School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fair Oaks Ranch Community School	19-65045	May 21, 2025	June 11, 2025

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

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

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

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

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

> Schoolwide Program

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

Table of Contents

Plan Description

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

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

⟩ Schoolwide Program

Vision: Fair Oaks Ranch empowers all students through a relevant, rigorous, and personalized education that celebrates diversity, fosters creativity, and nurtures 21st-century skills. In partnership with parents, teachers, and the community, we create a collaborative environment where students are inspired to think critically, embrace challenges with grit and a growth mindset, and achieve their personal best. We prioritize student achievement in every decision, equipping students to become lifelong learners, innovative thinkers, productive and compassionate citizens. Soaring Above the Rest.

Motto: "Soar Above the Rest"

Mission Statement: We are committed to high levels of academic and social emotional learning for ALL students.

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.

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that will be implemented at Fair Oaks Ranch Community School based on the analysis of quantifiable and qualitative data. This plan will focus on improving student outcomes, student engagement, school climate, and the involvement of parents, families, and the school community. The SPSA is aligned with the Sulphur Springs Union School District Local Control Accountability Plan (LCAP) and our measurable student outcomes are in support of those goals that are outlined in the LCAP, as well as through metrics and targets for improvement. The SPSA is developed in collaboration with the input of several Educational Partner groups and finalized and approved for submission to the Board of Trustees by the Fair Oaks Ranch Community School Site Council.

Educational Partner Involvement

How, when, and with whom did Fair Oaks Ranch Community School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During the 2024-2025 school year, the Fair Oaks Ranch School Site Council discussed and reviewed the goals and strategies within the SPSA throughout the school year.
Budget for SPSA shared with School Site Council on April 14, 2025
SPSA Timelines and Development shared with PTA E-Board on April 25, 2025.
Draft SPSA shared at Certificated Staff Meeting on April 16, 2025
SPSA Needs Assessment Reviewed and Smart Goals developed at Certificated Staff Meeting on April 17th, 2025 and Friday, April 25th, 2025.

Draft SPSA (including Needs Assessment and Smart Goals) shared with School Site Council on April 16, 2025
SPSA Survey sent on April 17th, 2025
Draft SPSA shared with ELAC on May 2, 2025.
Budget and SPSA draft and final discussion with SPSA Leadership on May 2, 2025.
SPSA voted on for approval at School Site Council on May 21, 2025
School Board Approval on June 11, 2025

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

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

Based on the California Dashboard data, the most critical needs fall within the orange and red performance categories, which signal urgent areas for improvement. These include:

Chronic absenteeism is one of the most urgent issues. The percentage of students who are chronically absent must decrease by 5%. Chronic absenteeism significantly affects student learning time and achievement. Students who are frequently absent miss essential instruction, which directly contributes to lower performance in both ELA and Math. Reducing absenteeism will have an immediate and broad impact across all academic indicators. Establishing consistent attendance is foundational—without regular attendance, academic interventions and supports can't be implemented effectively.

The progress of English Learners is also a critical concern. The number of English Learners making progress toward English proficiency must increase by 5%. English Learners who do not progress in language development face barriers in accessing content across all subjects. Addressing this need will support improved outcomes not just in ELA, but also in Math and other content areas, since language proficiency is crucial for comprehension and engagement. Strengthening designated and integrated ELD practices, with close monitoring and responsive instruction, will have a high return in improving long-term student outcomes.

Academic achievement in ELA and Math remains a key area of focus. The percentage of students at or above grade level in both ELA and Math must increase by 5%. Low achievement in these core academic areas reflects systemic gaps in instruction and learning. Improving foundational skills—particularly in reading comprehension, fluency, and number sense—will positively influence overall student success and readiness for future academic demands. Focusing on essential standards, aligned instruction, and consistent formative assessments through PLTs and RTI will allow for timely intervention and acceleration where needed.

If addressed effectively, chronic absenteeism will likely have the greatest overall impact, as attendance is a prerequisite for learning and allows other supports to be implemented consistently. Supporting English Learners through robust ELD instruction ensures equitable access to academic content, and improving foundational skills in ELA and Math will drive long-term academic growth. Taken together, these areas represent the most critical opportunities for improving student outcomes.

Specific Red and Orange Performance Categories from the CA Dashboard:

None of our overall performance categories fell into the "red" performance category. In the area of ELA, our EL, Hispanic, Students with Disabilities and Socioeconomically Disadvantaged students were in the orange performance category. In the area of math, Hispanic and Socially Economically Disadvantaged student groups were in the orange category. In the area of chronic absenteesim, our African American and English Learner student groups were in then orange category. Our English Learner progress was in the Orange performance category.

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

Reflecting on the 2024 Dashboard English Language Arts Equity Report, our Students with Disabilities scored in the Red category, scoring 110.4 points below standard, and decreased 9 points from the previous year.

Reflecting on the 2024 Dashboard Chronic Absenteeism Equity Report, our English Learners students scored in the Red category with 26% students chronically absent, with an increase of 3% from last year.

Other Needs

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

iReady Data: March 2025 Diagnostic
ELA - Students Early or On Grade Level and Above:
Kindergarten: 64%

1st Grade: 39%

2nd Grade: 51%

3rd Grade: 69%

4th Grade: 44%

5th Grade: 42%

6th Grade: 53%

Key Observations:
We need to ensure ALL students are receiving strong tier 1 instruction and timely tier 2 and tier 3 instruction to ensure all students achieve at high levels.

Actionable Insight for ELA:
Target support for 1st, 2nd, 4th, and 5th grades with focused interventions, especially in foundational reading skills.

Math - Students Early or On Grade Level and Above:
Kindergarten: 48%
1st Grade: 28%

2nd Grade: 29%

3rd Grade: 38%

4th Grade: 40%

5th Grade: 39%

6th Grade: 48%

Actionable Insight for Math:

It is evident that FOR will benefit from a Math Learning Support Teacher to ensure math interventions provide stupport for all students with the essential standards in Kindergarten, 1st, and 2nd grades to address foundational gaps.

Professional Learning teams are working on standards pacing with embedded intervention to prevent skill gaps from widening. We will use our LSTs to provide support for students who would benefit from Tier 2 or Tier 3 instruction in addition to providing RTI within grade level teams based on common formative assessment data and I Ready Trimester data.

ELA:
There is a continued need to focus on reading foundational skills in the primary grade and fluency and comprehension in the upper grades.

Math:
1st, 2nd, 4th, 5th, and 6th grades need additional math support.
Focus on Kindergarten and 1st grade early math instruction to address gaps early and prevent further declines.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

1. Fair Oaks Ranch had a overall decrease in the number of students enrolled in the 2023-2024 school year.

2. Fair Oaks Ranch had a decrease in the number of Kindergarten students and third grade students enrolled in the 2023-2024 school year, which impacts the overall population of the school.

3. Fair Oaks Ranch is continuing to see a steady increase in the number of Hispanic/Latino students in the 2023-2024 school year. The percentage increased by 3.33% from 2022-2023 to 2023-2024.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners (EL)	97	95	101	11.1%	10.7%	11.7%
Fluent English Proficient (FEP)	48	60	44	5.5%	6.7%	5.1%
Reclassified Fluent English Proficient (RFEP)	17	6	21	1.9%	0.7%	2.4%

Conclusions based on this data:

1. Our goal is to ensure we intentionally plan lessons to support our English learners and increase the percentage of students who are reclassified each year.

2. The use of incorporating student to student discourse, GLAD strategies, sentence frames and word banks has increased to promote the use of academic language.

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	119	136	102	118	134	99	118	134	99	99.2	98.5	97.1
Grade 4	136	123	132	134	122	128	134	122	128	98.5	99.2	97
Grade 5	130	135	132	129	133	129	129	133	129	99.2	98.5	97.7
Grade 6	123	140	140	119	140	138	119	140	138	96.7	100.0	98.6
All Grades	508	534	506	500	529	494	500	529	494	98.4	99.1	97.6

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2426.	2425.	2409.	26.27	28.36	24.24	25.42	17.91	17.17	19.49	25.37	25.25	28.81	28.36	33.33
Grade 4	2482.	2457.	2460.	31.34	27.05	25.00	29.85	13.11	24.22	17.16	25.41	17.19	21.64	34.43	33.59
Grade 5	2516.	2514.	2513.	24.03	29.32	26.36	37.98	33.08	28.68	14.73	16.54	20.93	23.26	21.05	24.03
Grade 6	2514.	2526.	2535.	21.85	17.14	20.29	19.33	36.43	35.51	26.05	19.29	23.19	32.77	27.14	21.01
All Grades	N/A	N/A	N/A	26.00	25.33	23.89	28.40	25.52	27.13	19.20	21.55	21.46	26.40	27.60	27.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	19.49	23.88	15.15	63.56	58.96	63.64	16.95	17.16	21.21
Grade 4	26.87	22.13	21.09	64.93	55.74	57.81	8.21	22.13	21.09
Grade 5	27.13	24.81	21.71	58.91	58.65	61.24	13.95	16.54	17.05
Grade 6	23.53	22.86	20.29	47.06	53.57	55.07	29.41	23.57	24.64
All Grades	24.40	23.44	19.84	58.80	56.71	59.11	16.80	19.85	21.05

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	17.80	14.93	13.13	49.15	53.73	48.48	33.05	31.34	38.38
Grade 4	18.66	15.57	15.63	60.45	50.00	51.56	20.90	34.43	32.81
Grade 5	22.48	23.31	26.36	57.36	58.65	50.39	20.16	18.05	23.26
Grade 6	17.65	16.43	18.84	46.22	52.86	58.70	36.13	30.71	22.46
All Grades	19.20	17.58	18.83	53.60	53.88	52.63	27.20	28.54	28.54

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.86	13.43	14.14	69.49	73.88	72.73	18.64	12.69	13.13
Grade 4	17.16	11.48	14.84	65.67	70.49	71.09	17.16	18.03	14.06
Grade 5	13.18	13.53	19.38	76.74	70.68	67.44	10.08	15.79	13.18
Grade 6	16.81	13.57	8.70	64.71	79.29	81.16	18.49	7.14	10.14
All Grades	14.80	13.04	14.17	69.20	73.72	73.28	16.00	13.23	12.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	19.49	18.66	17.17	61.02	65.67	58.59	19.49	15.67	24.24
Grade 4	18.66	14.75	21.09	68.66	63.93	64.84	12.69	21.31	14.06
Grade 5	15.50	19.55	19.38	62.79	63.91	65.89	21.71	16.54	14.73
Grade 6	20.17	19.29	18.12	63.03	65.00	68.12	16.81	15.71	13.77
All Grades	18.40	18.15	19.03	64.00	64.65	64.78	17.60	17.20	16.19

Conclusions based on this data:

1. Overall, with 78.95 of our students scoring At or Near Standard in the area of reading in the 2023-2024 school year, we need to focus on essential standards, strengthen our Tier 1 instruction in the area of reading to support our students to score in the Above Standard range. In addition, with 16.19 % of our students scoring Below

Standard in the area of reading, we need to provide more targeted tier 1 instruction and data informed reading intervention to our students who need extra support in the area of reading instruction.

2. Looking at the trends in the data from the 2023-2024 school year, we need have increased the number of students scoring above standard in the area of listening. The data shows we have 87.45 of our students At or Near Standard in the area of Listening. As a result, we need to continue 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 and decrease the number of students who fall below standard.

3. In Writing for 2023–2024, 29% of students are below standard. To improve outcomes, we must strengthen writing instruction and equip teachers with effective tools and research based instructional strategies to enhance their teaching.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	119	136	102	117	134	99	117	134	99	98.3	98.5	97.1
Grade 4	137	123	132	135	122	128	135	122	128	98.5	99.2	97
Grade 5	130	135	132	130	133	130	130	133	130	100.0	98.5	98.5
Grade 6	123	139	140	122	139	139	122	139	139	99.2	100.0	99.3
All Grades	509	533	506	504	528	496	504	528	496	99.0	99.1	98

Table title: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2419.	2440.	2431.	15.38	29.85	25.25	29.06	28.36	28.28	24.79	16.42	22.22	30.77	25.37	24.24
Grade 4	2488.	2451.	2472.	24.44	16.39	18.75	30.37	18.03	26.56	24.44	32.79	26.56	20.74	32.79	28.13
Grade 5	2499.	2504.	2503.	19.23	20.30	26.92	23.08	22.56	15.38	26.15	26.32	26.15	31.54	30.83	31.54
Grade 6	2501.	2523.	2524.	24.59	20.86	18.71	9.84	23.74	23.02	24.59	25.18	28.78	40.98	30.22	29.50
All Grades	N/A	N/A	N/A	21.03	21.97	22.18	23.21	23.30	22.98	25.00	25.00	26.21	30.75	29.73	28.63

Table title: Overall Achievement for All Students

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.22	29.10	24.24	44.44	46.27	46.46	33.33	24.63	29.29
Grade 4	22.22	15.57	22.66	51.85	51.64	45.31	25.93	32.79	32.03
Grade 5	13.08	17.29	17.69	57.69	55.64	53.08	29.23	27.07	29.23
Grade 6	18.03	16.55	12.95	39.34	53.24	58.27	42.62	30.22	28.78
All Grades	18.85	19.70	18.95	48.61	51.70	51.21	32.54	28.60	29.84

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.38	26.87	21.21	70.94	52.24	57.58	13.68	20.90	21.21
Grade 4	24.44	17.21	18.75	51.11	50.82	57.81	24.44	31.97	23.44
Grade 5	9.23	15.04	18.46	60.77	59.40	59.23	30.00	25.56	22.31
Grade 6	17.21	15.11	15.11	56.56	60.43	58.27	26.23	24.46	26.62
All Grades	16.67	18.56	18.15	59.52	55.87	58.27	23.81	25.57	23.59

Conclusions based on this data:

1. 70% of our students are at or above standard in the area of Problem Solving and Modeling/Data Analysis. This should be increased to 73% at or above standard with targeted instruction.

2. Overall, with 30% of our students scoring below standard in the claim of Problem Solving and Modeling/Data Analysis in the 2023-2024 year, we need to provide more targeted core/tier 1 instruction for our students in the area of problem solving, including a focus on the mathematical practices within math lessons.

3. Communicating Reasoning had the highest percentage of students At or Near Standard at 76.42%. While this is a bright spot, 24% remain below standard. We must continue using data to identify and support students in need of Tier 2 and 3 interventions.

School and Student Performance Data

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

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

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1413.7	1445.4	1415.9	1415.2	1439.9	1426.4	1409.8	1458.1	1391.1	23	22	27
1	1432.3	1476.4	1458.5	1459.4	1478.5	1463.3	1404.7	1473.8	1453.0	12	16	12
2	1464.2	1487.9	1514.0	1465.6	1491.6	1515.7	1462.3	1483.7	1511.9	14	13	16
3	*	1476.9	*	*	1481.2	*	*	1471.9	*	4	14	8
4	1510.7	*	1492.2	1498.7	*	1499.5	1522.2	*	1484.6	13	7	13
5	1505.4	*	*	1491.7	*	*	1518.3	*	*	11	9	9
6	*	1520.8	*	*	1520.6	*	*	1520.4	*	8	12	8
All Grades										85	93	93

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	27.27	18.52	39.13	22.73	33.33	30.43	45.45	33.33	21.74	4.55	14.81	23	22	27
1	8.33	6.25	8.33	50.00	75.00	58.33	0.00	18.75	33.33	41.67	0.00	0.00	12	16	12
2	7.14	23.08	31.25	21.43	46.15	50.00	57.14	23.08	18.75	14.29	7.69	0.00	14	13	16
3	*	0.00	*	*	42.86	*	*	35.71	*	*	21.43	*	*	14	*
4	7.69	*	15.38	53.85	*	30.77	30.77	*	23.08	7.69	*	30.77	13	*	13
5	18.18	*	*	36.36	*	*	27.27	*	*	18.18	*	*	11	*	*
6	*	16.67	*	*	41.67	*	*	16.67	*	*	25.00	*	*	12	*
All Grades	10.59	13.98	17.20	38.82	46.24	44.09	28.24	29.03	22.58	22.35	10.75	16.13	85	93	93

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.04	18.18	29.63	30.43	27.27	25.93	30.43	50.00	33.33	26.09	4.55	11.11	23	22	27
1	33.33	18.75	25.00	25.00	68.75	33.33	16.67	12.50	41.67	25.00	0.00	0.00	12	16	12
2	7.14	38.46	62.50	50.00	38.46	31.25	42.86	15.38	6.25	0.00	7.69	0.00	14	13	16
3	*	35.71	*	*	35.71	*	*	7.14	*	*	21.43	*	*	14	*
4	30.77	*	23.08	30.77	*	46.15	38.46	*	15.38	0.00	*	15.38	13	*	13
5	27.27	*	*	36.36	*	*	18.18	*	*	18.18	*	*	11	*	*
6	*	50.00	*	*	25.00	*	*	16.67	*	*	8.33	*	*	12	*
All Grades	21.18	31.18	36.56	32.94	40.86	31.18	30.59	20.43	23.66	15.29	7.53	8.60	85	93	93

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	22.73	11.11	26.09	13.64	33.33	47.83	59.09	33.33	17.39	4.55	22.22	23	22	27
1	8.33	6.25	8.33	8.33	43.75	41.67	33.33	37.50	25.00	50.00	12.50	25.00	12	16	12
2	7.14	15.38	18.75	21.43	46.15	56.25	42.86	23.08	25.00	28.57	15.38	0.00	14	13	16
3	*	0.00	*	*	7.14	*	*	64.29	*	*	28.57	*	*	14	*
4	7.69	*	7.69	46.15	*	7.69	30.77	*	53.85	15.38	*	30.77	13	*	13
5	9.09	*	*	18.18	*	*	54.55	*	*	18.18	*	*	11	*	*
6	*	0.00	*	*	25.00	*	*	25.00	*	*	50.00	*	*	12	*
All Grades	8.24	9.68	9.68	25.88	23.66	30.11	40.00	47.31	38.71	25.88	19.35	21.51	85	93	93

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.74	18.18	33.33	56.52	72.73	51.85	21.74	9.09	14.81	23	22	27
1	33.33	50.00	41.67	58.33	50.00	58.33	8.33	0.00	0.00	12	16	12
2	14.29	53.85	62.50	78.57	46.15	37.50	7.14	0.00	0.00	14	13	16
3	*	21.43	*	*	50.00	*	*	28.57	*	*	14	*
4	46.15	*	30.77	53.85	*	30.77	0.00	*	38.46	13	*	13
5	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
6	*	16.67	*	*	83.33	*	*	0.00	*	*	12	*
All Grades	25.88	31.18	34.41	60.00	61.29	50.54	14.12	7.53	15.05	85	93	93

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.39	9.09	22.22	60.87	86.36	62.96	21.74	4.55	14.81	23	22	27
1	16.67	25.00	0.00	41.67	75.00	100.00	41.67	0.00	0.00	12	16	12
2	14.29	23.08	43.75	85.71	69.23	56.25	0.00	7.69	0.00	14	13	16
3	*	35.71	*	*	42.86	*	*	21.43	*	*	14	*
4	15.38	*	53.85	84.62	*	38.46	0.00	*	7.69	13	*	13
5	63.64	*	*	18.18	*	*	18.18	*	*	11	*	*
6	*	58.33	*	*	33.33	*	*	8.33	*	*	12	*
All Grades	24.71	31.18	37.63	57.65	62.37	52.69	17.65	6.45	9.68	85	93	93

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.70	22.73	3.70	82.61	77.27	74.07	8.70	0.00	22.22	23	22	27
1	33.33	31.25	25.00	16.67	56.25	25.00	50.00	12.50	50.00	12	16	12
2	7.14	23.08	6.25	71.43	61.54	87.50	21.43	15.38	6.25	14	13	16
3	*	0.00	*	*	35.71	*	*	64.29	*	*	14	*
4	7.69	*	7.69	61.54	*	38.46	30.77	*	53.85	13	*	13
5	9.09	*	*	63.64	*	*	27.27	*	*	11	*	*
6	*	8.33	*	*	25.00	*	*	66.67	*	*	12	*
All Grades	11.76	16.13	7.53	62.35	56.99	58.06	25.88	26.88	34.41	85	93	93

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	43.48	45.45	37.04	30.43	50.00	33.33	26.09	4.55	29.63	23	22	27
1	0.00	6.25	8.33	66.67	81.25	91.67	33.33	12.50	0.00	12	16	12
2	7.14	15.38	43.75	64.29	61.54	56.25	28.57	23.08	0.00	14	13	16
3	*	7.14	*	*	71.43	*	*	21.43	*	*	14	*
4	38.46	*	23.08	46.15	*	53.85	15.38	*	23.08	13	*	13
5	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
6	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
All Grades	23.53	20.43	25.81	51.76	65.59	54.84	24.71	13.98	19.35	85	93	93

Conclusions based on this data:

1. The Speaking domain is the first area our students become well and moderately developed in. With a combined total of 90.32, we will continue focusing on student to student talk using academic language and sentence frames when necessary.

2. We need to continue to examine our ELD practices to ensure we are supporting our students to make progress each year. We are seeing growth in the writing domain with a combined total of 80.65 in well developed and somewhat/moderately developed. However, writing continues to be one of the most challenging domains to develop in order to become RFEP'd. We need to continue to use scaffolds and supports when teaching writing.

3. In 2023-2024 as before, our 4th-6th grade students are not consistently scoring in the Well Developed range in the area of Reading (which dropped in the well developed range) 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
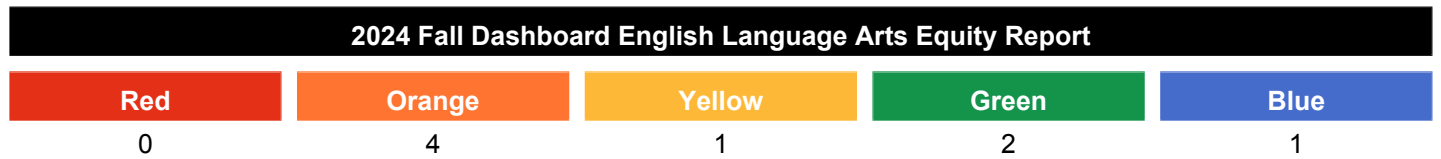
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
861	**39.8%**	**11.7%**	**0.0%**
Total Number of Students enrolled in Fair Oaks Ranch Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	101	11.7%
Foster Youth	0	0.0%
Homeless	1	0.1%
Socioeconomically Disadvantaged	343	39.8%
Students with Disabilities	113	13.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	66	7.7%
American Indian	3	0.3%
Asian	61	7.1%
Filipino	90	10.5%
Hispanic	408	47.4%
Two or More Races	51	5.9%
Pacific Islander	0	0.0%
White	168	19.5%

Conclusions based on this data:

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

2. With 39.8% socioeconomically disadvantaged students, we need to continue to ensure that we are providing academic and social emotional support for our students to ensure that they are continuing to make excellent academic progress.

3. Fair Oaks Ranch's largest student group Hispanic/Latino (47.4%). We need to continue to increase our parent participation in ELAC and other advisory committees to continue to support students' social emotional needs and academic achievement.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Reflecting on the 2023-2024 Dashboard Overall Performance in English Language Arts, students performed in the yellow performance level. We are 2.7 points below standard, which indicates that we need to be more intentional about tier 1 reading instruction.

2. Reflecting on the 2023-2024 Dashboard Overall Performance in Math, students performed in the yellow performance level. Our school scored 16.7 points below level, which is an improvement from 19.2 points below

standard. While we are moving in the right direction, we need to focus on essential standards with targeted tier 1, 2 and 3 instruction.

3. Reflecting on the 2023-2024   Dashboard Overall Performance in Chronic Absenteeism we scored in the yellow performance level. Our overall chronic absentee rate is 15.1%, and we declined by 4.3% from the previous year. We need to continue to provide support for families through phone calls, meetings, visits and weekly attendance messages. We incorporate compassionate interventions and supports with our School Social Workers.

School and Student Performance Data

Academic Performance
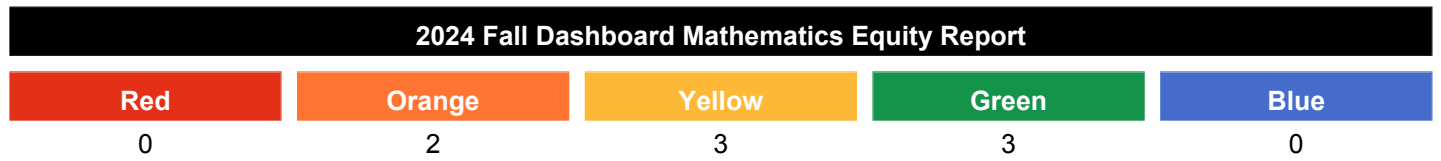## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	2	1

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
2.7 points below standard	32.9 points below standard	Less than 11 Students
Maintained 1.0 points	Maintained 0.1 points	
479 Students	55 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	34.6 points below standard
		Declined 5.3 points
	2 Students	189 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
76.8 points below standard	43.2 points below standard	Less than 11 Students
Increased 33.6 points	Increased 9.4 points	
64 Students	38 Students	3 Students

Asian	Filipino	Hispanic
Blue	Green	Orange
44.3 points above standard	29.7 points above standard	35.6 points below standard
Increased 22.2 points	Declined 8.2 points	Declined 6.7 points
34 Students	62 Students	207 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
68.5 points above standard	0 Students	24.3 points above standard
Increased 19.7 points		Maintained 0.6 points
28 Students		101 Students

Conclusions based on this data:

1. Reflecting on the 2023-2024 Dashboard English Language Arts Equity Report, our Students with Disabilities scored in the Orange category, scoring 76.8 points below standard, which is a 33.6 point improvement from the previous year. While this is excellent growth, we need to continue to ensure that our students with disabilities are provided a rigorous curriculum, with adequate supports, to ensure they make steady academic progress in the area of Language Arts.

2. Based on the 2023–2024 Dashboard, our English Learners remain in the orange performance level, maintaining 32.9 points below standard, indicating continued need for growth. African American students improved by 9.4 points to 43.2 points below standard, moving into the yellow range. While this shows progress, both groups remain below proficiency. To support continued improvement, we must strengthen Tier 1 instruction through focused teacher collaboration on essential standards, while providing targeted Tier 2 and 3 interventions as needed. English Learners should also receive high-quality Designated ELD and consistent integrated ELD throughout the school day to support language development and access to grade-level content.

3. Reflecting on the 2023–2024 Dashboard, our Socioeconomically Disadvantaged students remain in the orange performance level, scoring 34.6 points below standard, a decline of 5.3 points from the previous year. Similarly, our Hispanic students scored 35.6 points below standard, reflecting a 6.7-point decrease. While the declines are not large, they highlight the need for continued, targeted support to ensure these student groups make consistent growth on the CAASPP each year. Focused instruction, data-driven interventions, and ongoing progress monitoring will be essential to reversing this trend and accelerating achievement.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	3	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Yellow	No Performance Color
16.6 points below standard	42.0 points below standard	Less than 11 Students
Maintained 2.7 points	Increased 7.4 points	1 Student
481 Students	56 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	49.4 points below standard
	2 Students	Maintained 0.6 points
		190 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
82.6 points below standard	51.5 points below standard	Less than 11 Students
Increased 23.8 points	Increased 13.1 points	
65 Students	38 Students	3 Students

Asian	Filipino	Hispanic
Green	Green	Orange
26.8 points above standard	31.8 points above standard	51.4 points below standard
Increased 7.9 points	Maintained 1.8 points	Maintained 1.0 points
34 Students	62 Students	209 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
35.2 points above standard	0 Students	13.9 points above standard
Increased 5.4 points		Maintained 2.9 points
28 Students		101 Students

Conclusions based on this data:

1. According to the 2023–2024 Dashboard, our Students with Disabilities made significant progress in math, moving from the red to the yellow performance level with a score of 82.6 points below standard—an improvement of 23.8 points from the previous year.To sustain this positive trajectory, we must continue providing a rigorous, standards-based math curriculum paired with appropriate supports. Ensuring access to high-quality instruction and targeted interventions will be key to helping students with disabilities make steady academic gains.

2. Based on the 2023–2024 Dashboard, our English Learners—including Reclassified English Learners—scored in the yellow performance level, with a score of 42 points below standard. This reflects a growth of 13.1 points from the previous year, showing positive momentum. To maintain and build on this progress, we must continue to closely monitor our current English Learners, ensuring they receive strong Tier 1 instruction and targeted academic support. It is also essential that they have access to high-quality Designated ELD instruction and meaningful integrated ELD throughout the school day to support both language development and academic achievement.

3. According to the 2023–2024 Dashboard, our Socioeconomically Disadvantaged students scored 49.4 points below standard in the orange category, maintaining similar performance from the previous year. Our Hispanic students also remained in the orange category, scoring 51.4 points below standard with no significant change. While both groups maintained their performance, continued monitoring and targeted support are essential to ensure they make meaningful academic growth on the CAASPP each year. Strengthening Tier 1 instruction and providing timely interventions will be key to accelerating progress.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Orange	No Performance Color
45.8% making progress.	making progress.
Number Students: 59 Students	Number Students: 1 Student

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.

2024 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**
23.7%	30.5%	0%	45.8%

Conclusions based on this data:

1. Reflecting on the Dashboard English Learner Progress Indicator, 45.8% of our English Learners are making progress towards English Language proficiency. We need to continue our support our English Learner with excellent Designated ELD instruction so they can continue to make excellent progress.

2. Reflecting on the Dashboard English Learner Progress Indicator, we need to look at the 30.5% of students who maintained a level 1,2, or 3 during the 2023-2024 ELPAC testing, to determine who needs additional support so they continue to move towards scoring a level 4.

3. Reflecting on the Dashboard English Learner Progress Indicator, we need to provide additional support to the 23.7% of our students who decreased one level on the 2023-2024 ELPAC testing. For our Long Term English Learners, we need to provide extra, targeted support to ensure that they make steady progress towards English Language proficiency. We need to continue to examine our teaching practices during our Designated English Language Development time and ensure that the instruction is targeting the necessary skills our English Learners need to make steady progress towards English Language proficiency.
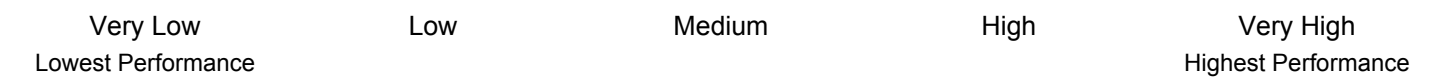
School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Information does not apply to elementary students

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Orange	No Performance Color
15.1% Chronically Absent	20.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 4.3	Declined 5.4	
887 Students	107 Students	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	22.3% Chronically Absent
		Declined 4.4
1 Student	6 Students	390 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
17.1% Chronically Absent	19.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 9.6	Increased 1.2	
123 Students	68 Students	3 Students

Asian	Filipino	Hispanic
Green	Green	Yellow
6.6% Chronically Absent	6.7% Chronically Absent	21% Chronically Absent
Declined 2.5	Declined 0.7	Declined 6.2
61 Students	90 Students	428 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
10.6% Chronically Absent	0 Students	8.2% Chronically Absent
Declined 7.3		Declined 5.2
66 Students		171 Students

Conclusions based on this data:

1. Reflecting on the 2023-2024 Dashboard Chronic Absenteeism Equity Report, our school is in the yellow performance level for Chronic Absenteeism with 15.1% of all students chronically absent. Although we are pleased with a decline of 9.6 points from last year, we need to continue to work closely with families on the importance of attendance and specifically support our students who are chronically absent.

2. Reflecting on the 2023-2024 Dashboard Chronic Absenteeism Equity Report, we have dropped from three groups in the Orange category to two groups in the orange category for all students/groups. Our African American students scored in the orange category with 19.1% chronically absent, with an increase of 1.2% from last year. In addition our English Learner students scored scored in the orange category with 20.6% chronically absent, with a decrease of 5.4% from last year. We need to target family engagement with families of African American students and families of English Learners.

3. Reflecting on the 2023-2024 Dashboard Chronic Absenteeism Equity Report, we have zero groups in the red category. While this is an improvement, we plan on having teachers support our School Attendance Team with Tier 1 Attendance support to ensure families understand the importance of daily attendance.
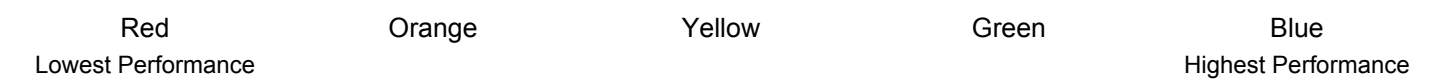
School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data for elementary students

School and Student Performance Data

Conditions & Climate
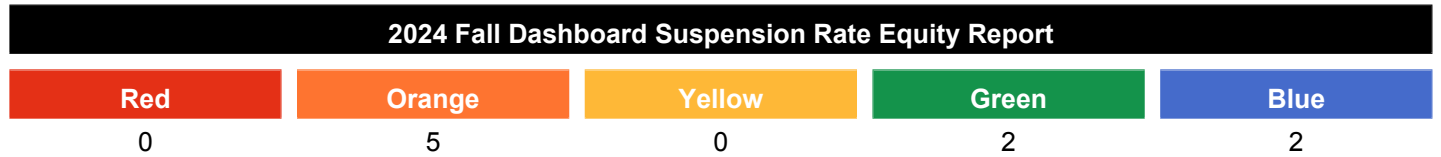## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	0	2	2

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Orange	Green	No Performance Color
1.5% suspended at least one day	0.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.7%	Declined 1.1%	1 Student
896 Students	107 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1% suspended at least one day
1 Student	6 Students	Maintained 0%
		394 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
3.2% suspended at least one day	1.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.7%	Increased 0.3%	
124 Students	68 Students	3 Students

Asian	Filipino	Hispanic
Blue	Orange	Orange
0% suspended at least one day	3.3% suspended at least one day	1.8% suspended at least one day
Declined 1.4%	Increased 3.3%	Increased 0.9%
61 Students	90 Students	436 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Blue
1.5% suspended at least one day	0 Students	0% suspended at least one day
Increased 1.5%		Declined 0.5%
66 Students		172 Students

Conclusions based on this data:

1. Reflecting on the 2023-2024 Dashboard Suspension Rate Equity Report, we have moved from 0 groups in the Red or Orange category to 5 groups in the orange category. This makes a PBIS Multi Tiered Systems of Support for behavior a necessity.

2. Reflecting on the 2023-2024 Dashboard Suspension Rate Equity Report, our Students with Disabilities, Filipino Students, Hispanic Students, Two Or More Races Students, and our African American Students scored in the orange category . This is an increase of 3% or less per student group.

3. Reflecting on the 2023-2024 Dashboard Suspension Rate Equity Report, our English Learners scored in the green category with a decrease of 1.1% and our Socioeconomically Disadvantaged Students scored in the green category because they maintained at 0% suspension rate. Our Asian and White students show a decrease in suspensions of 1% or less, so they fell into the blue category for suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

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

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

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

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

> Our iReady and CAASPP data indicate that many students are not meeting or exceeding grade level standards. Our mission is to ensure high levels of academic and social-emotional learning for all students, which includes achieving or exceeding standards in ELA, Math, Chronic Absenteeism, and the ELPAC. To reach this goal, effective Tier 1 instruction that targets essential standards is critical. We will continue to use formative and summative assessment data to identify students in need of additional support and provide targeted Tier 2 and Tier 3 interventions. Grade level teams will take collective responsibility for all students within their grade level and provide targeted support for those who are not meeting or exceeding grade level essential standards. We will also continue leveraging our Learning Support Teachers (LSTs) to deliver reading interventions using Orton-Gillingham strategies. Additionally, we will expand our capacity by adding a Math and ELD TOSA to support instruction in these key areas.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting grade level standards on state and/or local assessments in English Language Arts	CAASPP Results – English Language/Literacy – Spring 2024 51.02% of students Above Standard/Standard Met (Yellow) Grade Level – Above Standard/Standard Met: 3rd grade – 42% 4th grade – 49% 5th grade – 55% 6th grade – 56% 2024 California Dashboard – Overall Performance (All Students) Color: Yellow – 16.6 points below standard 2024 California Dashboard – English Language Arts Equity Report English Learners (55 students) Yellow – 42 points below standard Students with Disabilities (64 students) Yellow – 82.6 points below standard Socioeconomically Disadvantaged Students (189 students) Orange – 49.4 points below standard African American Students (38 students) Yellow– 51.5 points below standard Hispanic Students (207 students) Orange – 51.4 points below standard iReady Data – Spring 2025 (March Diagnostic) English Language Arts – Students Early or On Grade Level: Kindergarten – 67% 1st grade – 56% 2nd grade– 66% 3rd grade– 69% 4th grade– 48% 5th grade– 48% 6th grade– 50%	CAASPP Results English Language/Literacy Spring 2025 60% of students Above Standard/Standard Met Grade level Above Standard/Standard Met 3rd grade –45% 4th grade- 53% 5th grade - 58% 6th grade –59% 2025 California Dashboard Overall Performance of All students Green – increase by 3 points or more 2025 California Dashboard English Language Arts Equity Report English Learners Yellow– increase by 5 points or more Students with Disabilities Yellow – increase by 5 points or more Socioeconomically Disadvantaged Students Yellow– increase by 5 points or more African American Students Yellow - increase by 5 points or more Hispanic Students Yellow - increase by 5 points or more iReady data- Spring 2026 (March Diagnostic) English Language Arts-Students early on grade level and above Kindergarten - 70% 1st grade - 61% 2nd grade - 69% 3rd grade - 72% 4th grade - 51% 5th grade - 51% 6th grade -53%
Increase the number of students meeting grade level standards on state and/or local assessments in Math	2024 California Dashboard CAASPP Results– Math Equity Report 45.16% of students Above Standard/Standard Met (Yellow) 3rd Grade-54%	2025 California Dashboard CAASPP Results-Math Equity Report Goals Increase the number of students at At Standard/Standard Met 3rd grade – 57%

	4th Grade-45% 5th Grade-42% 6th Grade-42% English Learners (55 students) Yellow – 42points below standard Students with Disabilities (64 students) Yellow – 82.6 points below standard Socioeconomically Disadvantaged Students (189 students) Orange – 49.4 points below standard African American Students (38 students) Yellow – 51.5 points below standard Hispanic Students (215 students) Orange – 51.4 points below standard iReady Data – Spring 2025 (March Diagnostic) Math – Students Early or On Grade Level: Kindergarten – 59% 1st grade– 35% 2nd grade – 50% 3rd grade – 60% 4th grade – 48% 5th grade – 48% 6th grade– 49%	4th grade- 48% 5th grade - 45% 6th grade – 45% English Learners Yellow– increase by 5 points or more Students with Disabilities Orange–increase by 5 points or more Socioeconomically Disadvantaged Students Yellow–increase by 5 points or more African American Students Yellow-Increase by 5 points or more Hispanic Students Yellow– increase by 5 points or more iReady data Spring 2026 (March Diagnostic) Math-Students Early or On Grade Level: Kindergarten - 62% 1st grade - 38% 2nd grade - 53% 3rd grade - 63% 4th grade - 51% 5th grade - 51% 6th grade - 52%
Decrease chronic absenteeism rates to support academic success and social emotional wellness for students	15.1% of all students identified as chronically absent (Yellow performance level, declined status). Rates are higher among socioeconomically disadvantaged students at 22.3%, students with disabilities 17.1%, and English learners 20.6%. Student groups with the highest chronic absenteeism include socioeconomically disadvantaged 22.3%, Hispanic students 21%, and English learners 20.6%. These groups also showed a decline in attendance performance.	Decrease chronic absenteeism rates to support academic success and social emotional wellness for students 2025 California Dashboard Academic Engagement: Chronic Absenteeism Overall Performance of All Students Green 10% Chronically Absent English Learners Yellow 17.6% Chronically Absent (decrease by 3%) Socioeconomically Disadvantaged Students Yellow – 19.3% Chronically Absent (decrease by 3%) Students with Disabilities Yellow 14.1% Chronically Absent (decrease by 3%) Chronic Absenteeism Equity Report African American Students

			Yellow - 16.1% Chronically Absent (decrease by 3%)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Fair Oaks Ranch Community School will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All students	0.00 District Funded None Specified
1.2	Fair Oaks Ranch Community School will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All students	28,121.00 LCFF-Base 4000-4999: Books And Supplies Purchase materials and supplies to support implementation of the educational program 2,000.00 LCFF-Base 4000-4999: Books And Supplies office supplies
1.3	Fair Oaks Ranch Community School will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All students	20,000.00 LCFF-Base 4000-4999: Books And Supplies custodial supplies
1.4	Fair Oaks Ranch Community School will maintain noon supervisors to support all students' safety and supervision.	All students	2,000.00 LCFF-Base 2000-2999: Classified Personnel Salaries Noon supervisor extra hours for training 248.50 LCFF-Base 3000-3999: Employee Benefits
1.5	Fair Oaks Ranch Community School will conduct annual safety drills at all school sites and District office to support safety for all students and staff.	All students	0.00 District Funded None Specified 1,000.00 LCFF-Base 4000-4999: Books And Supplies Supplies to support the site safety plan
1.6	Fair Oaks Ranch Community School will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly	English Learner (EL), Foster Youth, Low Income	2,000.00 LCFF- Supplemental

	monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.		4000-4999: Books And Supplies Attendance incentives
1.7	Fair Oaks Ranch Community School will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 2024-2025 school year, we were able to effectively implement the strategies within Goal 1.   We were able to support our instructional programs with the materials and supplies needed to give students access to the curriculum. Students made progress towards grade level essential standards in Math and ELA this year.

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

During the 2024-2025, we stayed on target with the amount of money spent on purchasing supplies and materials for the classroom. We did see an increase in the money spent on custodial supplies, due to inflation and the increase in students attending the Extended Learning Opportunity Program (ELOP). We recently hired two Noon Supervisors and are hoping to hire one additional Noon Supervisor.

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

In the 2024-2025 SPSA, there were no major differences in the implementations of the strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

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

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

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

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

> Our iReady and CAASPP data indicate that many students are not meeting or exceeding grade level standards. Our mission is to ensure high levels of academic and social-emotional learning for all students, which includes achieving or exceeding standards in ELA, Math, Chronic Absenteeism, and the ELPAC. To reach this goal, effective Tier 1 instruction that targets essential standards is critical. We will continue to use formative and summative assessment data to identify students in need of additional support and provide targeted Tier 2 and Tier 3 interventions. We will also continue leveraging our Learning Support Teachers (LSTs) to deliver reading interventions using Orton-Gillingham strategies. Additionally, we will expand our capacity by adding a Math and ELD TOSA to support instruction in these key areas.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of students meeting grade level standards on state and/or local assessments in English Language Arts	CAASPP Results – English Language/Literacy – Spring 2024 51.02% of students Above Standard/Standard Met (Yellow) Grade Level – Above Standard/Standard Met: 3rd grade – 42% 4th grade – 49% 5th grade – 55% 6th grade – 56% 2024 California Dashboard – Overall Performance (All Students) Color: Yellow – 16.6 points below standard 2024 California Dashboard – English Language Arts Equity Report English Learners (55 students) Yellow – 42 points below standard Students with Disabilities (64 students) Yellow – 82.6 points below standard Socioeconomically Disadvantaged Students (189 students) Orange – 49.4 points below standard African American Students (38 students) Yellow– 51.5 points below standard Hispanic Students (207 students) Orange – 51.4 points below standard iReady Data – Spring 2025 (March Diagnostic) English Language Arts – Students Early or On Grade Level: Kindergarten – 67% 1st grade – 56% 2nd grade– 66% 3rd grade– 69% 4th grade– 48% 5th grade– 48% 6th grade– 50%	CAASPP Results English Language/Literacy Spring 2025 60% of students Above Standard/Standard Met Grade level Above Standard/Standard Met 3rd grade –45% 4th grade- 53% 5th grade - 58% 6th grade –59% 2025 California Dashboard Overall Performance of All students Green – increase by 3 points or more 2025 California Dashboard English Language Arts Equity Report English Learners Yellow– increase by 5 points or more Students with Disabilities Yellow – increase by 5 points or more Socioeconomically Disadvantaged Students Yellow– increase by 5 points or more African American Students Yellow - increase by 5 points or more Hispanic Students Yellow - increase by 5 points or more iReady Data - Spring 2026 (March Diagnostic) English Language Arts - Students Early On Grade Level and above: Kindergarten - 70% 1st grade - 61% 2nd grade - 69% 3rd grade - 72% 4th grade - 51% 5th grade - 51% 6th grade -53%
Increase the number of students meeting grade level standards on state and/or local assessments in Math	2024 California Dashboard CAASPP Results– Math Equity Report 45.16% of students Above Standard/Standard Met (Yellow) 3rd Grade-54%	2025 California Dashboard CAASPP Results - Math Equity Report Increase the number of students at At Standard/Standard Met 3rd grade – 57%

	4th Grade-45% 5th Grade-42% 6th Grade-42% English Learners (55 students) Yellow – 42points below standard Students with Disabilities (64 students) Yellow – 82.6 points below standard Socioeconomically Disadvantaged Students (189 students) Orange – 49.4 points below standard African American Students (38 students) Yellow – 51.5 points below standard Hispanic Students (215 students) Orange – 51.4 points below standard iReady Data – Spring 2025 (March Diagnostic) Math – Students Early or On Grade Level: Kindergarten – 59% 1st grade– 35% 2nd grade – 50% 3rd grade – 60% 4th grade – 48% 5th grade – 48% 6th grade– 49%	4th grade- 48% 5th grade - 45% 6th grade – 45% English Learners Yellow– increase by 5 points or more Students with Disabilities Orange–increase by 5 points or more Socioeconomically Disadvantaged Students Yellow–increase by 5 points or more African American Students Yellow-Increase by 5 points or more Hispanic Students Yellow– increase by 5 points or more iReady Data Spring 2026 (March Diagnostic) Math - Students Early or On Grade Level: Kindergarten - 62% 1st grade - 38% 2nd grade - 53% 3rd grade - 63% 4th grade - 51% 5th grade - 51% 6th grade - 52%
Increase the number of English Learners Reclassification	In 2024-2025, 9 students were reclassified.	In 2025-2026, Reclassification will increase by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, the District will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified
2.2	To mitigate learning loss, as evidenced by state and local assessments, the District will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, and Low Income students	2,000.00 LCFF- Supplemental 4000-4999: Books And Supplies

			Purchase Orton Gilligham supplies to support target reading intervention
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Learner (EL), Foster Youth, and Low Income students	8,000.00 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to provide grade level release time for collaboration (two full days each year) 3,000.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Leadership meetings to analyze data, collaborate on teaching and instruction
2.4	To address students not meeting grade level standards on state and local assessments, the District will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards-based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low-Income students.	English Learner (EL), Foster Youth, and Low Income students	3,000.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries 4,000.00 Title I 1000-1999: Certificated Personnel Salaries 8,500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures Solution Tree PLC Conference for up to 5 people and on Site PD with Sarah Schuhl for PLT support
2.5	Fair Oaks Ranch Community School will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Learner (EL) and Low Income students	0.00 District Funded None Specified
2.6	Fair Oaks Ranch Community School will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0.00 District Funded None Specified
2.7	Fair Oaks Ranch Community School will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0.00 District Funded None Specified
2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified ELOP - District Only

2.9	Fair Oaks Ranch Community School will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All students	0.00 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified 2,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Purchase library books to support access to literacy materials
2.11	To address the underperformance on state and local assessment, Fair Oaks Ranch Community School will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students. We will add an additional Learning Support Teacher for Math. We may add Math and ELA academies before or after school as needed based on data.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified 500.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Before/After School Academies - extra hours for teachers
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income students	123,900.00 Prop 28 1000-1999: Certificated Personnel Salaries Music Programs 7,863.00 Prop 28 4000-4999: Books And Supplies Music supplies
2.13	Fair Oaks Ranch Community School will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, and Low Income students	2,000.00 LCFF- Supplemental 4000-4999: Books And Supplies Purchase devices to support instruction
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Fair Oaks Ranch Community School will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learner (EL), Foster Youth, and Low Income students	4000.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Computer Lab Extra Hours
2.15	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner (EL), Foster Youth, and Low Income students	0.00 District Funded None Specified
2.16	Fair Oaks Ranch Community School will provide differentiation and enrichment for students through	All students	2,000.00 LCFF-Base

		5000-5999: Services And Other Operating Expenditures Fluency and Fitness Educational Brain Breaks for K-2 3,500.00 LCFF-Base 5000-5999: Services And Other Operating Expenditures Byrdseed TV - differentiated activities to support advanced learners
the use of digital programs and differentiation materials		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The actions within Goal 2 were effective and continued to support student achievement. We were able to utilize our Teachers on Special Assignment to support our students with reading intervention known as Codebreakers. We will add a math Teacher on Special Assignment next year to support students with math foundational skills and tier 2 support next year. We have many student groups making steady progress, but we continue to need to provide additional support to our subgroups who are scoring below standard on the CAASPP test. Our English Learners showed tremendous growth in 2024-2025 with 45% of our English Learners making progress on the English Language Proficiency Assessment for California (ELPAC). Our Learning Support Teachers continued to provide excellent reading intervention, and Professional Development for our teachers to support their Tier 2 instruction in their classrooms.

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

Due to difficulties hiring a math intervention aide, funds originally allocated for one-on-one math support were redirected to support grade-level teacher release time for data analysis and instructional planning. The school partnered with Solution Tree to provide on-site professional development in Professional Learning Communities (PLCs), focusing on ensuring high-level learning for all students. Teachers identified essential standards and learning targets and developed both long-term and short-term instructional plans, including assessments and scheduled intervention time.

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

In Goal 2, we will be utilizing Title 1 money to take up to 5 people to a PLC Conference to improve our instructional practices to better support our students to ensure all students achieve at high levels through the engaging in Professional Learning Communities and working in collaborative teams to support student learning. We will also continue to work with a consultant from Solution Tree to build our instructional practice for PD.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

> **Student Engagement and Involvement**
> All families and the broader community are welcomed and are partners in supporting the whole child. We connect with 99.4% of our families through weekly and ongoing Parent Square messages from our teachers, school site and PTA.

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

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of parents connected and interacting with ParentSquare	Parent Square 2024-2025 982 out of 982 students have at least one parent/guardian connected on ParentSquare and are 100% Contactable 840 out of 1,330 parents interact within ParentSquare	2024-2025 Parent Square Goal Maintain that 100% of students have at least one parent/guardian connected on ParentSquare Increase the number of parents who interact with ParentsSquare to 875
Increase the number of conferences with parents of chronically absent students.	2024 While the number of students who are chronically absent has decreased by 4.3%, we are still in the yellow and would like to see an improvement on the CA Dashboard next year.	2024-2025 Chronic Absenteeism Conferences Increase parent engagement by meeting with parents of chronically absent students to offer support and strategies.
Parent Attendance at ELAC Meetings and Coffee with Principal	During the 2024–2025 school year, Fair Oaks Ranch experienced lower-than-expected parent attendance at both	In the 2025–2026 school year, Fair Oaks Ranch aims to increase parent attendance at both our Coffee with the

	English Language Advisory Council (ELAC) meetings and Coffee with the Principal meetings.	Principal meetings and English Language Advisory Council (ELAC) meetings. Our goal is to have 4–6 parents attend each meeting.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Fair Oaks Ranch Community School will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learner (EL) and Low Income	1,000.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries extra office hours to support families
3.2	Fair Oaks Ranch Community School will provide translation services to families who require translators for meetings or IEPs.	English Learner (EL) and Low Income	1,000.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Translation services for families
3.3	Fair Oaks Ranch Community School will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All students	0.00 District Funded None Specified 500.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Additional office hours to support communication about ELAC meetings
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English learners	0.00 District Funded None Specified
3.5	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0.00 District Funded None Specified
3.6	Fair Oaks Ranch Community School will provide parent education nights in the area of reading and math to support student achievement, and to support the home-school connection.	All students	2,500.00 LCFF-Base 1000-1999: Certificated Personnel Salaries

				Teacher support at parent education nights 1,733.00 LCFF-Base 4000-4999: Books And Supplies Supplies/materials for parent education nights

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We were able to implement most of the strategies within Goal 3. We were able to consistently provide translation services for families, and we have 99% of our families in contact through Parent Square.

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

Due to staffing challenges, we were not able to effectively hold all of our planned parent education nights. Coffee with Principal Meetings and our Board Meeting was well attended by family members with standing room only. We would like to increase attendance at our ELAC meetings next year by offering student celebrations during these events.

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

In Goal 3, we have hired a bilingual office assistant and a bilingual SSW who have helped facilitate communication with our bilingual families for reclassification, during ELAC meetings and have worked to build trust and promote attendance and parent engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

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

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

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

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

> Our data shows the need to continue supporting specific student groups through School Wide PBIS, Restorative Sessions and Classroom Lessons with our SSW, and positive behavior programs such as Capturing Kids' Hearts, PBIS SOAR Expectations, and Clear Behavior Protocols. These efforts aim to reduce suspension rates and foster a respectful, connected school environment. In the 2023–2024 Dashboard, our overall suspension rate rose by 1.7%, placing us in the orange performance level. We must continue monitoring these groups to address their social-emotional needs.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the student suspension rate	2024 California Dashboard Overall Suspension Rate of All students Blue –1.5% Students suspended at least one day 2024 California Dashboard Suspension Equity Report Orange - Students with Disabilities - 3.2%, African American 1.5%, Two or More Races-1.5%, Filipino 3.3%, and Hispanic 1.8% suspended at least one day.	In the 2025-2026 school year we will maintain or decrease our suspension rate 2025 California Dashboard Overall Suspension Rate of All students Blue –0.7% Students suspended at least one day 2025 California Dashboard Suspension Equity Report Green - English Learners less than 1% suspended at least one day (decrease by a minimum of 0.2%) Yellow - All Orange Students Groups will improve to less than 1 % suspended at least one day. (decrease by a minimum of 0.3%)
Increase the number of students who feel connected to staff and peers at school	2024-2025 CKH Student Survey: Scale 1-5 2nd- 5th grade - 402 student responses 402 students 4.7 My teachers care about me 4.2 My teachers use activities to create connections and relationships with students 3.4 I have one or more teachers who know more about me than my grades 3.4 Students at this school treat each other respectfully 4.0 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school 4.1 I like coming to school most days. 6th grade - 122 student responses 4.0. My teachers care about me 3.1 My teachers use activities to create connections and relationships with students 3.0 I have one or more teachers who know more about me than my grades	2025-2026 Goal CKH Student Survey: Scale 1-5 Maintain number of student responses 2nd- 5th grade 4.8 My teachers care about me 4.5 My teachers use activities to create connections and relationships with students 3.8 I have one or more teachers who know more about me than my grades 3.8 Students at this school treat each other respectfully 4.3 If I had a problem, I would be comfortable talking to a teacher, staff member or leader at school 4.5 I like coming to school most days. 6th grade 4.5. My teachers care about me 3.8 My teachers use activities to create connections and relationships with students 3.5 I have one or more teachers who know more about me than my grades

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0.00 District Funded None Specified
4.2	To remove barriers for low income students from accessing their academic program, Fair Oaks Ranch Community School will provide counseling to support social/emotional wellness and academic success in school.	Low Income	0.00 District Funded None Specified
4.3	To remove barriers for students from accessing their academic program, Fair Oaks Ranch Community School will provide counseling services to support social/emotional wellness and academic success in school.	All students	0.00 District Funded None Specified
4.4	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded None Specified
4.5	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Fair Oaks Ranch Community School will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	45,571.00 Title I 1000-1999: Certificated Personnel Salaries Social Worker 15,459.00 Title I 3000-3999: Employee Benefits Social Worker benefits
4.6	To support student connectedness and build positive relationships at the school site, Fair Oaks Ranch Community School provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learner (EL), Foster Youth, Low Income	1,000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures

				CKH Premium Subscription for staff 4,000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures CKH Training 1,000.00 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures PBIS Incentives
4.7	To support student engagement and connectedness, schools will promote a positive school climate to foster youth development and academic achievement.	All Students		0.00 District Funded None Specified 2,000.00 LCFF-Base 4000-4999: Books And Supplies materials to support monthly assemblies, Positive Behavior Interventions, and AR incentive program
4.8	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)		0.00 District Funded None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Our teachers and students worked hard to continue to implement Capturing Kids Hearts in the 2024-2025 school year. Through our training and use of the CKH strategies, we were honored as a Capturing Kids Hearts National Showcase school for the fourth year in a row.

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

We continued to implement the Bullying Prevention Unit from Second Step, and have seen an improved awareness around bullying, including how to identify and report any bullying incident to an adult. School Social Workers also planned and hosted a school wide Self Care fair.

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

Goal 4:We will continue to use Title I funds to support our social worker. We plan to offer Art Club and game activities during recess and lunch to help students who may not feel comfortable on the blacktop build connections.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$305,395.50
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$81,530.00

Subtotal of additional federal funds included for this school: $81,530.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF- Supplemental	$27,000.00
LCFF-Base	$65,102.50
Prop 28	$131,763.00

Subtotal of state or local funds included for this school: $223,865.50

Total of federal, state, and/or local funds for this school: $305,395.50

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	85,604.00	20,501.50
LCFF- Supplemental	37,826.00	10,826.00
Title I	88,250.00	6,720.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	27,000.00
LCFF-Base	65,102.50
Prop 28	131,763.00
Title I	81,530.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	190,471.00
2000-2999: Classified Personnel Salaries	8,500.00
3000-3999: Employee Benefits	15,707.50
4000-4999: Books And Supplies	70,717.00
5000-5999: Services And Other Operating Expenditures	11,500.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	6,500.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	6,500.00
4000-4999: Books And Supplies	LCFF- Supplemental	8,000.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	2,500.00
2000-2999: Classified Personnel Salaries	LCFF-Base	2,000.00
3000-3999: Employee Benefits	LCFF-Base	248.50
4000-4999: Books And Supplies	LCFF-Base	54,854.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base	5,500.00
1000-1999: Certificated Personnel Salaries	Prop 28	123,900.00
4000-4999: Books And Supplies	Prop 28	7,863.00
1000-1999: Certificated Personnel Salaries	Title I	57,571.00
3000-3999: Employee Benefits	Title I	15,459.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,369.50
Goal 2	174,263.00
Goal 3	6,733.00
Goal 4	69,030.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diane Diamond Principal	Principal
Carol Cota, Teacher	Classroom Teacher
Kelly McCormick, Teacher	Classroom Teacher
Gabriella Perez, Classified Staff	Other School Staff
Marcos Ballesteros, Parent	Parent or Community Member
Tanya Lopez, Parent	Parent or Community Member
Kristen Galvan, Parent	Parent or Community Member
Michael Tzanetatos, Parent	Parent or Community Member
Robert Rhoten	Parent or Community Member
Jennifer Nicastro	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

Principal, Diane Diamond on May 21, 2025

SSC Chairperson, Kristen Galvan on May 21, 2025

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

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

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:
  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:
  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

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

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023
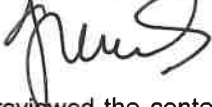
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

Principal, Diane Diamond on May 21, 2025

SSC Chairperson, Kristen Galvan on May 21, 2025