

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fair Oaks Elementary School	07 61754 6004055	11/8/2023	

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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 ATSI for the following student groups: Asian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and Two or More Races.

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

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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The California Schools Surveys were completed by students, parents and staff during the 21-22 school year.

For the parent survey there were a total of 18 responses. This far lower than the 92 who responded during the 19-20 school year but is the same number of respondents (18) as 2018-2019. Also worth noting is that 0% of respondent reported as Black or African American and only 28% reported being Hispanic despite being 8% and 42% of our population, respectively. Responses were gathered in several areas of school activity and life and we are focusing on the "Student Learning Environment".

83% of parents strongly agreed or agreed with the statement "This school promotes academic success for all students." 82% of parents strongly agree or agree that "This school provides high quality instruction to my child." Parent education regarding how we address providing each student with first time instruction and later supports is important. Increased school to home communication about specifics of how teachers are helping each student is also necessary. Explaining the Common Core standards and how teachers are changing instruction to respond to the new standards is also a challenge.

## Classroom Observations

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

Classroom observations are completed regularly by the principal. These observations are done informally to look for signs of rigorous instruction and an orderly classroom environment. There are also occasional informal observations completed by district office personnel. The principal completed evaluations for six certificated teachers during the 2022-2023 school year. This requires a minimum of two formal observations per teacher and two meetings to deliver feedback to each of those teachers.

Additionally, last year all classroom teachers participated in instructional rounds. During this process, teachers had the opportunity to observe math instruction in three classrooms and debrief to look for common trends and next steps in our implementation of learning acceleration.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

State and local assessment data is being used to generally inform instruction on the Common Core standards. State assessments in both the academic standards (CAASPP) and English Language Development (ELPAC) were administered in the 2022-2023 school year. We are using our district benchmarks, ESGI (TK/K), iReady (1-3, all Emerging Bilingual students), and IAB/FIABs (4-5), to inform our instruction as we move through the school year. As a whole staff and as small grade level-alike professional learning communities, we are using a data analysis protocol to recognize trends in our data to inform our curriculum and teaching practices.

We saw a decline in student scores on the 2022-2023 CAASPP ELA assessment and an increase in student scores on the math assessment. In math, the drop in scores was small with 20% of students meeting standards and 80% not meeting standards. We saw these same percentages in the last year of administration (2018-2019) but our average distance from 3 (minimum to meet standard) fell from -81 to -86, meaning on average our students were 5 points further from meeting the standards. We saw a much steeper decline in ELA moving to only 21% of students meeting standards, down from 30% in the prior administration and a drop in our average distance from 3 from -56 to -78, a 22 point decrease. While the drops were somewhat expected due to the struggles many students faced with online learning, it shows the deep level of unfinished learning for our students. Our CAASPP data also shows a significant need in our Emerging Bilingual and African American populations as their average distance from 3 is significantly lower than the school averages. In ELA the average distance from 3 for our Emerging Bilingual students was -140 and for our African American students it was -125. In math the average distance from 3 for our Emerging Bilingual students was -132 and for our African American students it was -112.

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

Benchmark assessments are given three times per year; ESGI (TK/K), iReady (1-3, all Emerging Bilingual), and IAB/FIABs (4-5). These benchmark assessments, along with the common writing assessments and informal classroom assessments (Wonders, Engage NY, teacher created assessments etc.) give teachers information on students' grasp of basic skills and are used to group students and to hone in on ways to provide intervention and which students need work on certain skills. Teachers also use one early release Wednesday per month to meet in grade level collaboration to examine data to modify instruction, refer students to intervention and other support services.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Fair Oaks Elementary meet state credentialing requirements.

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

Every classroom has a fully and appropriately credentialed teacher. Regular staff development is provided at the county and district level.

There will be 3 focused district professional development days this year and numerous opportunities to participate in county and district provided workshops.

At the site level there are Staff meetings every two weeks that focus on implementing a set of high leverage instructional practices (ex. Making learning goals transparent and organizing students for small group learning and how to best provide access to content for English Learners). This year, starting in November, one staff meeting per month will be lead by the ILT to train our teachers in Learning Acceleration.

We also have planned content area PD headed by teachers that are participating in district content training in Science and Math. Those areas will be addressed as the year moves along.

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

The teaching staff, guided by instructional leaders (principal, coaches, teacher leaders in content areas) are working together to provide a strong base of deep understanding of the standards, which key standards to focus on, and how to interpret assessment data to move student achievement forward. This work is particularly being address through the Learning Acceleration trainings that are provided monthly.

Assessment data is being used by teachers not only to gauge student improvement but to further break down the standards for their own understanding.

Complete understanding of what standards say and mean and how to address the necessary level of rigor inherent in the Common Core is a difficult, but necessary task to improving teaching and learning. We are trying to move away from the old question of "Did I teach it?" to the new measure of "Did students learn it?" and what to do if they did not (or if they did!).

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

Fair Oaks regularly accesses content and instructional coaches to assist in providing professional development. One of the district TOSAs (Teacher on Special Assignment) works with teachers and the principal and teacher leaders to plan professional development both for the short and long term. TOSAs are available to work with leadership to plan and with teachers to help them understand how to execute quality lessons and approaches. All teachers are also being trained in learning acceleration and have access to ask questions and collaborate monthly on the strategies.

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

Through Professional Learning Communities (PLC) which occur on one early release Wednesday per month, teachers are using assessment data to both plan standards-based instruction and measure the effectiveness of that same instruction. We are still adjusting to the rigor necessary for high student performance under the Common Core standards. By looking closely at student results and bringing into focus the results for individual students we hope to raise performance levels for all students through increasing the differentiated nature of how we teach and test.

## Teaching and Learning

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

The Common Core standards require that students not only know a set of skills and information but be able to apply all that to complete real-life tasks. Fair Oaks' teaching is completely standards aligned. We are guided by a set of ELA focus standards so we can be sure instruction is organized around the most crucial areas. The district also provides a set of focus standards for mathematics. The principal monitors the level of depth and rigor in taught lessons. The Common Core standards require of students that they not only learn content details but be able to apply the skills they learn to real world problems. As a school we are working to an increased understanding of the necessary rigor and how to provide intervention around missing skills while maintaining high grade level rigor. We are planning to do more work to prepare students for "Performance Tasks" such as those on the CAASPP assessment. These types of activities require students to consider a problem and to approach it using well reasoned steps and to explain their thinking along the way. This is the ultimate goal of the standards and our teaching.

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

Fair Oaks teachers are required to follow the Board required Instructional Minutes at each grade level in each content area, including State Education Code required ELD and PE. The principal has the Daily/Weekly Classroom Schedule for each teacher and regularly monitors this schedule for accuracy and to be sure that it is followed without regular deviations.

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

Both lesson pacing schedules and the master schedule have sufficient flexibility to allow intervention and enrichment instruction blocks. Teachers are working intervention into their plans to teach much of the time in small student groups. There is some resource for pullout reading intervention for 1st through 5th grade students who need intensive intervention.

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

Fair Oaks is fully Williams Act compliant and all students have access to the standards based materials that have been adopted by the district and approved by the school board.

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

Our new standards-based SBE adopted "Reading Wonders" Reading Language Arts curriculum comes with materials designed to address the varied needs of all students, including English Learners and students who are currently performing below grade level. The standards-based Engage NY Math curriculum gives teachers ideas and tips for assisting students who need extra help to gain grade level proficiency. Both ELA and Math curriculums are designed to teach with the rigor necessary to meet the Common Core standards. New board-adopted, standards-aligned curriculum is available for science and social studies.

## **Opportunity and Equal Educational Access**

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

Teachers work with students in small leveled groups often to provide differentiated instruction and meet students where their needs are. Some of each instructional block of both Reading Language Arts and Math time is devoted to intervention work with students who are performing below grade level. There is also a system of pullout intervention for the lowest performing students in reading. ELD is provided on a daily basis to Emerging Bilingual students, during designated ELD time, who are now being grouped by their level of English acquisition. We also are using the district's EL Catch Up Plan to guide progress monitoring of our EL population and asking teachers to be more accountable for their progress.

Evidence-based educational practices to raise student achievement

Fair Oaks' professional development is designed to give teachers the best possible preparation for providing strong first instruction and to provide intervention within the classroom. We have well developed system of planning assessments and reviewing data so teachers can both plan for data based student needs and analyze what instructional methods might be more promising. Our teachers are also implementing AVID strategies, SEL lessons, and the principles of learning acceleration each day.

## Parental Engagement

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

Fair Oaks makes a continuous effort to find ways to increasingly involve parents in the education of students. We have the typical events like Back to School Night, Open House and Report Card conferences. In the past we have hosted Math and Reading Night events that aim to show parents how they can help the learning process at home and a Tech Night show we can showcase tech learning in our students. As restrictions have eased from the pandemic, we hope to bring back these family education events as well as other fun family events to create relationships with all parents. All educational partners are also invited to participate in our School Site Council (SSC), English Language Advisory Committee (ELAC), and PTA (Fair Oaks Families) to help plan, implement and evaluate school programs. We also have a small but dedicated set of parents who are approved to be classroom volunteers and each year we have used Parent Engagement funds to support the cost of fingerprinting so more parents can be volunteers. We also have a large number of community volunteers from the Jewish Coalition for Literacy who assist struggling readers.

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

Parents and community members are informed of and engage in conversations about student learning and school programs through the school website, newsletters, the School Site Council, Fair Oaks Families, and family nights.

## Funding

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

All services provided by categorical funds are reflected in the SPSA. Students performing below standards have access to tiered support through our school-wide MTSS framework, with extra support provided within the classroom and/or pull-out support for students with more intensive needs. Title I funds are used to pay the salaries of three employees who have a direct effect on student outcomes. Title I funds pay the costs of two part time Instructional Assistants who help in the Kindergarten and 1st grade classes. They work with small groups of children mostly during reading instruction time. They also monitor the progress of the students they work with and facilitate the work of students working independently while the teacher works with a different small group of students. The biggest share of Title I funds pays for our part-time Reading Intervention teacher. Her days are spent helping teachers increase their effectiveness by supporting both grades with push-in and pullout reading intervention. This teacher also manages our partnership and the tutors from the JCL and Athenian High School tutoring programs.

## Fiscal support (EPC)

Mt Diablo Unified distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement. For the 2023-2024 school year, Fair Oaks received base funding as well as Title 1 and LCFF funding.

# Educational Partner Involvement

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

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

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 2023-2024 school year, specifically around school funded staffing costs, at the SSC meeting on 2/15/23. The 2022-2023 SPSA was reviewed and feedback for the 2023-2024 SPSA was collected at the SSC meeting on 10/18/23. The 2023-2024 SPSA plan was presented to the SSC on 11/8/23 for feedback and approval. The SPSA will also be presented at the December 2023 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.

Fair Oaks has a high proportion of English Learners and students who come from Socioeconomically Disadvantaged backgrounds. Research shows that students from those demographic groups struggle performing at high levels on standardized tests. We do provide teacher training to help address those challenges, but it is difficult to manage change as this would take a huge amount of supervision and coaching resources to assure that the strongest strategies are implemented in the most effective ways at all times. The fiscal resources that we do have are used to provide a measure of part time reading intervention, but more resources would allow full time reading intervention and possibly some math intervention as well, which we currently cannot fund.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	6.6%	8.17%	6.62%	20	25	21
Asian	17.5%	13.73%	10.73%	53	42	34
Filipino	2.3%	2.29%	1.58%	7	7	5
Hispanic/Latino	43.2%	42.48%	41.64%	131	130	132
Pacific Islander	1.7%	2.61%	1.58%	5	8	5
White	14.2%	14.38%	15.46%	43	44	49
Multiple/No Response	6.6%	7.84%	6.62%	20	24	21
Total Enrollment				303	306	317

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	59	66	80
Grade 1	45	50	49
Grade 2	49	40	46
Grade3	46	46	45
Grade 4	57	52	49
Grade 5	47	52	48
Total Enrollment	303	306	317

### 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

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	107	130	129	35.3%	42.5%	40.7%
Fluent English Proficient (FEP)	40	38	39	13.2%	12.4%	12.3%
Reclassified Fluent English Proficient (RFEP)	7			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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	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

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

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

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

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

**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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	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

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

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

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

**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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1372.3	1378.0	1382.5	1389.0	1348.2	1352.0	24	34
Grade 1	1415.5	1420.7	1436.1	1451.8	1394.7	1389.1	21	18
Grade 2	1452.2	1427.1	1470.5	1442.5	1433.5	1411.1	23	19
Grade 3	1491.8	1440.7	1497.9	1439.1	1485.2	1441.8	22	21
Grade 4	1467.6	1464.7	1460.7	1475.0	1474.0	1453.8	15	18
Grade 5	1507.9	1452.5	1500.6	1449.2	1514.7	1455.3	16	19
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							121	129

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	4.17	2.94	16.67	26.47	45.83	35.29	33.33	35.29	24	34
1	4.76	0.00	19.05	27.78	47.62	44.44	28.57	27.78	21	18
2	4.35	5.26	56.52	31.58	21.74	36.84	17.39	26.32	23	19
3	22.73	28.57	22.73	14.29	27.27	19.05	27.27	38.10	22	21
4	0.00	22.22	21.43	38.89	28.57	5.56	50.00	33.33	14	18
5	18.75	0.00	43.75	15.79	6.25	31.58	31.25	52.63	16	19
All Grades	9.17	9.30	30.00	25.58	30.83	29.46	30.00	35.66	120	129

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	4.17	8.82	20.83	29.41	41.67	26.47	33.33	35.29	24	34
<b>1</b>	19.05	22.22	23.81	22.22	33.33	44.44	23.81	11.11	21	18
<b>2</b>	26.09	21.05	43.48	36.84	17.39	21.05	13.04	21.05	23	19
<b>3</b>	31.82	38.10	27.27	14.29	13.64	9.52	27.27	38.10	22	21
<b>4</b>	0.00	44.44	50.00	16.67	14.29	5.56	35.71	33.33	14	18
<b>5</b>	25.00	21.05	43.75	21.05	18.75	15.79	12.50	42.11	16	19
<b>All Grades</b>	18.33	24.03	33.33	24.03	24.17	20.93	24.17	31.01	120	129

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	4.17	0.00	12.50	17.65	50.00	38.24	33.33	44.12	24	34
<b>1</b>	0.00	0.00	19.05	16.67	33.33	27.78	47.62	55.56	21	18
<b>2</b>	4.35	5.26	43.48	21.05	26.09	31.58	26.09	42.11	23	19
<b>3</b>	4.55	19.05	27.27	19.05	36.36	14.29	31.82	47.62	22	21
<b>4</b>	7.14	11.11	7.14	22.22	14.29	33.33	71.43	33.33	14	18
<b>5</b>	12.50	0.00	12.50	0.00	37.50	31.58	37.50	68.42	16	19
<b>All Grades</b>	5.00	5.43	21.67	16.28	34.17	30.23	39.17	48.06	120	129

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	12.50	14.71	62.50	50.00	25.00	35.29	24	34
<b>1</b>	19.05	22.22	66.67	66.67	14.29	11.11	21	18
<b>2</b>	21.74	5.26	65.22	73.68	13.04	21.05	23	19
<b>3</b>	50.00	52.38	40.91	23.81	9.09	23.81	22	21
<b>4</b>	28.57	50.00	57.14	16.67	14.29	33.33	14	18
<b>5</b>	37.50	0.00	56.25	68.42	6.25	31.58	16	19
<b>All Grades</b>	27.50	23.26	58.33	49.61	14.17	27.13	120	129

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	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	8.33	11.76	37.50	55.88	54.17	32.35	24	34
<b>1</b>	19.05	16.67	42.86	55.56	38.10	27.78	21	18
<b>2</b>	30.43	42.11	56.52	26.32	13.04	31.58	23	19
<b>3</b>	45.45	33.33	18.18	23.81	36.36	42.86	22	21
<b>4</b>	7.14	44.44	50.00	22.22	42.86	33.33	14	18
<b>5</b>	37.50	42.11	43.75	15.79	18.75	42.11	16	19
<b>All Grades</b>	25.00	29.46	40.83	35.66	34.17	34.88	120	129

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	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	0.00	2.94	62.50	58.82	37.50	38.24	24	34
<b>1</b>	9.52	11.11	42.86	33.33	47.62	55.56	21	18
<b>2</b>	13.04	5.26	56.52	57.89	30.43	36.84	23	19
<b>3</b>	18.18	9.52	36.36	42.86	45.45	47.62	22	21
<b>4</b>	7.14	5.56	21.43	44.44	71.43	50.00	14	18
<b>5</b>	12.50	0.00	50.00	36.84	37.50	63.16	16	19
<b>All Grades</b>	10.00	5.43	46.67	47.29	43.33	47.29	120	129

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
<b>K</b>	12.50	11.76	54.17	52.94	33.33	35.29	24	34
<b>1</b>	0.00	0.00	61.90	66.67	38.10	33.33	21	18
<b>2</b>	4.35	5.26	73.91	63.16	21.74	31.58	23	19
<b>3</b>	0.00	23.81	72.73	42.86	27.27	33.33	22	21
<b>4</b>	0.00	33.33	42.86	33.33	57.14	33.33	14	18
<b>5</b>	6.25	0.00	62.50	52.63	31.25	47.37	16	19
<b>All Grades</b>	4.17	12.40	62.50	51.94	33.33	35.66	120	129

#### 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

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
306	60.5	42.5	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	130	42.5
Foster Youth	1	0.3
Homeless	4	1.3
Socioeconomically Disadvantaged	185	60.5
Students with Disabilities	46	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	8.2
American Indian		
Asian	42	13.7
Filipino	7	2.3
Hispanic	130	42.5
Two or More Races	24	7.8
Pacific Islander	8	2.6
White	44	14.4

**Conclusions based on this data:**

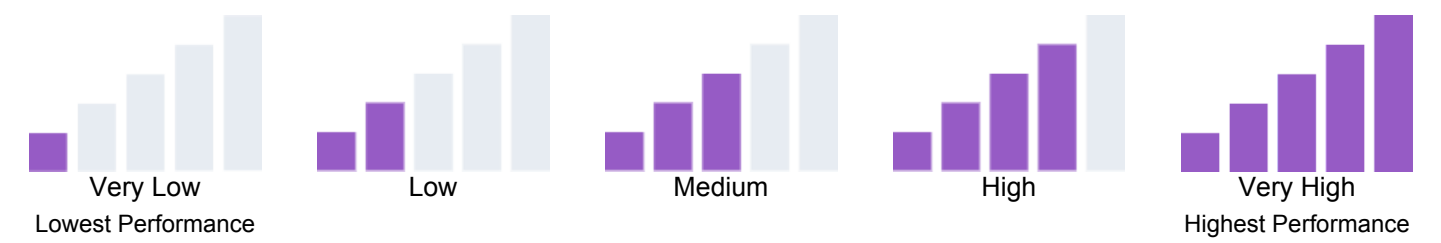
1. The school has a high percentage of students from Socioeconomically Disadvantaged backgrounds. Research shows that these students typically will have more difficulty achieving high levels of academic success compared to their more advantaged peers.
2. The school has a high percentage of English Learners.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

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Low</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		

#### Conclusions based on this data:

- English learner progress is an area of strength for Fair Oaks.
- Chronic Absenteeism is a major concern and academic performance in both reading and math are of major concern.

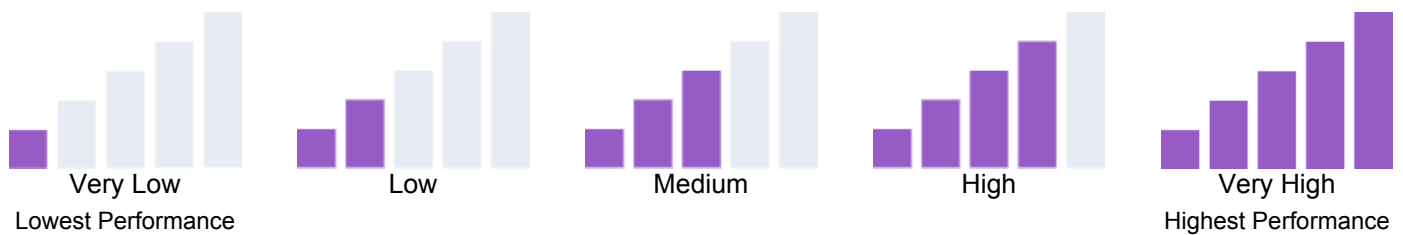
3. Despite some behavioral challenges coming back from the pandemic, our suspension rate has remained low.

# School and Student Performance Data

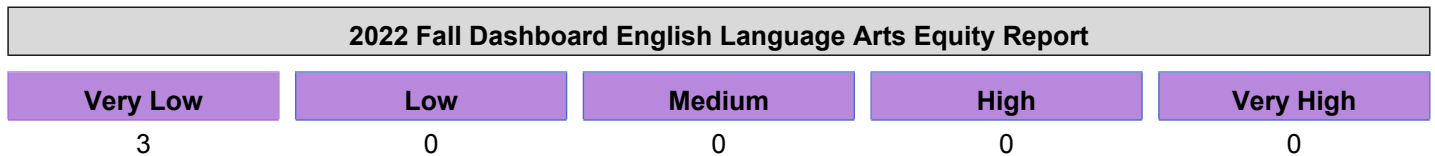
## Academic Performance English Language Arts

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

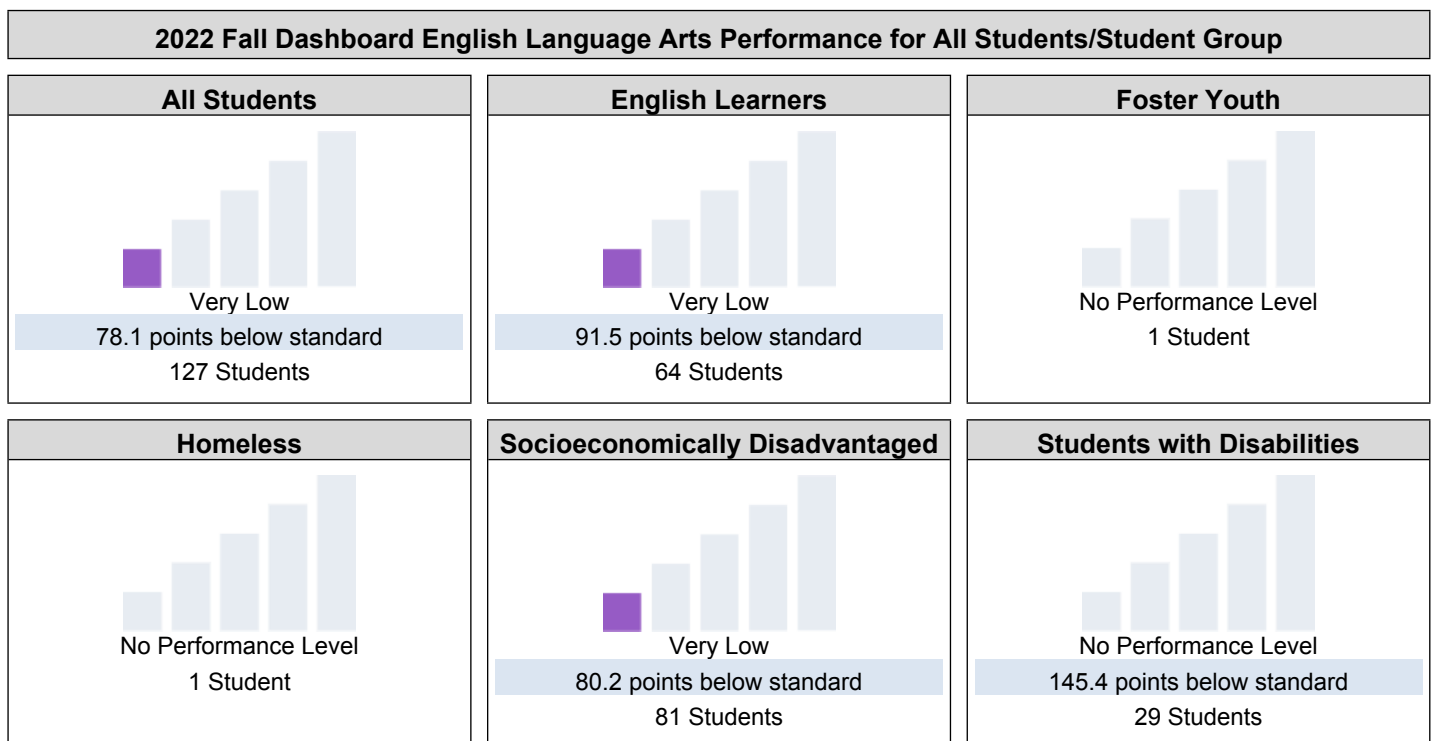
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



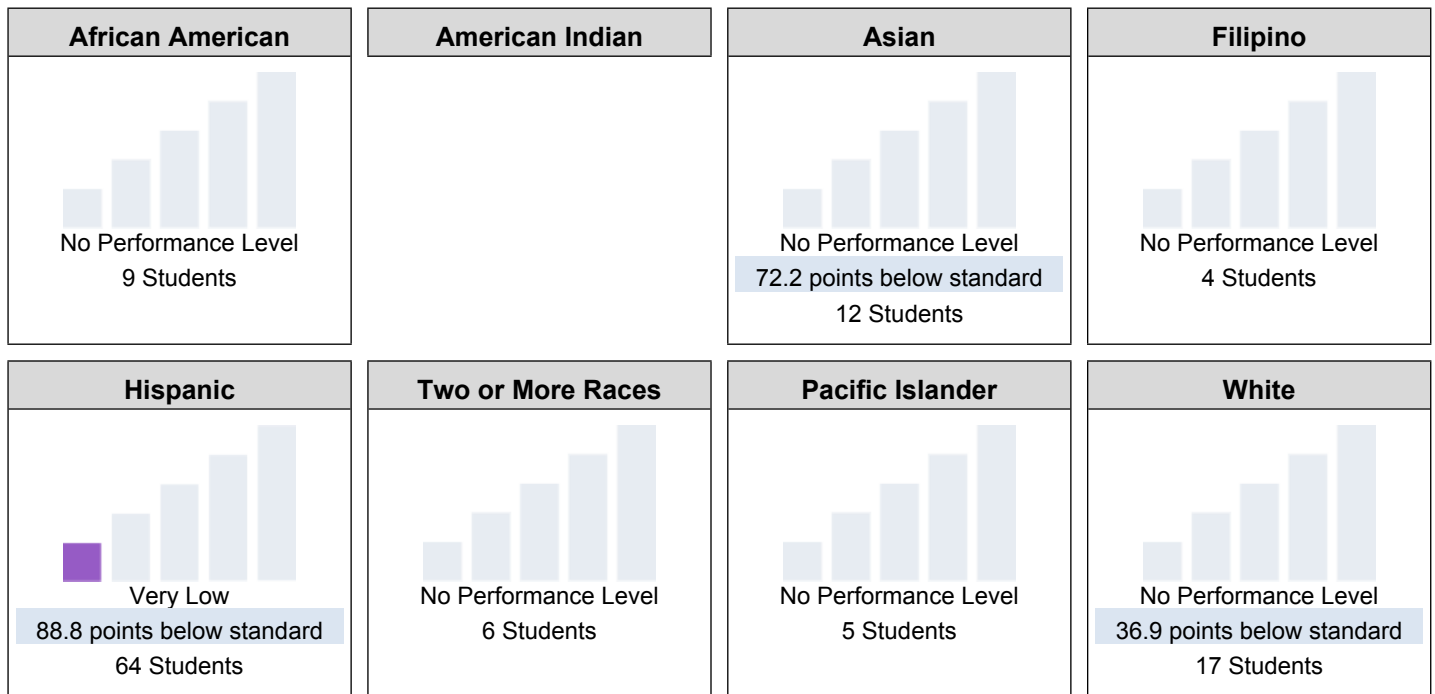
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
128.3 points below standard 44 Students	10.5 points below standard 20 Students	73.4 points below standard 57 Students

#### Conclusions based on this data:

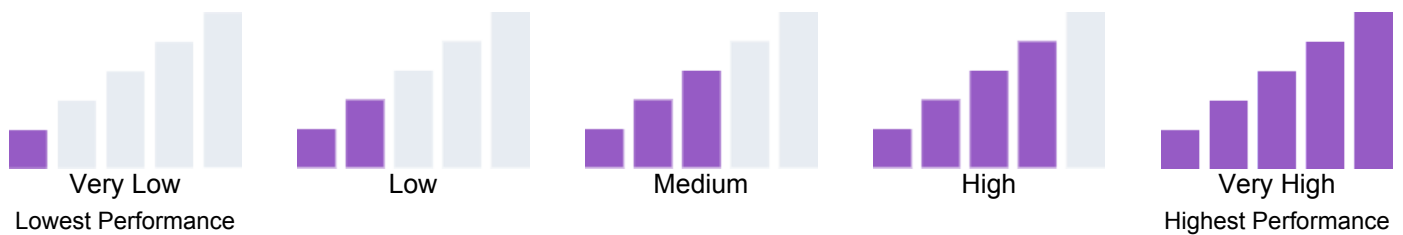
1. All of our student groups scored in the very low range for ELA.
2. The reclassified English learners significantly out performed the current English learners as well as the English only students.
3. The gap in achievement between the current English learners and the school as a whole is of great concern.

# School and Student Performance Data

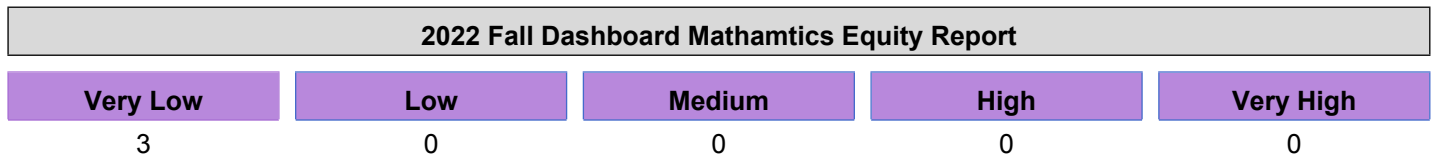
## Academic Performance Mathematics

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

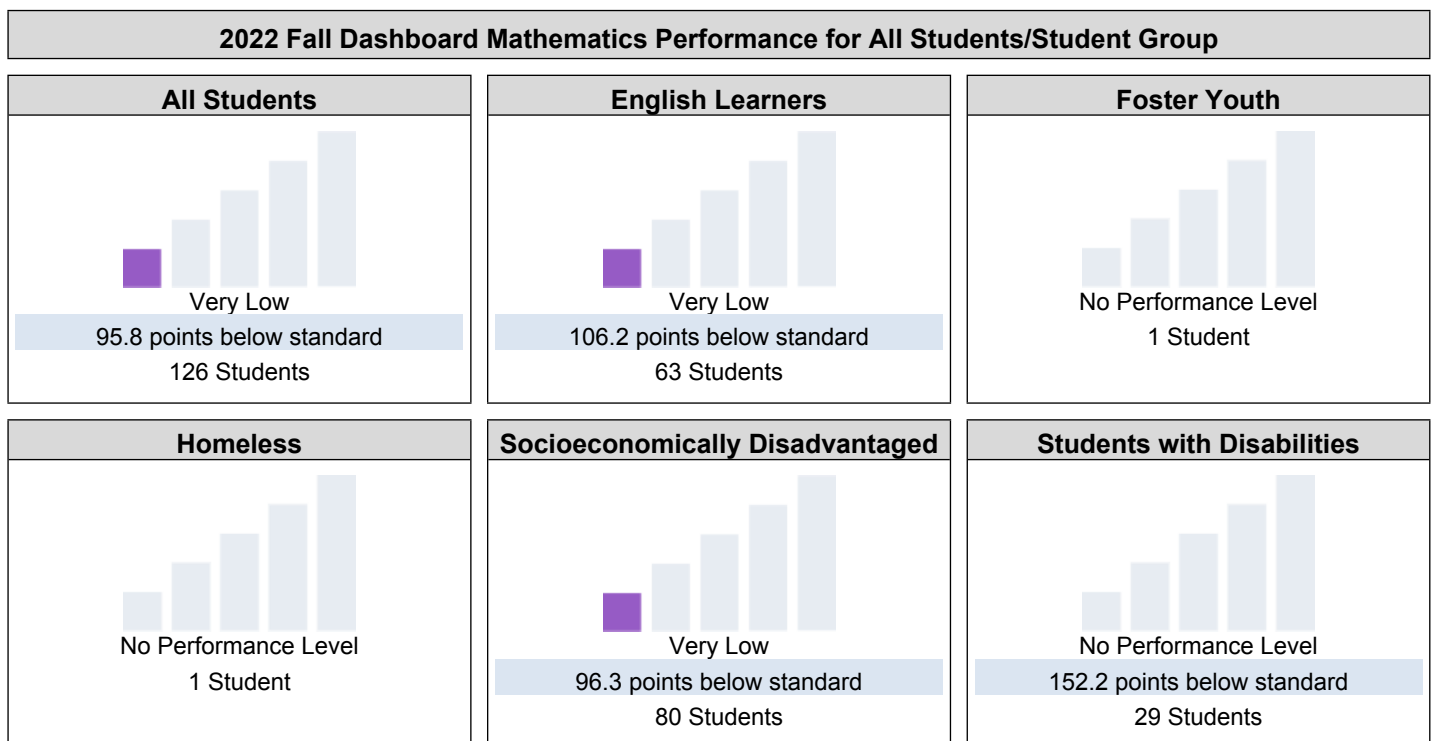
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



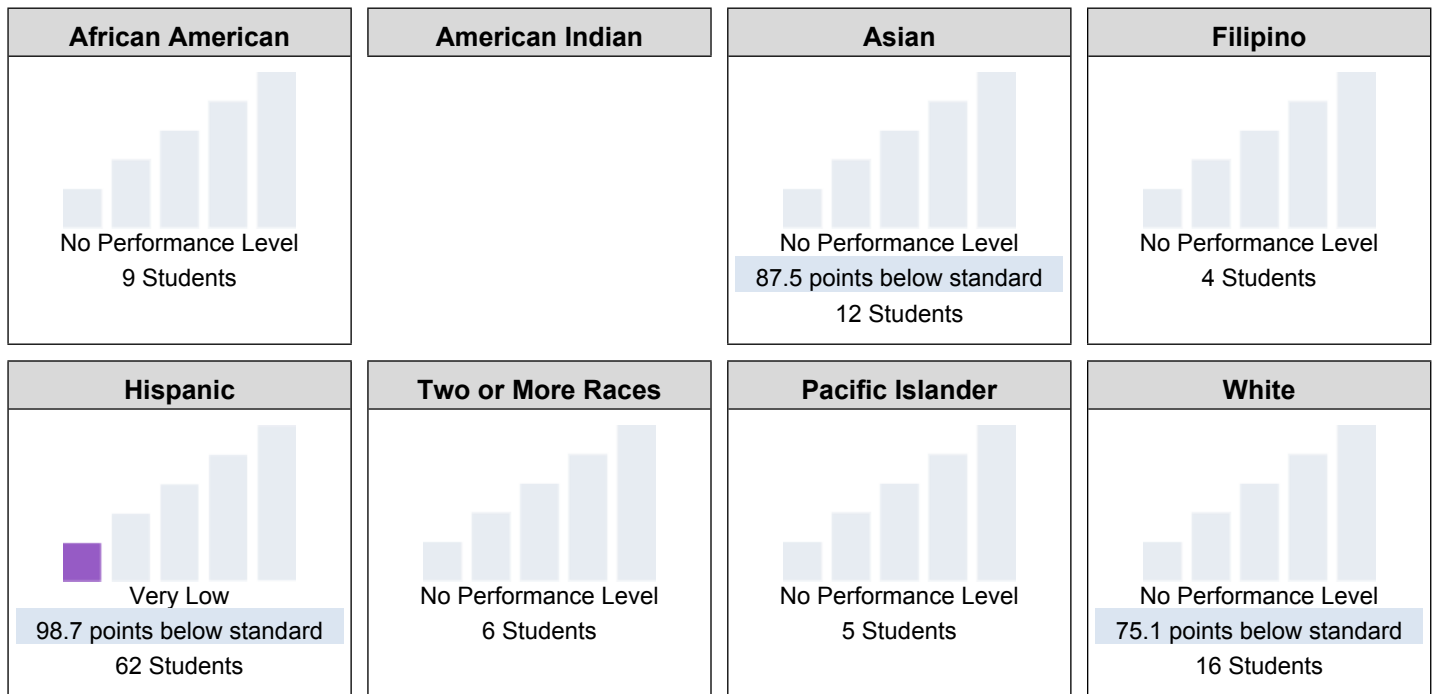
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.9 points below standard 43 Students	63.9 points below standard 20 Students	95.2 points below standard 56 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.

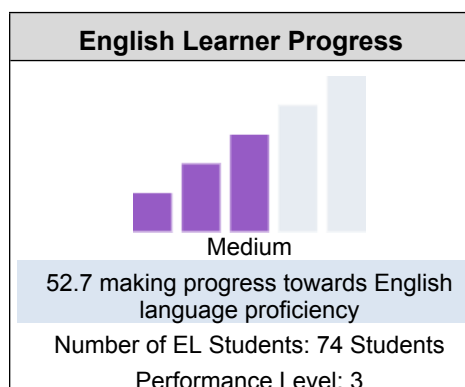
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.7%	21.6%	0.0%	52.7%

#### 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

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

**Conclusions based on this data:**

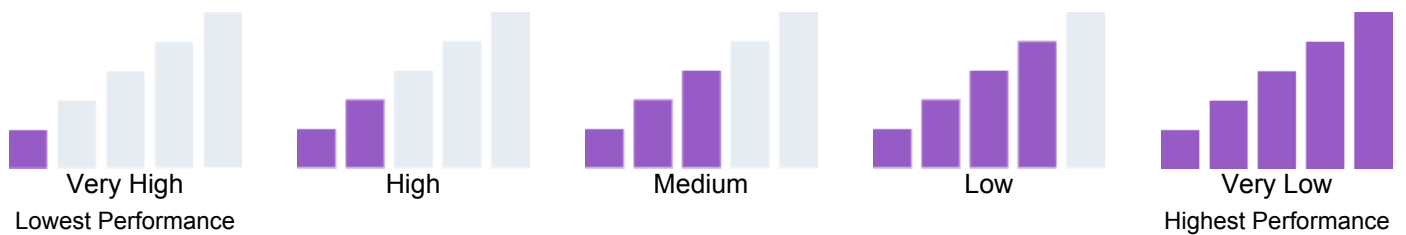
1. n/a

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



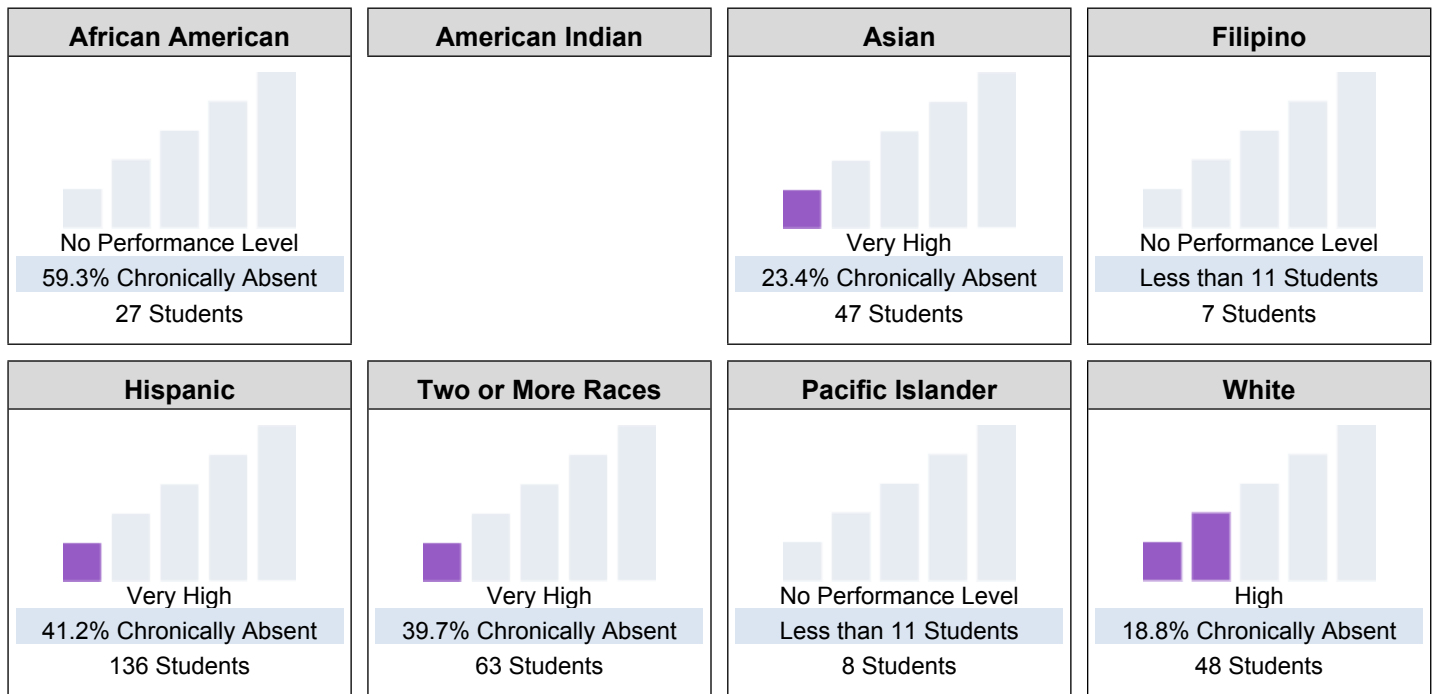
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	1	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>36.9% Chronically Absent</p> <p>336 Students</p>	<p>Very High</p> <p>27.9% Chronically Absent</p> <p>147 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Very High</p> <p>35.9% Chronically Absent</p> <p>220 Students</p>	<p>Very High</p> <p>32.8% Chronically Absent</p> <p>58 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### 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

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

Very Low  
Lowest Performance

Low

## Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Graduation Rate Equity Report

## Very Low

**Low**

## Medium

## High

## Very High

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

## 2022 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Foster Youth

# Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

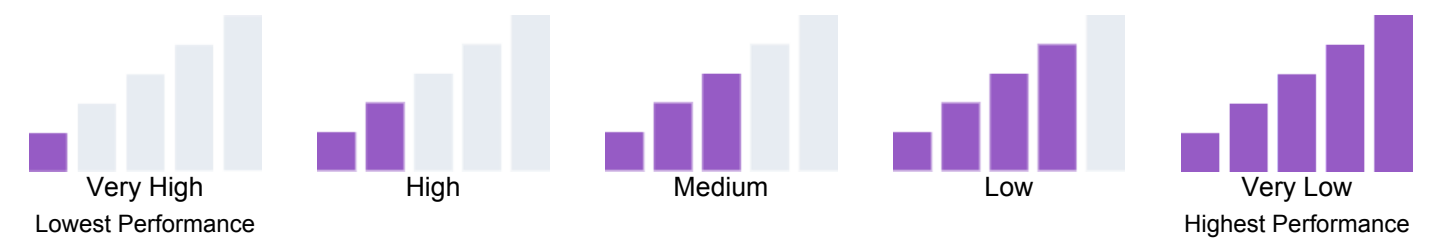
1. n/a

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



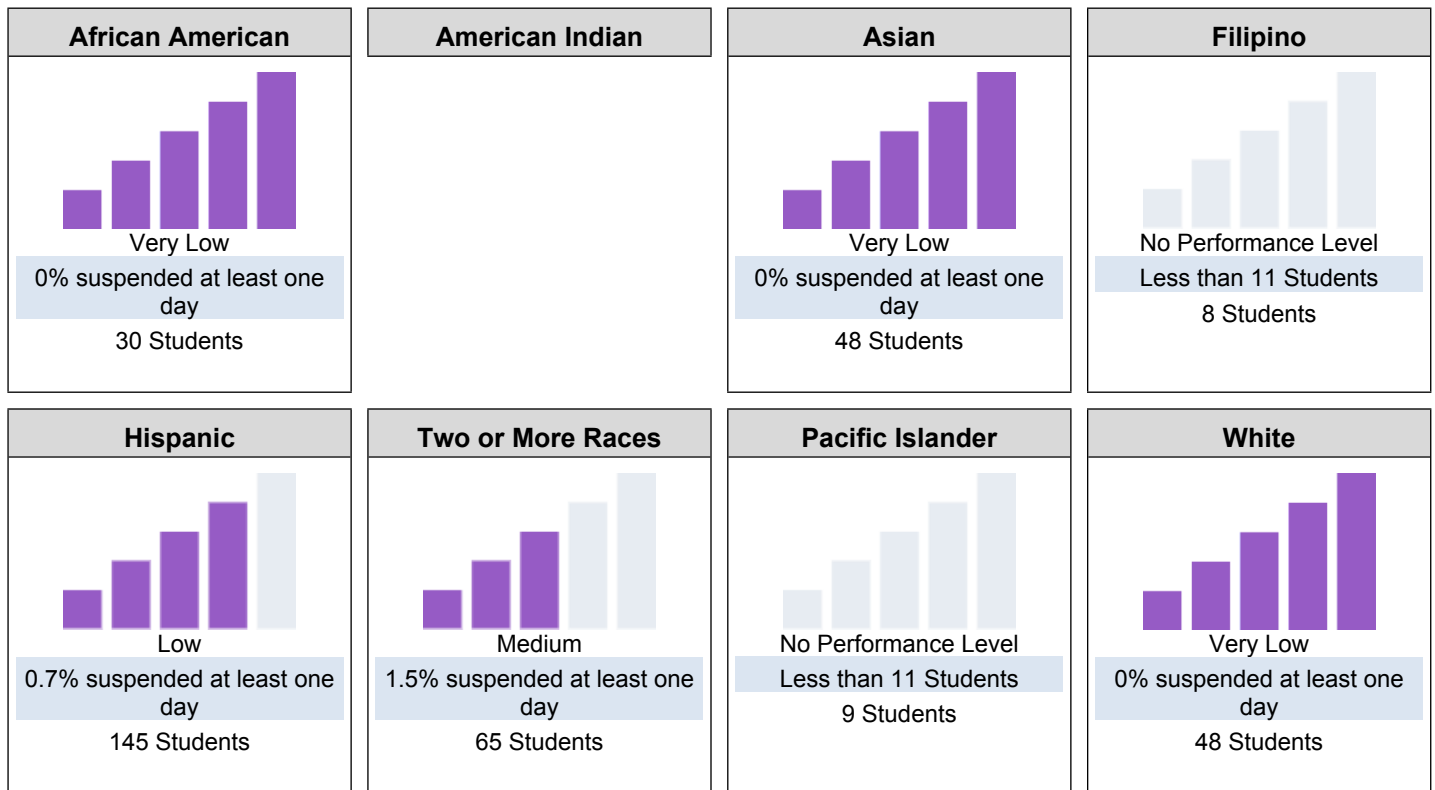
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	1	2	5

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low</p> <p>0.6% suspended at least one day</p> <p>353 Students</p>	<p>Low</p> <p>0.7% suspended at least one day</p> <p>151 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Very Low</p> <p>0.4% suspended at least one day</p> <p>232 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>60 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### 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 Subject

Goal 1

## LEA/LCAP Goal

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.

## 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.

## Identified Need

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

1.1 Intervention and Instructional Support Staff

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
70,004.98	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 0.7 Reading Intervention Teacher focused on EL students
48,655.05	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 3 Part Time Instructional Assistants to support K/1 Teachers
	Partnership with JCL to provide volunteers for pull-out touring for students during the school day 1x per week.

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

1.2 Supplemental materials and experiences to enhance student learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000	Title I Carryover 4000 - 4999 Books and Supplies Purchase supplemental materials that align with the Science of Reading
3,750	Title I Carryover 4000 - 4999 Books and Supplies Purchase supplemental hands-on materials for teaching math.
1,455	Title I Carryover 4000 - 4999 Books and Supplies Purchase supplemental Scholastic News.
2,500	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.

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

1.3 Implement AVID and learning acceleration strategies school wide to promote college and career readiness.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

9,000

#### Source(s)

Title I (3070)  
4000 - 4999 Books and Supplies  
Purchase of binders, folders, planners, and Kindergarten storage boxes to promote AVID organization and collaborative structures.

300

Title I (3070)  
4000 - 4999 Books and Supplies  
Supplies for College & Career day

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

1.4 Provide updated technology in the classroom to aide in providing engaging and differentiated lessons for all students in the classroom.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

8,000

#### Source(s)

Title I Carryover

	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) License and registration fees for supplemental online programs
2,000	LCFF Supplemental 4000 - 4999 Books and Supplies Classroom Technology (Projectors/Smartboards, Document Cameras, Printers, etc)

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

1.5 Implement a school-wide PBIS program to promote a positive school climate that is welcoming and safe.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Title I (3070) 4000 - 4999 Books and Supplies Behavior and character-building programs for students including the student store.
1,000	Title I (3070) 4000 - 4999 Books and Supplies Awards, assemblies and other strategies to promote positive behavior and satisfactory attendance.
2,000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Field trips that promote positive behavior and a positive school climate.
2,000	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.
1,000	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.

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

1.6 Supplemental programs to promote social emotional learning, health, and wellness

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

2,999

Title I (3070)  
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  
Social Emotional and Character Development Curriculum

4,250

Title I Carryover  
4000 - 4999 Books and Supplies  
Create a serenity space in every classroom to provide a safe space for regulation when needed.

2,124.02

Title I Carryover  
4000 - 4999 Books and Supplies  
Create a library of sensory tools (chair bands, wobble stools, fidgets, etc) for teachers to use with students who need help with attention and focus.

20,300

Title I (3070)  
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  
Recess structured activity program with an emphasis on SEL and PBIS

26,000

LCFF Supplemental  
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

	Physical education program & curriculum
4,891	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Garden Education Program
	Community Food Distribution - Food provided by White Pony Express/Growing Healthy Kids Farm Stands
	Partnership with La Clinica to provide dental services to students on campus.

## Strategy/Activity 7

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

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

All Students

### Strategy/Activity

1.7 Technology and staff to help ensure a safe environment for learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,413.36	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.
9,000	LCFF Supplemental 4000 - 4999 Books and Supplies Walk-Talkies to facilitate communication for a safe learning environment
21,246.59	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Update Cameras for Campus Security

Update campus fencing to increase campus security - district funded

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Implementation of the strategies was mainly positive and effective. Some contribute directly to student achievement (ex. Reading Intervention teacher) and others contribute indirectly (Tech expenses) but are nonetheless seen as important parts of a modern school program.

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

Several revisions were made to the site plan over the course of the school year. As we approached the last trimester of the school year we noticed that spending in some areas were less than expected, most significantly with the instructional aides as we were unable to fill both positions for the entire school year. This allowed us to move unused funds into a new marquee for communication with our families.

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.

Changes may be made, particularly in the amount of the expenditure. Site Leadership has determined that this is the best way to increase student achievement and that is more important to have people in positions than materials or computers on shelves. We will be able to provide some of each and have a balanced program for students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 2

## LEA/LCAP Goal

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

## 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.

## Identified Need

Increase parent engagement to increase student performance outcomes.

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

All Students

Strategy/Activity

2.1 Subsidize finger printing costs to promote increased classroom volunteerism. Honor volunteers throughout the year.

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

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

Amount(s)	Source(s)
1,000	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

### **Strategy/Activity 2**

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

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

All Students

#### **Strategy/Activity**

2.2 Parent and family engagement events

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

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

Amount(s)	Source(s)
790	Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Event Costs
1,000	LCFF Supplemental 4000 - 4999 Books and Supplies Create a parent/community room
3,285	LCFF Supplemental 4000 - 4999 Books and Supplies Projector for the Multi-use room for use at family engagement events

### **Strategy/Activity 3**

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

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

All Students

## Strategy/Activity

2.4 Parent education to build capacity to actively engage in their child's education.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

Title I (3070)  
5800 Professional/Consulting Services and  
Operating Expenditures  
Presenter fees

1,000

LCFF Supplemental  
1000 - 1999 Certificated Personnel Salaries  
(Includes 3000-3999 Benefits)  
Teacher pay for participation in parent learning  
nights.

## Strategy/Activity 4

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

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

## Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

We were able to provide fingerprinting on site for our families this year which resulted in 25 family members being fingerprinted. Unfortunately, this did not lead to an increase in classroom volunteerism although some of these family members were able to attend field trips with their students. We were able to hold many well-attended community events to bring our families on campus together, including two movie nights, Trunk or Treat/Dia de los Muertos celebration, volunteer day, Back to School Night and Open House. In addition to the community events we hosted a parent learning opportunity around setting boundaries through the Contra Costa County

Center for Human Development. We also were able to have a new electronic marquee installed as a tool to better inform our community.

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

We were unable to provide as many parent development class as we had originally planned, however, the one that was held was a success. Also, due to spacing limitations, we were unable to complete our community room.

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.

We have slightly decreased the amount allocated to fingerprinting since the increased fingerprinting did not translate to more classroom volunteers. We will continue to fund

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 3

## LEA/LCAP Goal

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.

## 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.

## Identified Need

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

## Annual Measurable Outcomes

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.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

3.1 Professional development to enable staff to provide equitable access to high quality curriculum; conference attendance, presenters, registration fees, travel costs

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,787.31	Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Presenter fees/materials for events/training sessions and conference attendance
2,274.02	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Professional development related to specific needs of EL students and culturally responsive teaching.
	Conference Attendance - Educator Effectiveness Grant
	Substitute coverage for instructional rounds PD - Educator Effectiveness Grant

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

3.2 Site based planning for equitable learning for all students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	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.
8,400	LCFF Supplemental

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: 2022-23

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

## ANALYSIS

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

This year, we held site level PD at during early release days on months with two staff meetings. These PDs focused on equity work as well as other site initiatives. The other staff meetings were used for furthering the learning acceleration initiative. Teachers also participated in instructional rounds focused around the learning acceleration initiative.

We were able to send 3 teachers and the principal to the Classroom 180 training over the summer. This training focused on strategies to help create trauma informed classrooms. This information will be shared throughout the next school year at staff meetings.

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

We did not use all of the funds budgeted in this area. Because the learning acceleration trainings were a district wide initiative, they did not require site based funding. Also, due to the depth of learning that these trainings required we did not begin any site based training beyond what we could provide in house.

Due to the substitute shortage, we were unable to utilize substitute coverage as much as we had originally intended and there were fewer expenditures than planned.

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

The funding for many of the items in this goal will come from the Educator Effectiveness Grant as opposed to site based funds for this year. It is the last year we have to spend those funds so we will direct conference and site based PD expenses to the grant. We are also going to try and attend conferences specifically in the areas of the Science of Reading and Culturally Responsive teaching strategies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Goal 4

## LEA/LCAP Goal

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.

## 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.

## Identified Need

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

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%

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

## Strategy/Activity 1

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

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

Other Subgroups  
Focal Scholars

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Fred Finch Therapist, 5 days per week - district funded

Reading Intervention Teacher, 2 days weekly - district funded

Online Tutoring - district funded

### Strategy/Activity 2

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

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

Other Subgroups  
Focal Scholars

Strategy/Activity

5.2 Host town hall meetings to gather data on our underserved communities

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title I (3070)  
4000 - 4999 Books and Supplies  
Event costs

## Annual Review

SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Most of these strategies were implemented with a positive outcome. We saw a lot of growth in math with the help of the math intervention teacher and the impact of the Fred Finch therapist was overwhelmingly positive. The implementation of the AirTutors program was the least effective strategy as it was more difficult for families to access outside of school and the engagement in the program during the After School Program was reported by teachers to be limited.

We were able to hold our first town hall meeting with our Black/African American parents. The attendance was less than we had hoped for but it was well received by the parents who were able to attend.

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

Strategies were implemented as planned however, the site based budgeted expenses were not needed for the event.

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.

This year, the focus will be on reading and there will be a reading intervention teacher instead of math intervention.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$289,925.33

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Carryover	\$35,866.33

Subtotal of additional federal funds included for this school: \$35,866.33

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 (\$)
LCFF Supplemental	\$129,000.00
Title I (3070)	\$123,269.00
Title I Parent Engagement (3068)	\$1,790.00

Subtotal of state or local funds included for this school: \$254,059.00

Total of federal, state, and/or local funds for this school: \$289,925.33

# 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	34,870	34,870.00
LCFF Supplemental	129,000	0.00
Title I Parent Engagement (3068)	1,790	0.00
Title I (3070)	123,269	0.00
Title I Carryover	35,866.33	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	129,000.00
Title I (3070)	123,269.00
Title I Carryover	35,866.33
Title I Parent Engagement (3068)	1,790.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	80,404.98
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	56,068.41
4000 - 4999 Books and Supplies	48,454.02
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	94,997.92
5800 Professional/Consulting Services and Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	9,400.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	55,068.41
4000 - 4999 Books and Supplies	LCFF Supplemental	15,285.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	49,246.59
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	70,004.98
4000 - 4999 Books and Supplies	Title I (3070)	12,800.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	30,464.02
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	10,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	1,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	1,000.00
4000 - 4999 Books and Supplies	Title I Carryover	19,579.02
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Carryover	14,287.31
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	790.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	256,889.00
Goal 2	17,075.00
Goal 3	15,461.33
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 11/8/2023.

Attested:



Principal, Carolyn Hull on 11/8/2023



SSC Chairperson, Carolyn Hull on 11/8/2023

## Fair Oaks Elementary

**Mission:** Mt. Diablo Unified has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

MDUSD Multi-Tiered System of Support 2023-24		
Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>		



## All Means All

	<b>Administrative Leadership</b> Strong & engaged site leadership & educator support system	<b>Integrated Framework</b> Fully integrated organizational structure & strong and positive school culture	<b>Family &amp; Community Engagement</b> Trusting family and community partnerships	<b>Inclusive Policy Structure &amp; Practice</b> Strong LEA/School relationship & LEA policy framework
<b>AVID Pillars</b>	<b>Leadership</b>	<b>Instruction</b>	<b>Culture</b>	<b>Systems</b>
<b>Tier I</b>	<ul style="list-style-type: none"> <li>- Instructional Leadership Team</li> <li>- Staff Meetings</li> <li>- Grade Level PLN</li> <li>- Professional Development                             <ul style="list-style-type: none"> <li>• MTSS</li> <li>• Accelerated Learning</li> <li>• AVID</li> <li>• Equity</li> <li>• Trauma Informed Practices</li> <li>• Science of Reading</li> </ul> </li> <li>- Facilitated Data Analysis/Data Driven Decision Making</li> <li>- Principal Learning Community</li> <li>- Equity Cohort</li> <li>- CCEIS Training</li> </ul>	<ul style="list-style-type: none"> <li>- All students have access to a standards based and culturally responsive learning environment.</li> <li>- Universal screenings and benchmarks (academic and Social Emotional Learning)</li> <li>- Positive Behavior Interventions and Supports</li> <li>- Pre-referral Interventions</li> <li>- Professional Development and Planning Time</li> <li>- Support Staff to assist/enhance learning</li> <li>- AVID Strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Ongoing family/community communication                             <ul style="list-style-type: none"> <li>• ParentSquare</li> <li>• School Website</li> <li>• Newsletters</li> <li>• Emails</li> <li>• Phone Calls/Messages</li> <li>• Report Cards</li> </ul> </li> <li>- School Site Council</li> <li>- Fair Oaks Families (PTA) <i>In development</i></li> <li>- English Learner Advisory Committee (ELAC) <i>In development</i></li> <li>- Community Events (at least bimonthly)                             <ul style="list-style-type: none"> <li>• Movie Night, Trunk or Treat &amp; Dia de los Muertos Celebration, Winter Celebration, Community Service Days</li> </ul> </li> <li>- Community Partnerships                             <ul style="list-style-type: none"> <li>• Contra Costa Water District</li> <li>• CARES Extended Learning Opportunity Program</li> <li>• Child Abuse Prevention Council of Contra Costa County - Speak Up, Be Safe</li> <li>• La Clinica Dental Program</li> <li>• UC Berkeley Vision Screening</li> </ul> </li> <li>- Parent/Teacher Conferences</li> <li>- Coffee and Conversations with the Principal</li> </ul>	<ul style="list-style-type: none"> <li>- Aeries Student Data Management System</li> <li>- Single Plan for Student Achievement (SPSA)</li> <li>- AVID Site Plan</li> <li>- PBIS Handbook</li> <li>- Parent/Student/Community Handbook</li> <li>- School Safety Plan</li> <li>- School Site Council</li> <li>- MTSS</li> <li>- District Behavior Matrix</li> <li>- English Learner Master Plan</li> <li>- English Learner Advisory Committee</li> </ul>

<b>Tier II</b>	<ul style="list-style-type: none"> <li>- Coordinated CARE Team</li> <li>- Collaboration/Consultation with District Support Services (Equity Dept, Student Services Dept, Instructional Services Dept., Elementary Support Team, EL Services Dept.)</li> </ul>	<ul style="list-style-type: none"> <li>- Pull Out Reading Intervention</li> <li>- Extended Learning Opportunities - CARES Program</li> <li>- Alternatives to Suspensions</li> <li>- School Counselor (2 days per week)</li> <li>- CCEIS Interventions: <ul style="list-style-type: none"> <li>• Math intervention</li> <li>• After School Online Tutoring</li> <li>• Learning Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Student Success Team Meetings</li> <li>- Student Attendance Review Team</li> <li>- Parent/Family Education Course <i>In development</i></li> <li>- Community Partnerships <ul style="list-style-type: none"> <li>• Jewish Coalition for Literacy (Tutoring Program)</li> <li>• Athenian High School (Virtual Tutoring Program)</li> </ul> </li> <li>- District Advisory Committees</li> </ul>	<ul style="list-style-type: none"> <li>- SPSA Aligns with the Goals of the Local Control Accountability Plan (LCAP)</li> </ul>
<b>Tier III</b>	<ul style="list-style-type: none"> <li>- Coordinated CARE Team</li> </ul>	<ul style="list-style-type: none"> <li>- Student Success Team and possible assessment for Special Education</li> <li>- Referral to Alternative Programs (i.e. CEP)</li> <li>- Behavior Intervention Plan <ul style="list-style-type: none"> <li>• 1 on 1 Support</li> </ul> </li> <li>- CCEIS Interventions: <ul style="list-style-type: none"> <li>• Fred Finch Therapist (5 days per week)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-504 Plan Meetings</li> <li>-IEP Meetings</li> <li>-Student Attendance Review Board Meetings</li> <li>-Community Partnerships: <ul style="list-style-type: none"> <li>• Assistance League of Diablo Valley (Operation School Bell)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Special Education Evaluation and Services</li> <li>- Section 504 Program</li> <li>- Related Services</li> </ul>

MDUSD Multi-Tiered System of Support			
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
<b>Tier I</b>	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community <a href="#">*MTSS Handbook outlines MDUSD systems and supports for students</a>		
Tier I (all)	Small groups Extended assignment time Partner work AVID Strategies EL Strategies Graphic Organizers Sentence Stems Note taking Flexible pacing Fun Friday Buddy reading Learning Acceleration Visuals & manipulatives Multiple modalities Exit Tickets Teacher check-ins	PBIS Explicit instruction of rules and routines Community circles Paw Prints Student Store Fun Friday Class Jobs Monthly Honors Assemblies Table points	Community circle/Morning meeting Birthday books SEL Lessons -Character Strong curriculum Daily teacher check-ins Big Buddies Buddy Reading Explicit instruction and modeling of social interactions Instructional materials reflecting the community Fix-it (restorative) dialogue Fill my bucket Fidget Box Serenity Spaces Active Education

	Paw Prints (School Wide Token Economy) Collaborative Structures		
<b>Tier II</b>	-Coordinated Care Team and identified interventions and support monitored every 4-6 weeks <a href="#">*MTSS Handbook outlines MDUSD systems and supports for students</a>		
Tier II (some)	Small group pull out intervention Adjusted/shortened assignment Tutoring ELD Scaffolds	Check-in/Check-out with staff member outside of classroom Sticker chart Fidget/sensory devices Breaks	Counselor check-ins Breaks Safe Teacher
<b>Tier III</b>	-Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) <a href="#">*MTSS Handbook outlines MDUSD systems and supports for students</a>		
Tier III (few)	1:1 Instructional support Resource pull out Speech pull out OT services PT services	Behavior Intervention Plan 1:1 Behavior Technician Daily behavior reports Buddy class	Weekly counseling Referral to Counseling Clinic

## Glossary

**Accelerated Learning** is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

**Accommodations** help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

**Active Education** is an organization that we contract with to host games and activities during lunchtime. Through their games they work on SEL, conflict resolution and teamwork.

**Antecedent-Behavior-Consequence (ABC)** data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

**Baseline data** is the data that is collected before an intervention or program change begins.

**Behavior Intervention Plan (BIP)** is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

**Culturally Responsive** refers to the importance of including students' cultural references in all aspects of learning.

**Data-Based Problem Solving and Decision Making** A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

**Educational equity** is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

**Evidence-Based** refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

**Fidelity of Implementation** refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

**Functional Behavioral Assessment (FBA)** is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

**Gap Analysis** is a method for measuring the difference between the student's current level of performance and benchmark expectations.

**Individualized Education Program (IEP)** is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

**Implicit Bias:** Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

**Institutional Racism** is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. "These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another" (Pinderhughes, 1989, p.71)

**Intensive Interventions** are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

**Intervention** is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

**Multi-Tiered System of Support (MTSS)** is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

**Memorandum of understanding (MOU)** is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen’s agreement.

**Positive Behavioral Interventions and Supports (PBIS)** is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

**Restorative Practices** is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

**Safe Teacher/Staff Member** is an adult on campus that students can go to when they need a break or additional support.

**Social Emotional Learning (SEL)** is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

**Universal Screening** (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.