School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fair Oaks Elementary School	07 61754 6004055	5/28/2024	

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

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

> Schoolwide Program
> Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula (LCFF) and Title 1, as they relate to improving academic performance for all students. Fair Oaks has been identified for CSI under Low Performing.

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

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Plan Description

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

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

› Schoolwide Program

› Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and community on budget allocation and expenditures beyond base funding of Local Control Funding Formula (LCFF) and Title 1, as they relate to improving academic performance for all students. Fair Oaks has been identified for CSI under Low Performing.

The Fair Oaks community has created a School Plan that attempts to meet all the requirements while remaining aligned with the focuses of LCAP, and all federal, state, and local programs. The process of creating this plan included a significant review of the effectiveness of prior year plans and actions and how to best meet the needs of all students to create a college/career bound culture and to address the particular needs of our most academically challenged student groups.

Educational Partner Involvement

How, when, and with whom did Fair Oaks Elementary 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

The School Site Council (SSC) is the primary access for educational partner engagement in the SPSA review and update process. The SSC is comprised of an even number of Parent/Community members and School Staff members and is charged with creating and reviewing the SPSA. The SSC meets on a monthly basis with the primary focus of most of those meeting on elements of the SPSA. We began looking at spending proposals for the 2024-2025 school year, specifically around school funded staffing costs, at the SSC meeting on 2/21/24. The CA School Dashboard data was presented and staff feedback was collected at the 3/27/24 and 5/1/24 staff meeting. The initial 2024-2025 SPSA plan was presented to the SSC on 5/28/2024 for feedback and approval. The 2023-2024 SPSA will be further reviewed and additional feedback for the 2024-2025 SPSA will be collected at the SSC meeting in October 2024. The SPSA will also be presented at the December 2025 ELAC and Coffee and Conversations with the Principal. The SSC will continue to monitor the plan and will make adjustments as needed.

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.

Fair Oaks has a high proportion of English Learners and students from socioeconomically disadvantaged backgrounds. Research shows that these students often struggle to perform at high levels on standardized tests. While we provide teacher training to address these challenges, managing change effectively requires significant supervision and coaching resources to ensure that the strongest strategies are consistently implemented. Currently, our fiscal resources are allocated to provide a part-time reading interventionist. However, additional resources would enable us to fund a math intervention program, which we currently cannot afford. Furthermore, the lower level of parent involvement necessitates the use of more school resources, staff time, and school funds to ensure that students at Fair Oaks receive the same opportunities for community engagement and support.

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.

Chronic Absenteeism - Red, Suspension Rate - Orange, English Learner Progress - Orange, English Language Arts - Red, Mathematics - Red

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.

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 Reading - 34% On or Above Grade Level, 37% One Grade Level Below, 30% Two or More Grade Levels Below
iReady Math - 18% On or Above Grade Level, 48% One Grade Level Below, 33% Two or More Grade Levels Below

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 Elementary 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%	%	0	0	
African American	8.17%	6.62%	7.41%	25	21	22
Asian	13.73%	10.73%	14.48%	42	34	43
Filipino	2.29%	1.58%	2.02%	7	5	6
Hispanic/Latino	42.48%	41.64%	43.43%	130	132	129
Pacific Islander	2.61%	1.58%	0.67%	8	5	2
White	14.38%	15.46%	18.52%	44	49	55
Multiple/No Response	7.84%	6.62%	10.10%	24	21	30
			Total Enrollment	306	317	297

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	66	80	45
Grade 1	50	49	62
Grade 2	40	46	49
Grade3	46	45	36
Grade 4	52	49	38
Grade 5	52	48	42
Total Enrollment	306	317	297

Conclusions based on this data:

1. There was a slight upward trend in the enrollment of Fair Oaks over the last couple of years.

2. The Hispanic/Latino population is declining each year, although the decline last year was much smaller than the trend of previous years.

3. Our Asian population rose significantly in 20-21 but has fallen each year since.

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	130	129	127	35.3%	42.5%	42.6%
Fluent English Proficient (FEP)	38	39	35	13.2%	12.4%	11.8%
Reclassified Fluent English Proficient (RFEP)				6.5%		

Conclusions based on this data:

1. There was a dip in the percentage of English Learners (Emerging Bilinguals) in the 20-21 school year, however, that number returned to previous levels the last two years.

2. The percentage of bilingual students who are entering school being Fluent English Proficient has remained fairly stable.

3. While there are no students showing as reclassified during the 21-22 school year, there were in fact 11 students who reclassified using the data from the end of the 21-22 school year and 9 students in the 22-23 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	44	43	42	38	41	40	38	41	89.4	86.4	95.3
Grade 4	53	53	48	49	48	47	49	48	47	92.5	90.6	97.9
Grade 5	47	55	51	44	47	49	42	47	49	93.6	85.5	96.1
All Grades	147	152	142	135	133	137	131	133	137	91.8	87.5	96.5

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2345.	2361.	2322.	5.00	5.26	2.44	12.50	13.16	14.63	15.00	34.21	21.95	67.50	47.37	60.98
Grade 4	2385.	2386.	2363.	8.16	4.17	4.26	4.08	12.50	8.51	28.57	22.92	17.02	59.18	60.42	70.21
Grade 5	2440.	2418.	2415.	11.90	4.26	4.08	21.43	14.89	14.29	11.90	21.28	20.41	54.76	59.57	61.22
All Grades	N/A	N/A	N/A	8.40	4.51	3.65	12.21	13.53	12.41	19.08	25.56	19.71	60.31	56.39	64.23

Overall Achievement for All Students

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.00	5.26	0.00	37.50	52.63	41.46	52.50	42.11	58.54
Grade 4	8.16	4.17	6.38	57.14	56.25	48.94	34.69	39.58	44.68
Grade 5	14.29	4.26	4.08	54.76	61.70	53.06	30.95	34.04	42.86
All Grades	10.69	4.51	3.65	50.38	57.14	48.18	38.93	38.35	48.18

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Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.11	0.00	4.88	32.43	60.53	36.59	59.46	39.47	58.54
Grade 4	2.08	4.17	6.38	43.75	43.75	25.53	54.17	52.08	68.09
Grade 5	11.90	6.38	6.12	30.95	23.40	48.98	57.14	70.21	44.90
All Grades	7.09	3.76	5.84	36.22	41.35	37.23	56.69	54.89	56.93

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Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.50	2.63	2.44	62.50	81.58	68.29	35.00	15.79	29.27
Grade 4	4.08	4.17	2.13	73.47	62.50	61.70	22.45	33.33	36.17
Grade 5	11.90	6.38	10.20	69.05	68.09	59.18	19.05	25.53	30.61
All Grades	6.11	4.51	5.11	68.70	69.92	62.77	25.19	25.56	32.12

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.50	2.63	4.88	57.50	71.05	48.78	35.00	26.32	46.34
Grade 4	6.12	4.17	4.26	65.31	62.50	51.06	28.57	33.33	44.68
Grade 5	11.90	4.26	0.00	54.76	57.45	57.14	33.33	38.30	42.86
All Grades	8.40	3.76	2.92	59.54	63.16	52.55	32.06	33.08	44.53

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Conclusions based on this data:

1. There was more of an emphasis on students completing the assessments last year and we were able to get our percentage of students tested to 96.5%.

2. The percentage of students exceeding or meeting the standards has fall again during the 22-23 school year. We need a bigger focus on reading skills, particularly for our students who were in the lower grades during distance learning.

3. There was an increase in the percentage of students performing above standard in writing and listening but declines in reading and research/inquiry.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	44	43	38	41	41	37	41	41	80.9	93.2	95.3
Grade 4	53	53	48	49	51	46	49	51	46	92.5	96.2	95.8
Grade 5	47	55	51	45	53	47	45	53	47	95.7	96.4	92.2
All Grades	147	152	142	132	145	134	131	145	134	89.8	95.4	94.4

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2383.	2387.	2354.	10.81	7.32	0.00	16.22	12.20	12.20	29.73	39.02	39.02	43.24	41.46	48.78
Grade 4	2393.	2369.	2411.	6.12	1.96	8.70	12.24	3.92	10.87	22.45	29.41	28.26	59.18	64.71	52.17
Grade 5	2423.	2400.	2409.	6.67	1.89	4.26	8.89	5.66	14.89	24.44	15.09	14.89	60.00	77.36	65.96
All Grades	N/A	N/A	N/A	7.63	3.45	4.48	12.21	6.90	12.69	25.19	26.90	26.87	54.96	62.76	55.97

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.51	12.20	0.00	37.84	51.22	48.78	48.65	36.59	51.22
Grade 4	10.20	3.92	2.17	16.33	25.49	52.17	73.47	70.59	45.65
Grade 5	6.67	0.00	6.38	31.11	20.75	27.66	62.22	79.25	65.96
All Grades	9.92	4.83	2.99	27.48	31.03	42.54	62.60	64.14	54.48

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.81	7.32	4.88	45.95	43.90	43.90	43.24	48.78	51.22
Grade 4	6.12	1.96	8.70	38.78	39.22	34.78	55.10	58.82	56.52
Grade 5	8.89	1.89	4.26	35.56	35.85	34.04	55.56	62.26	61.70
All Grades	8.40	3.45	5.97	39.69	39.31	37.31	51.91	57.24	56.72

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.81	7.32	2.44	51.35	70.73	56.10	37.84	21.95	41.46
Grade 4	8.16	0.00	8.70	42.86	39.22	45.65	48.98	60.78	45.65
Grade 5	6.67	3.77	4.26	46.67	50.94	48.94	46.67	45.28	46.81
All Grades	8.40	3.45	5.22	46.56	52.41	50.00	45.04	44.14	44.78

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Conclusions based on this data:

1. There was great growth in math during the 22-23 school year, although they are just returning to levels from the 20-21 school year.

2. There is still a lot of work to be done in math instruction to see our more of our students succeed.

3. Concepts and procedures seem to be an area of need for Fair Oaks.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1372.3	1378.0	1351.7	1382.5	1389.0	1357.2	1348.2	1352.0	1338.5	24	34	33
1	1415.5	1420.7	1385.0	1436.1	1451.8	1406.5	1394.7	1389.1	1363.0	21	18	27
2	1452.2	1427.1	1412.9	1470.5	1442.5	1416.3	1433.5	1411.1	1409.0	23	19	21
3	1491.8	1440.7	1473.3	1497.9	1439.1	1479.4	1485.2	1441.8	1466.8	22	21	18
4	1467.6	1464.7	1480.8	1460.7	1475.0	1494.8	1474.0	1453.8	1466.4	15	18	20
5	1507.9	1452.5	1477.1	1500.6	1449.2	1474.9	1514.7	1455.3	1478.7	16	19	16
All Grades										121	129	135

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.17	2.94	3.03	16.67	26.47	9.09	45.83	35.29	42.42	33.33	35.29	45.45	24	34	33
1	4.76	0.00	0.00	19.05	27.78	14.81	47.62	44.44	44.44	28.57	27.78	40.74	21	18	27
2	4.35	5.26	4.76	56.52	31.58	28.57	21.74	36.84	19.05	17.39	26.32	47.62	23	19	21
3	22.73	28.57	11.11	22.73	14.29	27.78	27.27	19.05	44.44	27.27	38.10	16.67	22	21	18
4	0.00	22.22	30.00	21.43	38.89	15.00	28.57	5.56	20.00	50.00	33.33	35.00	14	18	20
5	18.75	0.00	25.00	43.75	15.79	12.50	6.25	31.58	12.50	31.25	52.63	50.00	16	19	16
All Grades	9.17	9.30	10.37	30.00	25.58	17.04	30.83	29.46	32.59	30.00	35.66	40.00	120	129	135

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.17	8.82	6.06	20.83	29.41	15.15	41.67	26.47	33.33	33.33	35.29	45.45	24	34	33
1	19.05	22.22	3.70	23.81	22.22	48.15	33.33	44.44	18.52	23.81	11.11	29.63	21	18	27
2	26.09	21.05	9.52	43.48	36.84	38.10	17.39	21.05	19.05	13.04	21.05	33.33	23	19	21
3	31.82	38.10	27.78	27.27	14.29	27.78	13.64	9.52	22.22	27.27	38.10	22.22	22	21	18
4	0.00	44.44	50.00	50.00	16.67	15.00	14.29	5.56	15.00	35.71	33.33	20.00	14	18	20
5	25.00	21.05	37.50	43.75	21.05	6.25	18.75	15.79	18.75	12.50	42.11	37.50	16	19	16
All Grades	18.33	24.03	19.26	33.33	24.03	25.93	24.17	20.93	22.22	24.17	31.01	32.59	120	129	135

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

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.17	0.00	0.00	12.50	17.65	3.03	50.00	38.24	42.42	33.33	44.12	54.55	24	34	33
1	0.00	0.00	0.00	19.05	16.67	7.41	33.33	27.78	29.63	47.62	55.56	62.96	21	18	27
2	4.35	5.26	4.76	43.48	21.05	28.57	26.09	31.58	14.29	26.09	42.11	52.38	23	19	21
3	4.55	19.05	0.00	27.27	19.05	27.78	36.36	14.29	50.00	31.82	47.62	22.22	22	21	18
4	7.14	11.11	5.00	7.14	22.22	20.00	14.29	33.33	25.00	71.43	33.33	50.00	14	18	20
5	12.50	0.00	6.25	12.50	0.00	18.75	37.50	31.58	18.75	37.50	68.42	56.25	16	19	16
All Grades	5.00	5.43	2.22	21.67	16.28	15.56	34.17	30.23	31.11	39.17	48.06	51.11	120	129	135

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	14.71	15.15	62.50	50.00	39.39	25.00	35.29	45.45	24	34	33
1	19.05	22.22	33.33	66.67	66.67	37.04	14.29	11.11	29.63	21	18	27
2	21.74	5.26	4.76	65.22	73.68	61.90	13.04	21.05	33.33	23	19	21
3	50.00	52.38	16.67	40.91	23.81	61.11	9.09	23.81	22.22	22	21	18
4	28.57	50.00	35.00	57.14	16.67	45.00	14.29	33.33	20.00	14	18	20
5	37.50	0.00	18.75	56.25	68.42	56.25	6.25	31.58	25.00	16	19	16
All Grades	27.50	23.26	20.74	58.33	49.61	48.15	14.17	27.13	31.11	120	129	135

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

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	11.76	4.17	37.50	55.88	54.17	54.17	32.35	41.67	24	34	24
1	19.05	16.67	13.64	42.86	55.56	54.55	38.10	27.78	31.82	21	18	22
2	30.43	42.11	31.25	56.52	26.32	37.50	13.04	31.58	31.25	23	19	16
3	45.45	33.33	41.18	18.18	23.81	29.41	36.36	42.86	29.41	22	21	17
4	7.14	44.44	50.00	50.00	22.22	20.00	42.86	33.33	30.00	14	18	20
5	37.50	42.11	43.75	43.75	15.79	18.75	18.75	42.11	37.50	16	19	16
All Grades	25.00	29.46	28.70	40.83	35.66	37.39	34.17	34.88	33.91	120	129	115

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	2.94	0.00	62.50	58.82	60.61	37.50	38.24	39.39	24	34	33
1	9.52	11.11	0.00	42.86	33.33	29.63	47.62	55.56	70.37	21	18	27
2	13.04	5.26	0.00	56.52	57.89	47.62	30.43	36.84	52.38	23	19	21
3	18.18	9.52	0.00	36.36	42.86	61.11	45.45	47.62	38.89	22	21	18
4	7.14	5.56	5.00	21.43	44.44	25.00	71.43	50.00	70.00	14	18	20
5	12.50	0.00	12.50	50.00	36.84	25.00	37.50	63.16	62.50	16	19	16
All Grades	10.00	5.43	2.22	46.67	47.29	42.96	43.33	47.29	54.81	120	129	135

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Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	11.76	4.35	54.17	52.94	52.17	33.33	35.29	43.48	24	34	23
1	0.00	0.00	0.00	61.90	66.67	61.90	38.10	33.33	38.10	21	18	21
2	4.35	5.26	23.53	73.91	63.16	35.29	21.74	31.58	41.18	23	19	17
3	0.00	23.81	16.67	72.73	42.86	61.11	27.27	33.33	22.22	22	21	18
4	0.00	33.33	15.00	42.86	33.33	45.00	57.14	33.33	40.00	14	18	20
5	6.25	0.00	18.75	62.50	52.63	37.50	31.25	47.37	43.75	16	19	16
All Grades	4.17	12.40	12.17	62.50	51.94	49.57	33.33	35.66	38.26	120	129	115

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

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Conclusions based on this data:

1. The number of students tested has remained relatively stable.

2. We had a higher population of students at a level one during the 21-22 school year.

3. There was a significant increase in the number of students scoring well developed in writing, however a drop in the number of students for reading.

School and Student Performance Data

California School Dashboard
Student Population

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
317	**72.6**	**40.7**	**0.3**
Total Number of Students enrolled in Fair Oaks Elementary 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	129	40.7
Foster Youth	1	0.3
Homeless	2	0.6
Socioeconomically Disadvantaged	230	72.6
Students with Disabilities	66	20.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	6.6
Asian	34	10.7
Filipino	5	1.6
Hispanic	132	41.6
Two or More Races	21	6.6
Pacific Islander	5	1.6
White	49	15.5

Conclusions based on this data:

1. The school has a high percentage of students from Socioeconomically Disadvantaged backgrounds. Research shows that these students typically will have more difficulty achieving high levels of academic success compared to their more advantaged peers.

2. The school has a high percentage of English Learners. This group of students typically has a high percentage of students scoring at the lowest proficiency levels on standardized tests.

3. Fair Oaks has a lot of work ahead of it to try to provide equitable academic outcomes for all of its students.

School and Student Performance Data
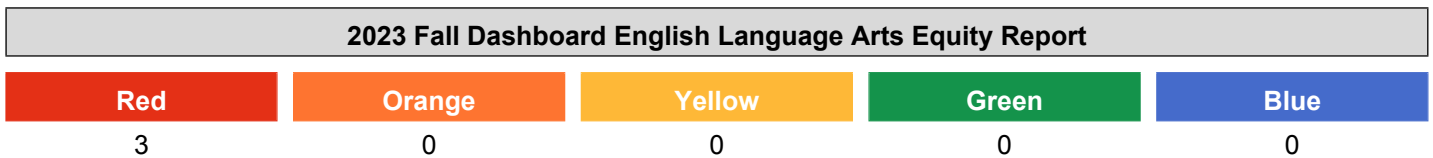
Overall Performance

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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

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English learner progress is an area of strength for Fair Oaks.

2. Chronic Absenteeism is a major concern and academic performance in both reading and math are of major concern.

3. Despite some behavioral challenges coming back from the pandemic, our suspension rate has remained low.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
96.1 points below standard	112.7 points below standard	0 Students
Decreased Significantly -18 points	Decreased Significantly -20.3 points	
125 Students	62 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	164.4 points below standard
1 Student	94.2 points below standard	Decreased Significantly -19 points
	Decreased -13.9 points	32 Students
	102 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	No Performance Color 0 Students	119.4 points below standard Decreased Significantly -47.2 points 15 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 104.3 points below standard Decreased -14.6 points 55 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students	54.3 points below standard Decreased -14.1 points 23 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
149.4 points below standard Decreased Significantly -19.8 points 36 Students	61.9 points below standard Decreased Significantly -51.4 points 26 Students	86.4 points below standard Decreased -13 points 53 Students

Conclusions based on this data:

1. All of our student groups scored in the very low range for ELA.

2. The reclassified English learners significantly out performed the current English learners as well as the English only students.

3. The gap in achievement between the current English learners and the school as a whole is of great concern.

School and Student Performance Data
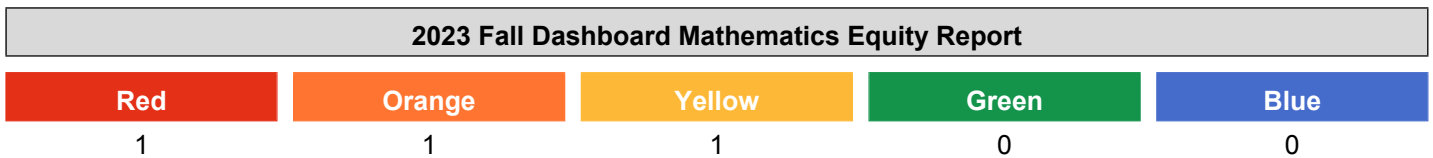
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	0	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
96.6 points below standard	101.8 points below standard	0 Students
Maintained -0.8 points	Increased +4.4 points	
125 Students	62 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	171.9 points below standard
2 Students	93.1 points below standard	Decreased Significantly -19.8 points
	Increased +3.3 points	33 Students
	101 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	No Performance Color 0 Students	106.5 points below standard Decreased Significantly -19 points 15 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 102.5 points below standard Decreased -3.8 points 55 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students	76.9 points below standard Maintained -1.9 points 23 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
150.6 points below standard Decreased Significantly -24.7 points 38 Students	49.4 points below standard Increased +14.5 points 26 Students	99.6 points below standard Decreased -4.4 points 53 Students

Conclusions based on this data:

1. All of our student groups scored in the very low range for Math.

2. The Reclassified English learners out performed both the current English learners and the English only students in math.

3. All student groups scored at a similar distance from proficient, however, English learners were slightly lower.

School and Student Performance Data

## Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
43.2% making progress towards English language proficiency
Number of EL Students: 88 Students
Performance Level: 2
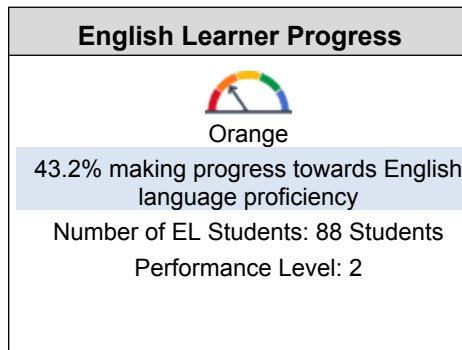
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15	34	0	38

Conclusions based on this data:

1. Over half of our English learners progressed at least one level.

2. We saw around a quarter of our students decrease in their ELP level.

3. There are no students who maintained at a level 4, however many of the students who scored at a level 4 were able to reclassify.

School and Student Performance Data
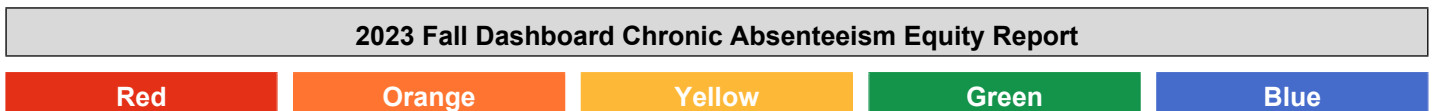
Academic Performance
College/Career Report

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

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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.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1. n/a

School and Student Performance Data

Academic Engagement
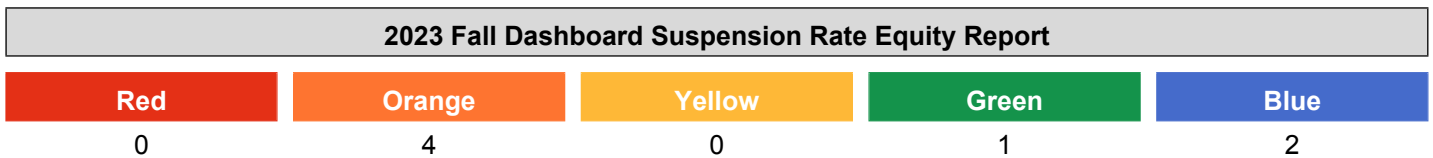### Chronic Absenteeism

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

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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.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	Less than 11 Students
40.4% Chronically Absent	37.2% Chronically Absent	
Increased Significantly 3.5	Increased Significantly 9.3	2 Students
344 Students	156 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
	39.1% Chronically Absent	51.9% Chronically Absent
3 Students	Increased Significantly 3.2	Increased 19.1
	266 Students	81 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
51.9% Chronically Absent	No Performance Color	Red	Less than 11 Students
Declined -7.4	0 Students	38.3% Chronically Absent	6 Students
27 Students		Increased 14.9	
		47 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	Less than 11 Students	Red
44.8% Chronically Absent	32.7% Chronically Absent	6 Students	30.2% Chronically Absent
Increased 3.6	Declined -7		Increased 11.4
143 Students	52 Students		63 Students

Conclusions based on this data:

1. All student groups scored at a high or very high rate for chronic absenteeism. Guidelines around staying home with symptoms of COVID-19 contributed to the absenteeism.

2. Our white students had the lowest rate with our Hispanic students having the highest rate.

3. This is an important area of concern for Fair Oaks.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1. n/a

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	1	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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	Less than 11 Students
2.5% suspended at least one day	0.6% suspended at least one day	3 Students
Increased 1.9	Maintained 0	
362 Students	163 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
6 Students	2.9% suspended at least one day	1.2% suspended at least one day
	Increased Significantly 2.5	Increased 1.2
	276 Students	83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
10.7% suspended at least one day	No Performance Color	Blue	Less than 11 Students
Increased 10.7	0 Students	0% suspended at least one day	6 Students
28 Students		Maintained 0	
		49 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	Less than 11 Students	Orange
2.6% suspended at least one day	0% suspended at least one day	6 Students	1.6% suspended at least one day
Increased 1.9	Declined -1.5		Increased 1.6
153 Students	56 Students		64 Students

Conclusions based on this data:

1. The suspension rate at Fair Oaks is very low.

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.

Goal 1
College and Career
All students will receive a high-quality education, with equitable high expectations aligned with the Common Core State Standards, and have access to technology in a safe and welcoming environment. This environment will not only prepare them for further study toward college and career goals but also foster their readiness to become responsible adult members of their community, all while promoting both their physical and mental well-being.

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

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

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.

Fair Oaks has a high percentage of students who are in demographic groups that are educationally under served and struggle with preparedness for college and career. We are seeing several student groups, most significantly Black/African American, Special Education and English Learners, performing well below the school average. We are also seeing a high rate of chronic absenteeism among our students, specifically our Black/African American students.

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
CAASPP ELA - Distance from Level 3 (Standard Met)	-101	Increase by twenty points to -81
CAASPP ELA - Distance from Level 3 (Standard Met) for English Learners	-157	Increase by twenty points to -137
CAASPP ELA - Distance from Level 3 (Standard Met) for Socioeconomic Disadvantaged Students	-93	Increase by twenty points to -73
CAASPP ELA - Distance from Level 3 (Standard Met) for Special Education Students	-165	Increase by twenty points to -145
CAASPP ELA - Distance from Level 3 (Standard Met) for Black or African American Students	-178	Increase by twenty three points to -158
CAASPP Math - Distance from Level 3 (Standard Met) for All Students	-92	Increase by twelve points to -80
CAASPP Math - Distance from Level 3 (Standard Met) for English Learners	-131	Increase by eleven points to -120

CAASPP Math - Distance from Level 3 (Standard Met) for Socioeconomic Disadvantaged Students	-93	Increase by thirteen points to -80
CAASPP Math - Distance from Level 3 (Standard Met) for Special Education Students	-152	Increase by twenty points to -132
CAASPP Math - Distance from Level 3 (Standard Met) for Black or African American Students	-167	Increase by seventeen points to -150
CAASPP ELA - Increase the Percentage of All Students who Met or Exceed the Standards	16%	Increase by 9% to 25%
CAASPP Math - Increase the Percentage of All Students who Met or Exceed the Standards	17%	Increase by 8% to 25%
Suspensions	3	No more than 1% = 3 students
Overall Chronic Absenteeism	20.6%	Decrease by 5.6% to 15%
Chronic Absenteeism for Black or African American students	31.8%	Decrease by 16.8% to 15%

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	1.1 Intervention and Instructional Support Staff	All Students	94,773 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 0.8 Reading Intervention Teacher focused on EL students 22,494 CSI (3282) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 0.2 Reading Intervention Teacher focused on EL students 51,343 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 3 Part Time Instructional Assistants to support K/1 Teachers
1.2	1.2 Supplemental materials and experiences to enhance student learning.	All Students	Title I Carryover 4000 - 4999 Books and Supplies Purchase supplemental materials to enhance learning acceleration in math and ELA.

				1,600 LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplemental Scholastic News. Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Field Trips to teach content knowledge and provide experiential, hands-on learning opportunities.
1.3	1.3 Implement AVID and learning acceleration strategies school wide to promote college and career readiness.	All Students		8,725 CSI (3282) 4000 - 4999 Books and Supplies Purchase of binders, folders, planners, and Kindergarten storage boxes to promote AVID organization and collaborative structures. Title I Carryover 4000 - 4999 Books and Supplies Supplies for College & Career day
1.4	1.4 Provide updated technology in the classroom to aide in providing engaging and differentiated lessons for all students in the classroom.	All Students		2,500 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) License and registration fees for supplemental online programs Title I Carryover 4000 - 4999 Books and Supplies Classroom Technology (Projectors/Smartboards, Document Cameras, Printers, etc)
1.5	1.5 Implement a school-wide PBIS program to promote a positive school climate that is welcoming and safe.	All Students		500 LCFF Supplemental 4000 - 4999 Books and Supplies Behavior and character-building programs for students including the student store. 168 LCFF Supplemental 4000 - 4999 Books and Supplies

				Awards, assemblies and other strategies to promote positive behavior and satisfactory attendance. Title I Carryover 4000 - 4999 Books and Supplies Purchase books/other materials that support student learning and reinforcement of our Considerate Conduct themes and school rules. Title I Carryover 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional hours for campus supervisors to be trained in conflict resolution and best practices in supervising.
1.6	1.6 Supplemental programs to promote social emotional learning, health, and wellness	All Students		2,000 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Social Emotional and Character Development Curriculum 21,815 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Recess structured activity program with an emphasis on SEL and PBIS 16,439 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Physical education program & curriculum 11,069 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Physical education program & curriculum 5,482 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures

			(Excludes other 5000 series listed below) Garden Education Program Title I Carryover 4000 - 4999 Books and Supplies Restock sensory tool (chair bands, wobble stools, fidgets, etc) library for teachers to use with students who need help with attention and focus Partnership with La Clinica to provide dental services to students on campus. 21,199 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Add .2 FTE to counseling position to support student mental health 21,199 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Add .2 FTE to counseling position to support student mental health
1.7	1.7 Technology and staff to help ensure a safe environment for learning.	All Students	4,804 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Noon Supervisor to help promote and maintain a positive and safe environment in the cafeteria before school, during lunch and lunch recess. Update campus fencing to increase campus security - district funded

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

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.

Goal 2 Engagement Parents, guardians, family, and community will be informed, engaged, and connected as partners with all Fair Oaks' staff to support student learning.

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

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

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.

Increase parent engagement to increase student performance outcomes.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/Guardian Attendance at School Events	60% of Families attended Back to School Night	80% attendance at Back to School Night
Increase Classroom Volunteerism	Classroom Volunteers are small in number and not in all classrooms.	At least 1 classroom volunteer per teacher.
Provide more engaging events to attract parent participation	Events are planned seasonally	At least 1 engagement activity every other month (5 per year)
Parent Climate Surveys	18 surveys were submitted during the 21-22 California School Parent survey.	Increase the number of survey responses to at least 50

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	2.1 Subsidize finger printing costs to promote increased classroom volunteerism. Honor volunteers throughout the year.	All Students	600 Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

			Subsidize finger printing costs for parent volunteers
2.2	2.2 Parent and family engagement	All Students	539 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Event Costs 150 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Postage for family communication
2.5	2.4 Parent education to build capacity to actively engage in their child's education.	All Students	Title I Carryover 5800 Professional/Consulting Services and Operating Expenditures Presenter fees Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher pay for participation in parent learning nights.
2.11			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

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.

> **Goal 3**
> Professional Development
> Highly trained teachers and staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education and health of all students.

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

> High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

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.

> Teachers need training to further develop their learning and delivery of effective teaching, especially for English Learners and culturally responsive practices.

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
Scheduling/planning of effective Staff Meeting/PD sessions during Wednesday meetings	Strategies learned during training not regularly observed in action.	Learned strategies quickly put into effect so they can be observed, discussed, and adjusted.
Conference/PD Attendance	6 staff members attended conferences in 22-23	Teachers/staff members will attend a PD opportunity at least every other year to grow their skills.

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	3.1 Professional development to enable staff to provide equitable access to high quality curriculum; conference attendance, presenters, registration fees, travel costs	All Students	6,145.58 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Presenter fees/materials for events/training sessions and conference attendance including those related to

				specific needs of EL students and culturally responsive teaching. 1,357 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Presenter fees/materials for events/training sessions and conference attendance including those related to specific needs of EL students and culturally responsive teaching. 3,920 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute coverage for instructional rounds PD
3.2	3.2 Site based planning for equitable learning for all students.	All Students		Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Leadership pay - extra pay for after hours work for planning and checking on effectiveness. 7,840 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute coverage for teacher release planning time, additional support, assessments, data analysis and learning acceleration implementation.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

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.

Goal 4
Focal Scholars
Focus scholars, specifically Black/African American students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

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

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

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.

Currently there is a glaring discrepancy in the academic achievement of our Black/African American students when compared to the achievement of the school as a whole. We need to implement strategies to close this gap. Currently Fair Oaks is a focal school for the district CCEIS plan which offers additional funding and resources to support our 60 focal scholars. This goal will focus on additional support offered, above the school-wide programs such as AVID and PBIS which are addressed in Goal 1, and work to provide high expectations and educational opportunities school wide.

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
CAASPP ELA - Distance from Level 3 (Standard Met) for Black or African American Students	-178	Increase by twenty three points to -155
CAASPP Math - Distance from Level 3 (Standard Met) for Black or African American Students	-167	Increase by seventeen points to -150
Chronic Absenteeism for Black or African American students	31.8%	Decrease by 16.8% to 15%

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	4.1 Focal scholars will have access to intervention in both academics and mental health.	Other Subgroups Focal Scholars	

			Fred Finch Therapist, 5 days per week - district funded Online Tutoring - district funded
4.2	5.2 Host town hall meetings to gather data on our underserved communities	Other Subgroups Focal Scholars	500 LCFF Supplemental 4000 - 4999 Books and Supplies Event costs

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$307,161.58
Total Federal Funds Provided to the School from the LEA for CSI	$$58,275.00

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
CSI (3282)	$58,275.00
LCFF Supplemental	$124,000.00
Site Discretionary	$11,069.00
Title I (3070)	$112,678.58
Title I Parent Engagement (3068)	$1,139.00

Subtotal of state or local funds included for this school: $307,161.58

Total of federal, state, and/or local funds for this school: $307,161.58

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
Site Discretionary	32,780	21,711.00
LCFF Supplemental	124,000	0.00
CSI (3282)	58,275	0.00
Title I Parent Engagement (3068)	1,139	0.00
Title I (3070)	112,678.58	0.00
Title I Carryover	0	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI (3282)	58,275.00
LCFF Supplemental	124,000.00
Site Discretionary	11,069.00
Title I (3070)	112,678.58
Title I Parent Engagement (3068)	1,139.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	148,931.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	78,641.00
4000 - 4999 Books and Supplies	12,032.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	67,557.58

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	21,199.00

2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	22,494.00
4000 - 4999 Books and Supplies	CSI (3282)	8,725.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	CSI (3282)	5,857.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	21,199.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	56,147.00
4000 - 4999 Books and Supplies	LCFF Supplemental	2,768.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	43,886.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Site Discretionary	11,069.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	106,533.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	6,145.58
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	539.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	286,110.00
Goal 2	1,289.00
Goal 3	19,262.58
Goal 4	500.00

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

NA Secondary Students

Name of Members	Role
Carolyn Hull	Principal
Julia Romero	Classroom Teacher
Kaija Cook	Classroom Teacher
Kristen Thompson	Classroom Teacher
Melinda Schroeder	Other School Staff
LaTonya Germany	Parent or Community Member
Natasha Rahman	Parent or Community Member
Janette Juico	Parent or Community Member
David Kludt	Parent or Community Member
Brenda Zygutis	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 5/28/2024.

Attested:

	Principal, Carolyn Hull on 5/28/2024
	SSC Chairperson, Carolyn Hull on 5/28/2024

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/

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