	
Grade 6	26.81	19.12		59.42	60.29		13.77	20.59	
All Grades	25.57	23.62		61.93	60.89		12.50	15.50	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.98	27.34		53.97	50.78		19.05	21.88	
Grade 4	36.57	22.30		44.78	56.83		18.66	20.86	
Grade 5	42.31	32.37		36.92	48.92		20.77	18.71	
Grade 6	50.00	33.82		36.23	47.79		13.77	18.38	
All Grades	39.20	28.97		42.80	51.11		17.99	19.93	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In the areas of Writing and Research and Inquiry in the 2018-2019 school year, we saw a significant decrease in the number of students who are scoring above standard from the previous years. We need to provide strong first instruction in writing, to increase the number of students scoring in above standard in Writing and Research and Inquiry. In addition, we need to provide teachers the necessary tools to improve writing instruction.

2. Overall, with 25% of our students scoring below standard in the area of reading in the 2018-2019 school year, we need to provide more targeted reading intervention to our students who need extra support in the area of reading instruction.
3. Looking at the trends in the data from the 2018-2019 school year, we need to increase the number of students scoring above standard in the area of Listening. The data shows we have 51% 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.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	127	129	132	127	128	0	127	128	0	100	99.2	0.0
Grade 4	134	139	127	134	139	0	134	139	0	100	100	0.0
Grade 5	130	141	126	130	140	0	130	140	0	100	99.3	0.0
Grade 6	139	136	138	139	136	0	139	136	0	100	100	0.0
All Grades	530	545	523	530	543	0	530	543	0	100	99.6	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2438.	2436.		21.26	21.88		35.43	29.69		21.26	27.34		22.05	21.09	
Grade 4	2489.	2492.		29.10	25.18		21.64	29.50		29.85	30.22		19.40	15.11	
Grade 5	2518.	2517.		31.54	27.86		16.92	17.86		24.62	27.14		26.92	27.14	
Grade 6	2547.	2544.		28.78	27.21		23.74	25.74		24.46	22.79		23.02	24.26	
All Grades	N/A	N/A	N/A	27.74	25.60		24.34	25.60		25.09	26.89		22.83	21.92	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.86	32.81		40.94	35.16		25.20	32.03	
Grade 4	41.04	38.85		25.37	33.81		33.58	27.34	
Grade 5	35.38	34.29		29.23	31.43		35.38	34.29	
Grade 6	36.69	35.29		35.97	34.56		27.34	30.15	
All Grades	36.79	35.36		32.83	33.70		30.38	30.94	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.92	27.34		44.09	49.22		25.98	23.44	
Grade 4	29.85	28.78		44.78	48.20		25.37	23.02	
Grade 5	27.69	27.86		43.85	37.86		28.46	34.29	
Grade 6	25.18	26.47		45.32	44.85		29.50	28.68	
All Grades	28.11	27.62		44.53	44.94		27.36	27.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27.56	25.78		50.39	52.34		22.05	21.88	
Grade 4	34.33	30.94		37.31	47.48		28.36	21.58	
Grade 5	30.77	22.86		39.23	42.86		30.00	34.29	
Grade 6	28.06	23.53		43.17	44.12		28.78	32.35	
All Grades	30.19	25.78		42.45	46.59		27.36	27.62	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. In the area of Concepts and Procedures, we had the highest percentage of students scoring Above Standard at 35% in the 2018-2019 school year, however we also have the high percentage of students scoring Below Standard at 31%. 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 27% of our students scoring below standard in the claim of Problem Solving and Modeling/Data Analysis in the 2018-2019 school year, we need to provide best first instruction for our students in the area of problem solving.
3. Looking at the trends in the data from the 2018-2019 school year, we decreased the number of students scoring Above Standard in the area of Communicating Reasoning, and we increased the number of students scoring at or near standard in the area of Communicating Reasoning. We need to better analyze what supports our students need in communicating reasoning, to increase the percentage of students in the Above Standard range in this area, and decrease the number of students scoring Below Standard.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1470.1	1454.2	1446.8	1469.3	1459.0	1450.1	1471.7	1442.8	1439.3	19	24	15
<b>1</b>	1527.9	1518.3	1455.6	1516.0	1511.1	1470.2	1539.2	1525.1	1440.4	24	15	17
<b>2</b>	1519.2	1552.2	*	1516.5	1544.6	*	1521.4	1559.1	*	22	21	9
<b>3</b>	1511.7	1500.0	1537.4	1508.1	1481.8	1539.6	1515.0	1517.5	1534.5	15	13	14
<b>4</b>	1530.2	1546.7	1529.1	1522.5	1540.5	1532.7	1537.3	1552.5	1525.0	12	15	14
<b>5</b>	1542.0	*	*	1539.5	*	*	1543.8	*	*	17	10	8
<b>6</b>	1516.2	1541.6	1545.3	1506.9	1545.9	1544.2	1525.0	1536.7	1545.8	12	14	12
<b>All Grades</b>										121	112	89

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	63.16	29.17	46.67	*	41.67	33.33	*	16.67	13.33		12.50	6.67	19	24	15
<b>1</b>	87.50	46.67	35.29	*	26.67	17.65		26.67	23.53	*	0.00	23.53	24	15	17
<b>2</b>	77.27	66.67	*	*	28.57	*	*	4.76	*	*	0.00	*	22	21	*
<b>3</b>	*	38.46	42.86	*	23.08	28.57	*	30.77	28.57	*	7.69	0.00	15	13	14
<b>4</b>	*	40.00	50.00	*	53.33	21.43	*	6.67	21.43	*	0.00	7.14	12	15	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
<b>6</b>	*	21.43	58.33	*	50.00	16.67	*	28.57	8.33		0.00	16.67	12	14	12
<b>All Grades</b>	57.02	41.07	47.19	26.45	35.71	22.47	10.74	17.86	20.22	*	5.36	10.11	121	112	89

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	63.16	33.33	46.67	*	33.33	26.67	*	16.67	20.00		16.67	6.67	19	24	15
<b>1</b>	87.50	46.67	52.94	*	40.00	11.76		13.33	29.41	*	0.00	5.88	24	15	17
<b>2</b>	77.27	80.95	*	*	19.05	*	*	0.00	*	*	0.00	*	22	21	*
<b>3</b>	*	38.46	57.14	*	23.08	28.57	*	23.08	14.29	*	15.38	0.00	15	13	14
<b>4</b>	*	66.67	57.14	*	26.67	21.43	*	6.67	14.29	*	0.00	7.14	12	15	14
<b>5</b>	64.71	*	*	*	*	*	*	*	*	*	*	*	17	*	*
<b>6</b>	*	50.00	58.33	*	35.71	25.00	*	14.29	0.00		0.00	16.67	12	14	12
<b>All Grades</b>	63.64	51.79	55.06	23.14	28.57	22.47	9.09	10.71	15.73	*	8.93	6.74	121	112	89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	25.00	26.67	*	41.67	46.67	*	20.83	13.33		12.50	13.33	19	24	15
<b>1</b>	83.33	53.33	23.53	*	13.33	23.53	*	26.67	17.65	*	6.67	35.29	24	15	17
<b>2</b>	68.18	47.62	*	*	33.33	*	*	14.29	*	*	4.76	*	22	21	*
<b>3</b>		15.38	42.86	*	46.15	14.29	*	15.38	42.86	*	23.08	0.00	15	13	14
<b>4</b>	*	26.67	0.00	*	60.00	50.00	*	13.33	35.71		0.00	14.29	12	15	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	17	*	*
<b>6</b>	*	14.29	8.33	*	21.43	58.33	*	57.14	8.33	*	7.14	25.00	12	14	12
<b>All Grades</b>	46.28	29.46	23.60	24.79	36.61	37.08	17.36	24.11	22.47	11.57	9.82	16.85	121	112	89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	84.21	29.17	46.67	*	62.50	46.67		8.33	6.67	19	24	15
<b>1</b>	91.67	73.33	58.82	*	26.67	35.29	*	0.00	5.88	24	15	17
<b>2</b>	77.27	76.19	*	*	23.81	*	*	0.00	*	22	21	*
<b>3</b>	*	0.00	50.00	73.33	76.92	42.86		23.08	7.14	15	13	14
<b>4</b>	*	60.00	42.86	*	40.00	42.86	*	0.00	14.29	12	15	14
<b>5</b>	64.71	*	*	*	*	*	*	*	*	17	*	*
<b>6</b>	*	28.57	16.67	*	50.00	58.33	*	21.43	25.00	12	14	12
<b>All Grades</b>	63.64	44.64	44.94	28.93	45.54	46.07	*	9.82	8.99	121	112	89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	57.89	41.67	20.00	*	41.67	66.67		16.67	13.33	19	24	15
<b>1</b>	79.17	26.67	41.18	*	73.33	47.06	*	0.00	11.76	24	15	17
<b>2</b>	63.64	76.19	*	*	23.81	*	*	0.00	*	22	21	*
<b>3</b>	*	53.85	71.43	*	30.77	21.43	*	15.38	7.14	15	13	14
<b>4</b>	*	60.00	78.57	*	40.00	14.29	*	0.00	7.14	12	15	14
<b>5</b>	76.47	*	*	*	*	*	*	*	*	17	*	*
<b>6</b>	*	78.57	83.33	*	21.43	0.00	*	0.00	16.67	12	14	12
<b>All Grades</b>	67.77	56.25	59.55	27.27	34.82	30.34	*	8.93	10.11	121	112	89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	8.33	13.33	*	83.33	73.33		8.33	13.33	19	24	15
<b>1</b>	79.17	53.33	41.18	*	40.00	17.65	*	6.67	41.18	24	15	17
<b>2</b>	72.73	52.38	*	*	42.86	*	*	4.76	*	22	21	*
<b>3</b>	*	30.77	35.71	73.33	38.46	42.86	*	30.77	21.43	15	13	14
<b>4</b>	*	13.33	7.14	*	86.67	78.57	*	0.00	14.29	12	15	14
<b>5</b>	*	*	*	*	*	*	*	*	*	17	*	*
<b>6</b>	*	7.14	16.67	*	50.00	58.33	*	42.86	25.00	12	14	12
<b>All Grades</b>	46.28	27.68	26.97	37.19	58.93	50.56	16.53	13.39	22.47	121	112	89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	73.68	66.67	53.33	*	20.83	33.33		12.50	13.33	19	24	15
<b>1</b>	75.00	46.67	17.65	*	53.33	52.94	*	0.00	29.41	24	15	17
<b>2</b>	*	33.33	*	50.00	61.90	*	*	4.76	*	22	21	*
<b>3</b>	*	30.77	50.00	86.67	53.85	50.00		15.38	0.00	15	13	14
<b>4</b>	*	33.33	7.14	*	66.67	85.71		0.00	7.14	12	15	14
<b>5</b>	*	*	*	*	*	*	*	*	*	17	*	*
<b>6</b>	*	21.43	25.00	91.67	71.43	58.33		7.14	16.67	12	14	12
<b>All Grades</b>	49.59	39.29	31.46	47.11	52.68	55.06	*	8.04	13.48	121	112	89

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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. Our Kindergarten, 1st and 2nd grade students are scoring high in the area of Listening and Speaking. We need to examine our ELD practices to ensure they are increasing their scores in the area of Reading and Writing.
3. Our 4th-6th grade students are not consistently scoring in the Well Developed range in the area of Reading and Writing. For our long term English Learners, we need to provide explicit, targeted instruction in these areas to ensure their scores increase in the area of Reading and Writing.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>948</b>	<b>38.2</b>	<b>9.8</b>	<b>0.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	9.8
Foster Youth	2	0.2
Homeless	2	0.2
Socioeconomically Disadvantaged	362	38.2
Students with Disabilities	119	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	78	8.2
American Indian or Alaska Native	4	0.4
Asian	74	7.8
Filipino	103	10.9
Hispanic	420	44.3
Two or More Races	56	5.9
Native Hawaiian or Pacific Islander		
White	206	21.7

### 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 38.2% 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 (44.3%). 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Reflecting on the 2019 state testing data, in English Language Arts, students performed in the green performance level, which is an increase from the state testing scores from 2018.
2. Reflecting on the 2019 state testing data, in Math, students performed in the yellow performance level, which is a decrease from the state testing scores from 2018.
3. Overall students remained in the yellow performance level for chronic attendance. This is due to an increase in focus on attendance at the site and district level.

# School and Student Performance Data

## Academic Performance English Language Arts

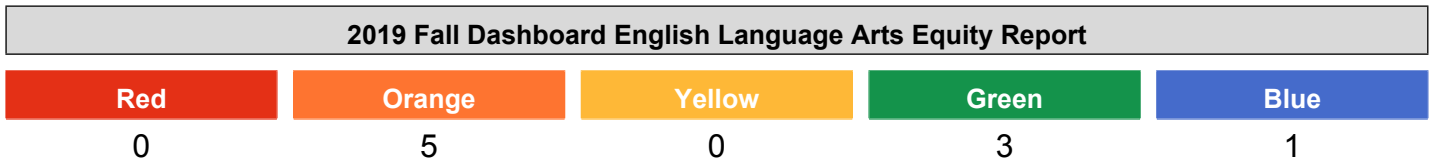
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Green 11.7 points above standard Declined -11 points 525	<p><b>English Learners</b></p> Orange 6.1 points below standard Declined -13 points 104	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 6.4 points below standard 12	<p><b>Socioeconomically Disadvantaged</b></p> Orange 21.2 points below standard Maintained -1.7 points 228	<p><b>Students with Disabilities</b></p> Orange 86.8 points below standard Increased ++13.1 points 68



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 28.5 points below standard Maintained ++0.2 points 44	 No Performance Color 0 Students	 Blue 56.4 points above standard Maintained -1 points 45	 Green 68.3 points above standard Declined -6.4 points 54
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.5 points below standard Declined -14.1 points 225	 Green 38.2 points above standard Declined Significantly -26.7 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 29.1 points above standard Declined -7.1 points 121

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
60.7 points below standard Declined -5.8 points 47	38.9 points above standard Declined Significantly -23.7 points 57	15 points above standard Declined -10.3 points 404

**Conclusions based on this data:**

- Reflecting on the 2019 state testing data, in English Language Arts, students performed in the green performance level, which is an increase from the previous year.
- Reflecting on the 2019 state testing data, our Reclassified English Learners declined significantly (23.7 points) in 2019, and we need to closely monitor these students after they reclassify to ensure that they make steady academic progress.
- Reflecting on the 2019 state testing data, five student groups are in the Orange which means the student group is either below standard or had a significant decrease from the previous year. As a school, we need to continue to target these groups to ensure they receive additional academic support to ensure they make steady academic progress.

# School and Student Performance Data

## Academic Performance Mathematics

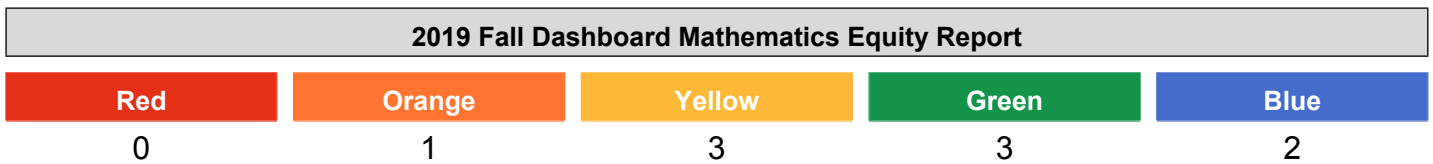
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.5 points below standard</p> <p>Maintained -1.2 points</p> <p>525</p>	<p><b>English Learners</b></p> <p>Green</p> <p>7.3 points below standard</p> <p>Increased ++5.1 points</p> <p>104</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>36.5 points below standard</p> <p>12</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>32.4 points below standard</p> <p>Increased ++8.7 points</p> <p>228</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>90.6 points below standard</p> <p>Increased Significantly ++26.4 points</p> <p>68</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 37.8 points below standard Increased Significantly ++17.4 points 44		 Blue 57.7 points above standard Increased ++6.1 points 45	 Blue 53.1 points above standard Increased ++6.2 points 54
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.2 points below standard Maintained ++0.6 points 225	 Green 19.7 points above standard Declined -14.7 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 14.4 points above standard Declined -8.6 points 121

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57.9 points below standard Maintained ++2.2 points 47	34.5 points above standard Increased ++3.8 points 57	1.6 points below standard Maintained -2.9 points 404

#### Conclusions based on this data:

1. Reflecting on the 2019 state testing data, overall students remained in the yellow performance level for math, at 1.5 points below standard, and we have maintained this score from the previous year.
2. Reflecting on the 2019 state testing data, our Students with Disabilities are 90 points below standard, however they had a significant increase (26.4 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 continue to make gains in the area of math.
3. Reflecting on the 2019 state testing data, three student groups are in the yellow performance level which means the student group is below standard but, had an increase from the previous year. As a school, we need to continue to target these groups to ensure they continue to make gains in the area of math.

# School and Student Performance Data

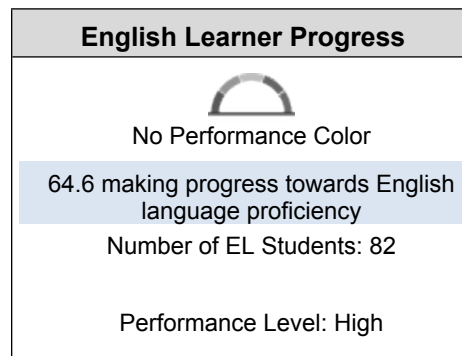
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
10.9	24.3	23.1	41.4

#### Conclusions based on this data:

1. Reflecting on the 2019 state testing data, with 64.6% of students making progress towards English Language proficiency, we need to continue to support our English Learners as they move towards proficiency.
2. Reflecting on the 2019 state testing data, we need to look at the 24.3% of students who maintained a level 1,2, or 3 to determine who needs additional support. For our Long Term English Learners, we need to provide extra, targeted support to ensure that they make steady progress towards English Language proficiency.
3. Reflecting on the 2019 state testing data, 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 Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).



**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Information does not apply to elementary students

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

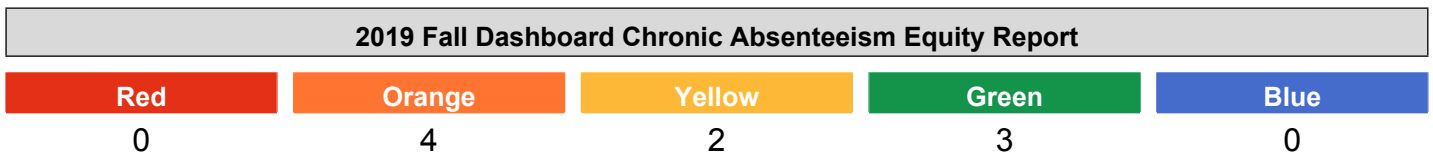
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 9.3 Maintained +0.3 1012	<p><b>English Learners</b></p>  Orange 11.3 Increased +3.9 141	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 21.1 19	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 13.7 Increased +0.6 432	<p><b>Students with Disabilities</b></p>  Yellow 13 Declined -1.5 123

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Green 5.7 Declined -1.5 87	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 3.7 Increased +1.4 82	 Green 5.2 Declined -1.8 97
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.5 Increased +1.2 430	 Green 6.3 Declined -5.8 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 7.6 Increased +1.8 251

**Conclusions based on this data:**

1. Reflecting on the 2019 dashboard for Chronic Absenteeism, overall students remained in the yellow performance level for chronic attendance. This is due to an increase in focus on attendance at the site and district level.
2. Reflecting on the 2019 dashboard for Chronic Absenteeism, both our Socioeconomically Disadvantaged students and our Students with Disabilities have over 13% of students with chronic absenteeism. This is a concern for those two groups, because they have only a slight change from last year.
3. Reflecting on the 2019 dashboard for Chronic Absenteeism, four student groups are in the Orange which means the student groups had a significant increase in chronic absenteeism from the previous year. As a school, we need to continue to support these groups and their families, to ensure that they are engaged in school.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

**Conclusions based on this data:**

- No data for elementary students

# School and Student Performance Data

## Conditions & Climate Suspension Rate

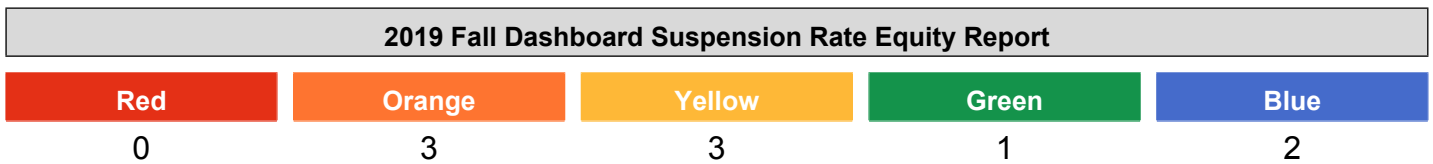
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.8</p> <p>Maintained +0.2</p> <p>1024</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>3.5</p> <p>Increased +2.8</p> <p>143</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>10</p> <p>20</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>2.7</p> <p>Declined -0.4</p> <p>438</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>4</p> <p>Increased +4</p> <p>124</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.7 Increased +4.3 88	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 82	 Blue 0 Declined -1 97
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.8 Maintained +0.1 438	 Yellow 3.1 Declined -0.9 64	 No Performance Color Less than 11 Students - Data 1	 Yellow 1.2 Maintained -0.1 253

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.5	1.8

**Conclusions based on this data:**

1. Reflecting on the 2019 dashboard for Suspension Rate, overall students remained in the yellow performance level for the suspension rate.
2. Reflecting on the 2019 dashboard for Suspension Rate, our Students with Disabilities, and African American groups suspension rate increased by 4 points from the previous year. We need to ensure that we are implementing culturally responsive practices in the classroom and on the yard, to ensure that we are supporting our student's needs.
3. Reflecting on the 2019 dashboard for Suspension Rate, three student groups are in the Orange which means these student groups saw an increase in the suspension rate from the previous year. As a school, we need to continue to monitor these groups to ensure we support their social emotional needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Involvement

## LEA/LCAP Goal

Effective teaching and administration

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading	STAR Reading Spring 2022 Overall 56.2% At/Above Benchmark	Increase the number of students at At/Above Benchmark
	Students with two or more races 55.56% At/Above Benchmark	STAR Reading Spring 2023 Overall 66% At/Above Benchmark
	Black or African American Students 47.62% At/Above Benchmark	Students with two or more races 65% At/Above Benchmark
	Asian Students 59.09% At/Above Benchmark	Black or African American Students 60% At/Above Benchmark
	English Learners 31.82% At/Above Benchmark	Asian Students 70% At/Above Benchmark
	Filipino Students 79.25% At/Above Benchmark	English Learners 50% At/Above Benchmark
	Students with Disabilities 19.35% At/Above Benchmark	



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White Students 67.57% At/Above Benchmark</p> <p>Socioeconomically Disadvantaged Students 44.44% At/Above Benchmark</p> <p>Hispanic or Latino Students 46.4% At/Above Benchmark</p>	<p>Filipino Students 90% At/Above Benchmark</p> <p>Students with Disabilities 40% At/Above Benchmark</p> <p>White Students 80% At/Above Benchmark</p> <p>Socioeconomically Disadvantaged Students 60% At/Above Benchmark</p> <p>Hispanic or Latino Students 60% At/Above Benchmark</p>
Math	<p>STAR Math Spring 2022 Overall 41.41% At/Above Benchmark</p> <p>Students with two or more races 55.56% At/Above Benchmark</p> <p>Black or African American Students 28.57% At/Above Benchmark</p> <p>Asian Students 61.36% At/Above Benchmark</p> <p>English Learners 33.33% At/Above Benchmark</p> <p>Filipino Students 71.7% At/Above Benchmark</p> <p>Students with Disabilities 24.19% At/Above Benchmark</p> <p>White Students 50% At/Above Benchmark</p> <p>Socioeconomically Disadvantaged Students 27.44% At/Above Benchmark</p> <p>Hispanic or Latino Students</p>	<p>Increase the number of students at At/Above Benchmark</p> <p>STAR Math 2023 Overall 60% At/Above Benchmark</p> <p>Students with two or more races 65% At/Above Benchmark</p> <p>Black or African American Students 50% At/Above Benchmark</p> <p>Asian Students 75% At/Above Benchmark</p> <p>English Learners 50% At/Above Benchmark</p> <p>Filipino Students 80% At/Above Benchmark</p> <p>Students with Disabilities 40% At/Above Benchmark</p> <p>White Students 65% At/Above Benchmark</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	27.35% At/Above Benchmark	Socioeconomically Disadvantaged Students 50% At/Above Benchmark  Hispanic or Latino Students 50% At/Above Benchmark

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Teachers will use district adopted textbooks and materials .

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0.00

#### Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

43,245.97

#### Source(s)

LCFF-Base  
4000-4999: Books And Supplies

Purchase materials and supplies to support implementation of the educational program

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Provide custodial materials

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

16,000

#### Source(s)

LCFF-Base  
4000-4999: Books And Supplies  
custodial supplies

### Strategy/Activity 4

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

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

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1501.50

#### Source(s)

LCFF-Base  
4000-4999: Books And Supplies  
Noon supervisor extra hours

148.50

LCFF-Base  
3000-3999: Employee Benefits

### Strategy/Activity 5

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

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

All students

#### Strategy/Activity

Purchase materials to support the safety plan.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500.00

Source(s)

LCFF-Base  
4000-4999: Books And Supplies  
materials to support the safety plan

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

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

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

We stayed on target with the amount of money spent on purchasing supplies and materials for the classroom. However, we did spend approximately \$20,000 on custodial supplies this school year instead of the planned \$14,000.

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

The goal is similar to Goal 1 in our 2020.2021 SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading	STAR Reading 2021/2022 school year	Increase the number of students at At/Above Benchmark
	Overall 56.2% At/Above Benchmark	STAR Reading 2022/2023 school year
	Students with two or more races 55.56% At/Above Benchmark	Overall 66% At/Above Benchmark
	Black or African American Students 47.62% At/Above Benchmark	Students with two or more races 65% At/Above Benchmark
	Asian Students 59.09% At/Above Benchmark	Black or African American Students 60% At/Above Benchmark
	English Learners 31.82% At/Above Benchmark	Asian Students 70% At/Above Benchmark
	Filipino Students 79.25% At/Above Benchmark	English Learners 50% At/Above Benchmark
	Students with Disabilities	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>19.35% At/Above Benchmark</p> <p>White Students 67.57% At/Above Benchmark</p> <p>Socioeconomically Disadvantaged Students 44.44% At/Above Benchmark</p> <p>Hispanic or Latino Students 46.4% At/Above Benchmark</p>	<p>Filipino Students 90% At/Above Benchmark</p> <p>Students with Disabilities 40% At/Above Benchmark</p> <p>White Students 80% At/Above Benchmark</p> <p>Socioeconomically Disadvantaged Students 60% At/Above Benchmark</p> <p>Hispanic or Latino Students 60% At/Above Benchmark</p>
Math	<p>STAR Math 2021/2022 school year</p> <p>Overall 41.41% At/Above Benchmark</p> <p>Students with two or more races 55.56% At/Above Benchmark</p> <p>Black or African American Students 28.57% At/Above Benchmark</p> <p>Asian Students 61.36% At/Above Benchmark</p> <p>English Learners 33.33% At/Above Benchmark</p> <p>Filipino Students 71.7% At/Above Benchmark</p> <p>Students with Disabilities 24.19% At/Above Benchmark</p> <p>White Students 50% At/Above Benchmark</p> <p>Socioeconomically Disadvantaged Students 27.44% At/Above Benchmark</p>	<p>Increase the number of students at At/Above Benchmark</p> <p>STAR Math 2022/2023 school year</p> <p>Overall 60% At/Above Benchmark</p> <p>Students with two or more races 65% At/Above Benchmark</p> <p>Black or African American Students 50% At/Above Benchmark</p> <p>Asian Students 75% At/Above Benchmark</p> <p>English Learners 50% At/Above Benchmark</p> <p>Filipino Students 80% At/Above Benchmark</p> <p>Students with Disabilities 40% At/Above Benchmark</p> <p>White Students 65% At/Above Benchmark</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic or Latino Students 27.35% At/Above Benchmark	Socioeconomically Disadvantaged Students 50% At/Above Benchmark  Hispanic or Latino Students 50% At/Above Benchmark
English Learner	ELPAC Data 2021-2022  Decreased one level Maintained Levels 1-3 Maintained Level 4 Increased one level  RFEP Redesignated 15 students in the 2021.2022 school year	Increase the number of English Learners making progress on the ELPAC in the 2022.2023 School year  Decreased one level Maintained Levels 1-3 Maintained Level 4 Increased one level  Increase the number of English Learners reclassifying  Redesignate 15 English Learners in the 2022.2023 School Year

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

### Strategy/Activity 1

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

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

Unduplicated students

#### Strategy/Activity

Teachers will participate in professional development and grade level collaboration in the areas of math, English Language Arts and English Language Development.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8000.00

Source(s)

LCFF- Supplemental/Concentration  
5000-5999: Services And Other Operating Expenditures

	Math Genius Squad subscriptions
0.00	District Funded 1000-1999: Certificated Personnel Salaries on going Professional Development for Orton Gillingham and Math Expressions during early release Wednesdays

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

Teachers will participate in instructional rounds to strengthen best practices in the classroom.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4455.00	Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time 16 substitutes
1079.50	Title I 3000-3999: Employee Benefits Substitute Release Time 16 substitutes

**Strategy/Activity 3**

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

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

Unduplicated students

**Strategy/Activity**

Convene a leadership team to analyze student data to determine intervention and enrichment needs for students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1450.00	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Leadership team meetings: two half day meetings; one AM meeting once a month



145.00

LCFF- Supplemental/Concentration  
3000-3999: Employee Benefits  
Leadership team meetings: two half day  
meetings; one AM meeting once a month

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

Unduplicated students

##### **Strategy/Activity**

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

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2430.00

LCFF-Base  
1000-1999: Certificated Personnel Salaries  
Substitute Release time for Tier 1 grade level  
meetings

2430.00

LCFF-Base  
1000-1999: Certificated Personnel Salaries  
Substitute Release time for Tier 1 grade level  
meetings

0.00

District Funded  
None Specified  
grade level planning time during early release  
Wednesdays

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

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

Unduplicated students

##### **Strategy/Activity**

Utilize Learning Support teachers to provide intervention to students to support their academic growth (for all Students, Including English Learners, Homeless, Foster Youth, and Socially-economically disadvantaged).

##### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Learning Support teachers
1648.96	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase supplementary Orton Gillingham supplies to support intervention
1664.00	Title I 4000-4999: Books And Supplies Purchase supplementary Orton Gillingham supplies to support intervention

### Strategy/Activity 6

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

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

Unduplicated students

#### Strategy/Activity

Utilize EL Instructional Aide to provide early phonics intervention to our TK and Kindergarten students, with a focus on English Learners, Homeless, Foster Youth, and Socially-economically disadvantaged.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13911.36	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries EL instructional aide
1183.86	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries EL Instructional Aide benefits

### Strategy/Activity 7

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

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

Unduplicated students

#### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity 8**

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

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

Unduplicated students

Strategy/Activity

Teachers will provide before and/or after school academic intervention clubs to support students' academic success

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4455.00	Title I 1000-1999: Certificated Personnel Salaries 3 teachers; 6 week blocks/ 3 times a year
1079.50	Title I 3000-3999: Employee Benefits teacher benefits

**Strategy/Activity 9**

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

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

Unduplicated students

Strategy/Activity

Provide intervention and enrichment through use of digital programs and hands on math manipulatives.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3295.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase Reflex Math to support number fluency
2279.00	LCFF-Base 4000-4999: Books And Supplies Purchase teacher subscription to Byrdseed TV for differentiation/enrichment support
2473.82	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase math manipulatives to support math instruction in the classroom

### Strategy/Activity 10

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

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

All Students

#### Strategy/Activity

Purchase materials to enhance students background knowledge; including library books

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCFF-Base 4000-4999: Books And Supplies Purchase library books, especially nonfiction
2000.00	PTA 4000-4999: Books And Supplies Purchase book bags to build home libraries for families

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

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

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

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

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

In Goal 2, will be utilizing Title 1 money for teachers to participate in instructional rounds, grade level planning for intervention and enrichment, and purchasing additional supplies for our Orton Gillingham reading intervention program. The district will continue to provide two Learning Support Teachers to support our reading intervention program.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Involvement

## LEA/LCAP Goal

Parents and community

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare Access/Communication	<p>2021-2022</p> <p>973 out of 980 students have at least one parent/guardian connected on ParentSquare</p> <p>795 out of 1,390 parents interact within ParentSquare</p>	<p>2022-2023 Parent Square Goal</p> <p>Maintain that 100% of students have at least one parent/guardian connected on ParentSquare</p> <p>Increase the number of parents who interact with ParentsSquare to 850</p>
LCAP Survey 2021-2022 School Year	<p>2021-2022 Fair Oaks Ranch LCAP Survey</p> <p>237 responded</p> <p>87.8% Strongly Agree/Agree that Fair Oaks Ranch is a welcoming school</p> <p>95% Strongly Agree/Agree that their child actively participates in learning each day</p>	<p>2022-2023 Fair Oaks Ranch LCAP Survey</p> <p>Increase parents responding to 350</p> <p>Increase each percentage by 5 points</p> <p>92.8% Strongly Agree/Agree that Fair Oaks Ranch is a welcoming school</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>89.4% Strongly Agree/Agree that they were informed of their child's academic progress.</p> <p>89.4% Strongly Agree/Agree that their child is learning grade level literacy skills (reading, writing, speaking and listening).</p> <p>90.7% Strongly Agree/Agree that their child is learning grade level math concepts and skills.</p> <p>75.8% Strongly Agree/Agree that their child's school and/or teacher provides learning opportunities that promotes and celebrates all cultures.</p> <p>89.9% Strongly Agree/Agree that their child feels connected to and valued by the classroom teacher.</p> <p>76.7% Strongly Agree/Agree that their child's positive behavior program at their school, greatly supports learning (ex. Champs, Capturing Kids Hearts, PBIS).</p> <p>69.5% Strongly Agree/Agree that the school keeps them well-informed about their child's social emotional growth.</p> <p>89.5% Strongly Agree/Agree feel that student and family engagement is a high priority.</p>	<p>100% Strongly Agree/Agree that their child actively participates in learning each day</p> <p>94.4% Strongly Agree/Agree that they were informed of their child's academic progress.</p> <p>94.4% Strongly Agree/Agree that their child is learning grade level literacy skills (reading, writing, speaking and listening).</p> <p>95.7% Strongly Agree/Agree that their child is learning grade level math concepts and skills.</p> <p>80.8% Strongly Agree/Agree that their child's school and/or teacher provides learning opportunities that promotes and celebrates all cultures.</p> <p>94.9% Strongly Agree/Agree that their child feels connected to and valued by the classroom teacher.</p> <p>81.7% Strongly Agree/Agree that their child's positive behavior program at their school, greatly supports learning (ex. Champs, Capturing Kids Hearts, PBIS).</p> <p>74.5% Strongly Agree/Agree that the school keeps them well-informed about their child's social emotional growth.</p> <p>94.5% Strongly Agree/Agree feel that student and family engagement is a high priority.</p>

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0.00

#### Source(s)

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Purchase Parent Square

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1156.00

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
teacher extra duty pay; 5 times a year; 17  
teachers 2 hours of extra duty pay

589.03

LCFF-Base  
3000-3999: Employee Benefits

1907.48

Title I  
4000-4999: Books And Supplies  
purchase materials for parent education nights



### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Provide monthly newsletter with tips for parents to support their children at home and at school.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1000.00

#### Source(s)

LCFF-Base  
4000-4999: Books And Supplies  
provide newsletters to families

### Strategy/Activity 4

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

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

English learners

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

568.75

#### Source(s)

LCFF- Supplemental/Concentration  
2000-2999: Classified Personnel Salaries  
translation services

56.25

LCFF- Supplemental/Concentration  
3000-3999: Employee Benefits

### Strategy/Activity 5

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

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

All students

#### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

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

## Annual Review

### SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

We were able to implement most of the strategies within Goal 3. Due to COVID restrictions, we were not able to bring families on to campus for in person parent education nights. Due to staffing challenges, we were not able to effectively hold those parent education nights virtually.

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

We stayed on target with the amount of money spent on Goal 3. We did purchase parent education night materials that we were not able to use in the 2021.2022 school year. We will utilize those materials in the 2022.2023 school year.

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

In Goal 3, will be utilizing Title 1 money for our parent education 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 Subject

Supporting the Whole Child

## LEA/LCAP Goal

Effective teaching and administration

## Goal 4

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	In the 2021-2022 school year, 17 students were suspended	In the 2022-2023 we will have no more than 10 students suspended
Capturing Kids Heart Student Survey	<p>2021-2022 CKH Student Survey: Scale 1-5</p> <p>330 student responses</p> <p>4.9 My teachers care about me</p> <p>3.1 When students break rules, they are treated fairly</p> <p>2.7 Students at this school treat each other respectfully</p> <p>3.0 I have one or more teachers who know more about me than my grades</p> <p>2.8. Students are involved in helping to solve school problems</p>	<p>2022-2023 CKH Student Survey: Scale 1-5</p> <p>Increase student responses to 400 student responses</p> <p>Minimum of a score of 4 in all areas</p> <p>5.0 My teachers care about me</p> <p>4.0 When students break rules, they are treated fairly</p> <p>4.0 Students at this school treat each other respectfully</p> <p>4.0 I have one or more teachers who know more about me than my grades</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3.5. I like coming to school most days.	4.0. Students are involved in helping to solve school problems  4.0. I like coming to school most days.
Attendance	Chronic absenteeism  2021-2022 School Year 17% of students missed 10 school days or more	Goal Chronic absenteeism  2022-2023 School year Reduce Chronic Absenteeism to no more than 5%

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

### Strategy/Activity 1

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

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

Unduplicated students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000.00	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Capturing Kids Hearts Training: Recharged
3000.00	District Funded 5000-5999: Services And Other Operating Expenditures Capturing Kids Hearts: Premium Subscription for teachers
2090.00	LCFF-Base 4000-4999: Books And Supplies

purchase materials to support monthly assemblies, AR incentive program

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

Develop Teacher/Staff Mentor program on campus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded  
None Specified  
Mentor program to promote positive relationships at Fair Oaks Ranch - no cost

## Strategy/Activity 3

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

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

Unduplicated students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

LCFF-Base  
4000-4999: Books And Supplies  
supplies for Circle of Friends activities

## Strategy/Activity 4

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

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

Unduplicated students

### Strategy/Activity

Provide small group counseling for identified students to support their (social) and academic success in school.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0.00

Source(s)

District Funded  
5000-5999: Services And Other Operating Expenditures  
counseling services

**Strategy/Activity 5**

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

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

Unduplicated students

Strategy/Activity

Implement Second Step, social emotional learning program, to support students social emotional needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2000.00

Source(s)

LCFF- Supplemental/Concentration  
4000-4999: Books And Supplies  
Second step subscription

**Strategy/Activity 6**

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

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

Unduplicated students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

44,344.59

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries

	Social worker salary
19070.93	Title I 3000-3999: Employee Benefits Social worker benefits

# Annual Review

## SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Our teachers and staff worked hard to continue to implement Capturing Kids Hearts in the 2021.2022 school year. Through our training and use of the CKH strategies, we were honored as a Capturing Kids Hearts National Showcase school. In addition, we utilized Second Step as the next tier of social emotional learning for our students.

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

Due to the pandemic, and the restrictions with cohorts and social distancing, we were not able to implement Circle of Friends, or the teacher mentor 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 4, will be utilizing Title 1 money for our Social Worker, and using Supplemental Concentration money for our Capturing Kids Heart Recharge training. In the 2021.2022 school year, all Capturing Kids Hearts expenditures were district funded.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$203,109.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$79,212.00

Subtotal of additional federal funds included for this school: **\$79,212.00**

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	\$3,000.00
LCFF- Supplemental/Concentration	\$41,733.00
LCFF-Base	\$77,164.00
PTA	\$2,000.00

Subtotal of state or local funds included for this school: **\$123,897.00**

Total of federal, state, and/or local funds for this school: **\$203,109.00**



# 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	77,164.00	0.00
LCFF- Supplemental/Concentration	41,733.00	0.00
Title I	79,212	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	3,000.00
LCFF- Supplemental/Concentration	41,733.00
LCFF-Base	77,164.00
PTA	2,000.00
Title I	79,212.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	62,820.59
2000-2999: Classified Personnel Salaries	15,663.97
3000-3999: Employee Benefits	22,618.71
4000-4999: Books And Supplies	86,005.73
5000-5999: Services And Other Operating Expenditures	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	3,050.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	15,663.97
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	601.25
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	9,417.78
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Concentration	13,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	5,360.00
3000-3999: Employee Benefits	LCFF-Base	787.53
4000-4999: Books And Supplies	LCFF-Base	71,016.47
4000-4999: Books And Supplies	PTA	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	54,410.59
3000-3999: Employee Benefits	Title I	21,229.93
4000-4999: Books And Supplies	Title I	3,571.48

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,395.97
Goal 2	57,980.00
Goal 3	6,227.51
Goal 4	76,505.52

# 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
Monica Bowers, Teacher	Classroom Teacher
Kelly McCormick, Teacher	Classroom Teacher
Marie Scarcello Teacher	Classroom Teacher
Kaisey Santiago, Classified Staff	Other School Staff
Alexandria Mota, Parent	Parent or Community Member
Tanya Lopez, Parent	Parent or Community Member
Emmanual Barbieto, Parent	Parent or Community Member
Marcos Ballesteros, Parent	Parent or Community Member
Michelle Walker, Parent	Parent or Community Member

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


# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on ~~October 27th, 2021~~ *May 25th, 2022* *ju*

Attested:

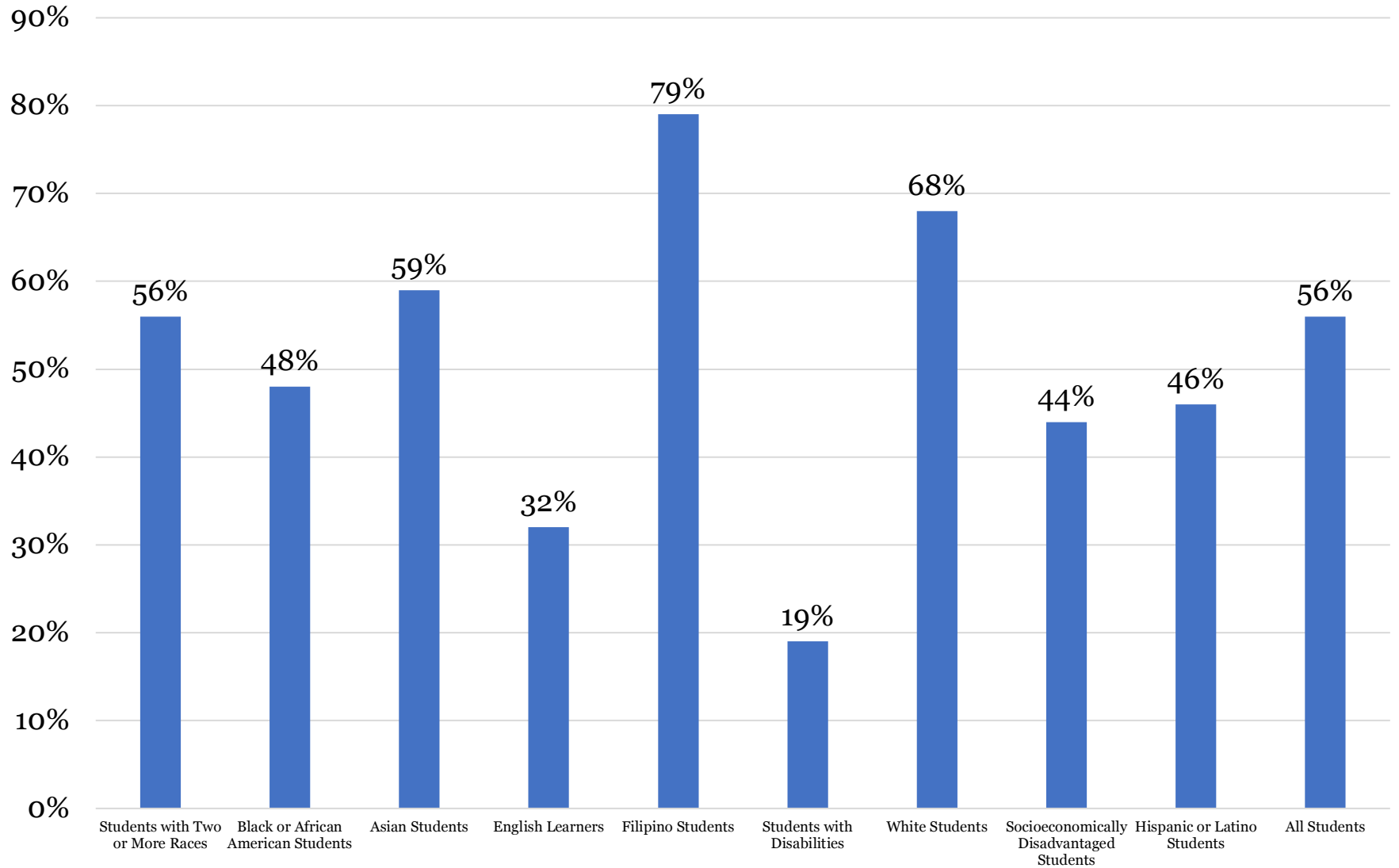
	Principal, Julie McBride on May 25th, 2022
	SSC Chairperson, Marcos Ballesteros on May 25th, 2022

Appendix:

Fair Oaks  
Community School

End of Year  
STAR Renaissance  
ELA and Math Data 2021

### Fair Oaks ELA STAR Percent At Or Above Grade Level



### Fair Oaks Math STAR Percent At Or Above Grade Level

