



Foothill Oaks Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 4:00 PM

Location *(Ubicación)*

Zoom & FOE Conference


Zoom Link *(Enlace de Zoom)*

<https://twinriversusd-org.zoom.us/j/87300401196>

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Anginae Robbins (Year 1)	
Parent	Samantha Huerls (Year 2)	
Parent	Danielle Covert (Year 1)	
Parent	Erika Flores (Year 1)	
Parent	Irene Nepomuceno (Year 1)	
Alternates <i>(Alternativos)</i>:		
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Jean Wiersema		
Teacher: <i>Maestro(a)</i>: Janiel Evans (Year 2)		
Teacher: <i>Maestro(a)</i>: Desiree Jackson (Year 2)		
Teacher: <i>Maestro(a)</i>: Shanna Lunday (Year 2)		
Other Staff: <i>Otro Personal</i>: Lisa Ravalli (Year 1)		
Alternates: <i>Alternativos</i>:		
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		


AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i></p> <p>Total Members in Attendance: <i>Total de Miembros Presentes:</i></p> <p>Quorum: <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i></p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i></p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Data Updates Needs Assessment Approval of AISB position</p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>School Compact (Compacto Escolar)</p> <p>Revise and Approve for 26-27 in order to have ready at BTSN (Meet the Teacher)</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>Parent Involvement (Participación de Padres)</p> <p>Revise and Approve for 26-27 in order to have ready at BTSN (Meet the Teacher)</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

Other Business: *Otros Asuntos:*

ELAC Reporting <i>Informes ELAC</i> SPSA Data, Goals, Budget & Review shared via email due to no attendance at ELAC. Feedback to be discussed in SPSA discussion.	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>)
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>)
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i> Thank you to our members who have completed their 2 years of service.	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i>

Next meeting date:

10/07/2026

4:00 PM

Fecha de próxima reunión:



Foothill Oaks Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (*Fecha & Hora*)

01/28/2026 4:00 PM

Location (*Ubicación*)

Zoom & FOE Conference


Zoom Link (*Enlace de Zoom*)

<https://twinriversusd-org.zoom.us/j/78081284601>

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Anginae Robbins (Year 1)	Absent
Parent	Samantha Huerls (Year 2)	Present
Parent	Danielle Covert (Year 1)	Absent
Parent	Erika Flores (Year 1)	Present
Parent	Irene Nepomuceno (Year 1)	Absent
Alternates (<i>Alternativos</i>):		
<p>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Jean Wiersema		Present
Teacher: <i>Maestro(a)</i>: Janiel Evans (Year 2)		Present
Teacher: <i>Maestro(a)</i>: Desiree Jackson (Year 2)		Present
Teacher: <i>Maestro(a)</i>: Shanna Lunday (Year 2)		Present
Other Staff: <i>Otro Personal</i>: Lisa Ravalli (Year 1)		Present
Alternates: <i>Alternativos</i>:		
*Teachers must be the majority <i>*Los maestros deben ser mayoría</i>		

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
<p>Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i></p> <p>Quorum <i>Quórum (50% +1)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i> 4:00 PM</p> <p>Total Members in Attendance: 7 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p>Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> No</p>
<p>Review Agenda <i>Repasar Agenda</i></p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Comments <i>(Resumen de Comentarios)</i> Today we will be looking at data and needs assessment and our ASIB position approval</p>
<p>Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i></p> <p>1  Previous Minutes</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Lisa Ravalli Second <i>Se secundó:</i> Jean Wiersema In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Council Business *Asuntos del Consejo*

N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> none
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> none
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> none

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>Approve Site Funded Position AISB A 7 hour Attendance Intervention Assistant, Bilingual (AISB) will work with students and families on improving attendance, facilitate SART meetings and will assist the principal with behavior interventions.</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> AISB Position Person <i>Persona:</i> Janiel Evans Second <i>Se secundó:</i> Desiree Jackson In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> none</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> none Person <i>Persona:</i> 0 Second <i>Se secundó:</i> 0 In favor <i>A favor :</i> 0 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: none <i>Moción: Aprobada o Rechazada</i> none</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> none Person <i>Persona:</i> 0 Second <i>Se secundó:</i> 0 In favor <i>A favor :</i> 0 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: none <i>Moción: Aprobada o Rechazada</i> none</p>
<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> none Person <i>Persona:</i> none Second <i>Se secundó:</i> none In favor <i>A favor :</i> 0 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: none <i>Moción: Aprobada o Rechazada</i> none</p>

Document Review: *Revisión y de Documentos*

<p>Needs Assessment (Evaluación de Necesidades)</p> <p>Review of Needs Assessment Data from staff and families YTD.</p> <p>1 Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Indicators show the need for extra support of EL students. Starting to do Phone calls going out to parents as reminders and information. Intervention support teacher high need. Meeting the needs of diverse learners listed as a need. AISB rated as a high need to help with attendance and behavior intervention. Parent Group needed. SSC brainstorm Needs: ELD support, parent group, parent events, EL parent volunteers or support person to help translate/intervention support for newcomers and other kids to build confidence of classroom environment. <u>English/Spanish class for kids</u></p>
<p>Other</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Continuing from above; Bilingual group. Writing support for teachers and students, writing program, Math foundational skills support, more assemblies from outside groups, Kevin Bracey</p>

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<p>N/A</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> none Person <i>Persona:</i> none Second <i>Se secundó:</i> none In favor <i>A favor :</i> 0 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: none <i>Moción: Aprobada o Rechazada</i> none</p>
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Other Business: Otros Asuntos:

ELAC Reporting <i>Informes ELAC</i> No attendees at December meeting. Next meeting to be held at 4:00.	Chairperson <i>Presidente</i>	Summary of Reporting (Resumen de Informes) none
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (Resumen de Presentación) none
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> none
Adjournment: Aplazamiento:	Chairperson <i>Presidente</i>	Time: Hora: 4:37 PM

Next meeting date:

03/18/2026

4:00 PM

Fecha de próxima reunión:

FOOTHILL OAKS ELEMENTARY 2025/2026 HOME-SCHOOL COMPACT

The staff at Foothill Oaks believe that student success depends on a partnership between home and school. Please sign this compact, and return to the school tomorrow.

As a staff, we at Foothill Oaks will make every effort to:

- Provide a safe, friendly environment that facilitates learning.
- Show respect for each child and his or her family and culture.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with students and families.
- Seek ways to involve families in the school program.
- Maintain professional behavior and a positive, supportive attitude.
- Provide each student with the best educational program possible.

Teacher's Signature

Date

As a parent/guardian, I will make every effort to:

- Send my child to school regularly, on time, well rested, nourished and with completed homework.
- Provide a quiet place for my child to read every day.
- Limit and supervise television viewing and video game playing.
- Attend my child's Back to School Night, parent conferences, Open House, and school performance.
- Maintain open lines of communication with school staff.
- Show respect and support for my child, the teacher, and the school.
- Share about our family and culture with the teacher so the teacher can better understand my child.

Parent's Signature

Date

As a student, I will make every effort to:

- Come to school every day on time ready to learn and work hard.
- Obey school, classroom, and playground rules.
- Be responsible for completing my work to the best of my ability.
- Show respect for teachers, school staff, and other students.
- Limit television viewing, time on the phone or computer and video game playing, choosing healthy activities instead.
- Contribute positively to classroom discussions, projects and school activities.

Student's Signature

Date



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Oaks Elementary School	34765056112064	May 21, 2026	

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Homeless

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 4
- Educational Partner Involvement 6
- Resource Inequities 7
- Comprehensive Needs Assessment Components 7
 - California School Dashboard (Dashboard) Indicators 8
 - Other Needs 8
- School and Student Performance Data 9
 - Student Enrollment..... 9
 - CAASPP Results..... 12
 - ELPAC Results 17
 - Student Population 21
 - Overall Performance 23
 - Academic Performance 24
 - Academic Engagement 32
 - Conditions & Climate..... 35
- Goals, Strategies, & Proposed Expenditures..... 37
 - Goal 1 37
 - Goal 2..... 41
 - Goal 3..... 42
 - Goal 4..... 44
 - Goal 5..... 46
- Budget Summary 48
 - Budget Summary 48
 - Other Federal, State, and Local Funds 48
- Budgeted Funds and Expenditures in this Plan 49
 - Funds Budgeted to the School by Funding Source..... 49
 - Expenditures by Funding Source 49
 - Expenditures by Budget Reference 49
 - Expenditures by Budget Reference and Funding Source 49
 - Expenditures by Goal..... 49
- School Site Council Membership 50
- Recommendations and Assurances 51
- Instructions..... 52
- Appendix A: Plan Requirements 59

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements62
Appendix C: Select State and Federal Programs65

Plan Description

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- Homeless

Data used to develop this school plan is from district trimester benchmarks from the 25-26 school year and SBAC/CAASPP test scores from the 24-25 school year.

On the California Dashboard for 2025, English Language Arts was in the green. Mathematics and Chronic Absenteeism were in the yellow. Suspensions and English Learner Progress were both in orange. ELA increased 3 points and was 10.9 points above standard. Math maintained with a slight decrease of 0.9 points and 14.6 below standard. English Learner progress declined by 4.7% with 49.4% making progress. Chronic absenteeism declined by 0.8% which is a good decline, with a total of 18.6% of students considered chronically absent. The goal is to decrease chronic absenteeism. Suspensions maintained with 3.2% of students suspended at least one day. Foothill Oaks consistently ranks among the top TK–6 schools in the Twin Rivers School District

The reported subgroups are: English Language Learners, Students with Disabilities, Hispanic, Socioeconomically Disadvantaged (SED), and White.

In ELA, the EL, Hispanic, SED, and White subgroups were in green. Students with Disabilities were in orange. EL students increased 24.8 points to 1.2 points above standard. According to the CA Dashboard, there were 24 Recently Reclassified English Learners (RFEP) that were tested on the 2025 SBAC. On ELA, they demonstrated an increase of 49.2 points to 95.8 points above standard. This indicates that RFEP students are performing successfully alongside their EO peers. There were 59 EL students tested overall demonstrating growth with an increase of 12.9 points. However, the EL group remains 37.3 points below standard. In comparison there were 177 English Only (EO) students testing declining 2.8 points, demonstrating 10.5 points above standard. The Hispanic subgroup increased 6.2 points to 5.3 points above standard. The SED group increased by 6.4 points to 6 points above standard and the while the White group declined by 8.9 points, they are 11.5 points above standard. The Students with Disabilities group maintained at a slight growth of 0.4 points at 38 points below standard. While not being assigned a color the subgroups of African American declined by 3.4 points to 6.3 points below standard (n=24). Asian increased 29.3 points to 46.2 points above standard (n=18). Homeless declined 4.4 points to 24.7 points below standard (n=18). Two or more races increased 20.5 points to 31.1 points above standard (n=21). The growth Foothill Oaks has demonstrated is considered Accelerated with 73.1% (n=175) students making growth from the previous year. 69.2% of EO students (n=120) showed growth with 84.4% of current EL (n=32) and 88.2% of RFEP (n=17) students improving their score.

In Math, the same subgroups were identified. Students with Disabilities tested in the orange, SED and White in the yellow, and EL and Hispanic in the green. EL students increased 8.8 points to 17.5 points below standard. On Math, RFEP students increased 29.2 points to 56.1 points above standard. Current EL's maintained 46 points below standard (n=62). EO students maintained at 16.7 points below standard. The Hispanic subgroup increased 4.3 points to 17.8 points below standard. The SED group maintained 20.6 points below standard and the White group declined by 7.3 points to 7.1 points below standard. The Students with Disabilities group maintained 58.8 points below standard. While not being assigned a color the subgroups of African American declined by 13.7 points to 62.1 points below standard (n=24). Asian declined 10.4 points to 12.2 points above standard (n=19). Homeless increased 10.8 points to 35.9 points below standard (n=21). Two or more races increased 16.4 points to 8.5 points above standard (n=21). The growth Foothill Oaks has demonstrated is considered Average with 76% (n=175) of students improving their score. 73.3% of EO students (n=120) showed growth with 75% of current EL (n=32) and 94.1% of RFEP (n=17) students improving their score.

English Learner Progress Indicators (ELPI): The number of EL's making progress declined 4.7% with 49.4% making progress. Longitudinal data shows a decrease in students decreasing an ELPI level, but an increase of student who are maintaining lower levels.

Chronic Absenteeism declined by 0.8% with 18.6% chronically absent. Our identified subgroups of African American, Asian, English Learners, Two or More Races, Socioeconomically Disadvantaged (SED) and Students with Disabilities

were in the orange. Hispanic and Homeless were both in the red. White was in the yellow with a decline of 5.1% to 11.3% chronically absent. Hispanic students increased by 2.7% with 21.4% chronically absent (n=210). Homeless students rate increased by 1.8% with 32.6% chronically absent (n=46). African American, Two or More Races, SED, Students with Disabilities all showed declines, but all remain with at least 20% chronically absent. Asian and EL increased to the 20% mark.

Suspension Rate is at the orange level with 3.2% suspended at least 1 day (n=557). The identified subgroups of African American, Asian, EL, SED and White are orange on the CA dashboard. Hispanic, Homeless and Students with Disabilities are all yellow with Two or More Races at Green. African American (n=66) declined 2.7% to 6.1% suspended at least 1 day, Asian (n=36) increased to 2.8%, EL (n=141) increased 2.8%, SED (n=481) maintained a 3.5% suspended at least 1 day and White (n=165) increasing 1.6% to 4.8%.

District benchmarks show that growth should occur again with 2026 state testing as evidenced in the data below collected from the district data dashboard.

Trimester 1 ELA comparison: 21/22 - 46.8%, 22/23 - 48.6%, 23/24 - 47.5%, 24/25 - 57.6%, 25/26 - 54.1%
Trimester 2 ELA comparison: 21/22 - 51.4%, 22/23 - 54.2%, 23/24 - 58.6%, 24/25 - 65.9%, 25/26 - 61.3%
Students have shown growth in the 25/26 school year, however overall scores are lower than the 24/25 school year. The growth between Tri 1 and Tri 2 is averages about 7% points yearly and that trend has continued.

Trimester 1 Math comparison: 21/22 - 54.6%, 22/23 - 59.7%, 23/24 - 72.2%, 24/25 - 77.5% and 25/26 - 72.1%
Trimester 2 Math comparison: 21/22 - 55.9%, 22/23 - 59.5%, 23/24 - 64.2%, 24/25 - 67.9% and 25/26 - 71.5%
While scores started lower than 24/25, they are showing good mastery of grade level standards at over 70% of students meeting benchmarks.

In order to meet our annual ELA goal, we will continue to implement our master schedule, aligning resources such as the Resource Specialists, Bilingual Paraeducators and other support providers to support grade levels during Response to Intervention (WPT) time for Kinder-6th ELA .

Teachers will utilize formative assessments and use the results of assessments to group students for WPT time as well as other interventions and supports through out the day. Teachers will continue to provide English Language Development both with integrated instruction and specific designated instruction time. A cohort of teachers will be trained in GLAD (Guided Language Aquisition Design) to deepen Integrated and Designated Strategies. Teachers will continue to use the Journeys curriculum, in addition to other resources, to design ELA lessons and units of study with a focus on implementing visible learning strategies. Teachers will work in Professional Learning Communities (PLC) at least twice a month on Wednesdays to analyze data, plan standards based lessons, and create formative assessments. Each month there will be at least one grade level PLC and one vertical grade level PLC focused on Intervention. The BRIDGE and other support staff will join in the vertical PLC when possible. The other Wednesday meeting times will be for staff meetings and professional development.

RTI will have four time blocks: Kinder/First (kinder will join later in the year), second/third, and fourth-sixth. A member from each block will serve on the PBIS Tier 2 academic team. A retired teacher will be utilized for two 6-8 week sessions to support the RTI time blocks and reduce group size. Teachers will continue to use SIPPS, Amira (K-2) and Iready (3-6) resources during the RTI block to support reading development. Additionally the district provided MTSS provider will support professional development and also support with providing interventions. IXL will be used for support in both ELA & Math. Foothill Oaks will continue to utilize CORE strategies based on the science of reading and teachers in Fourth-Sixth grade will work on implementing GLAD strategies to increase literacy skills, while integrating history and science.

To meet our math goals, we will continue to follow SWUN's lesson plan design and ensure all grades include "Beyond the Basic Facts" in their daily schedule as well as implement a 30 minute Math Foundational Skills Block concept aligning resources to support small group math instruction and reteach essential standards. The site will fund the IXL program for math and utilize the district provided Frax/Reflex programs for math fluency.

Structurally, we will continue to have a site Instructional Leadership Team (ILT) that will help guide site-level decisions. In order to support the PLC process and culture and climate goals, we will add stipends for a representative from all grade levels and BRIDGE. We will continue our work with PBIS Tier 1, Tier 2/Tier 3 (Intervention) support teams. Foothill Oaks was awarded the Platinum Award the last 3 years. We will continue to build systems that ensure a safe, positive and effective school climate, which is a priority for school staff and parents.

We will focus on making sure teachers have all of the necessary technology, materials and supplies necessary for their classrooms/lessons. Funds will be available to continue with our incentive and awards programs as well as to continue to

pay for additional yard duty supervisors. We will continue to fund our Academic Intervention Specialist, Bilingual position to support with attendance and behavior concerns. The district will pay for a full time counselor for the site. We will offer additional recreational and academic after school options such as Broadcasting Club, GATE, Art, Drumming, Gardening and Coding. The district Expanded Learning Program will contract with coaches to provide after school sports opportunities. Students will need to maintain a behavior and academic contract to remain on the teams. During the school day, we will continue the Peace Pal Program and Student Council to build leadership skills and empowerment with older students.

As always, we will work on improving our parent engagement and volunteer opportunities. Volunteers and visitors will be asked to sign in at the front office and register with the district wide check-in system. We will host at least a monthly and/or trimester family activity. This plan includes working with Kevin Bracey to connect students, staff and families.

For the 25/26 school year, we will focus on three specific goals within the five goal structure of this plan. Below is a list of how we will spend Title I money in those goals.

Increase academic achievement and decrease disproportionalities. -

- Retired teacher for intervention during RTI
- GLAD training
- Technology Support

Improve Culture and Climate through Increased Student Engagement

- Employ a 7 hour AISB to focus on attendance and behavior as well as provide additional overtime compensation if needed.
- Kevin Bracy

Increase parent engagement

- Light Refreshments and materials for meetings
- Kevin Bracy

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A needs assessment was conducted via an online Google Form survey. Surveys were provided in Spanish, Russian and English. Parents and staff members were all emailed a link with the survey seeking input on current goals and suggestions for future needs. The link to provide input was in the January, February, April & May Monthly Family Newsletter. The results of the survey were then collected and analyzed.

These results were presented to parents and staff during the following meetings:

School Site Council/ELAC meeting: 5/20/26 (SSC)

Attempted to get ELAC participation, but no one showed for any of 4 meetings. Meetings were moved to different times of day to try to get more participation, but attendance remained at zero. Emailed SPSA presentation to EL parents for feedback 5/11/26.

Instructional Leadership Meetings (ILT) 5/13/26 & 4/8/26

In this school plan every effort has been made to address the most frequent, common suggestions and areas of focus requested by the participants.

Below is specific information regarding that survey:

In January Parent News a survey was sent to all families and on 1/27/26 a form was shared with teachers and staff. The parent survey was sent again in February, April & May newsletters. The survey was translated into Russian and Spanish. 2 parents completed the survey and eighteen staff members completed the survey, . The questions were based on the 25/26 goal areas and asked to rate their satisfaction, select the items that they believed to have had the most positive impact on the goal and/or give input onto how that goal could be improved.

The three areas in detail are: Area 1 (Increase academic achievement and decrease disproportionalities), Area 2 (improve culture and climate through increased student engagement), and Area 3 (Satisfaction with parent engagement opportunities).

The results of the survey were shared with the School Site Council/ELAC and ILT committees.

Family surveys indicate a need for more parent involvement opportunities and increased support for academics and social emotional needs.

Staff surveys indicate that Accelerated Reader is not meeting the needs, so will be phased out. IXL will continue as is for grades 2-6 as that is meeting needs and usage is high. Grades K-1 will consider ELA for IXL moving forward. The Retired Teacher intervention was rated very highly by staff and we will continue in 26-27. The Bilingual AISB was also rated very highly for support with Attendance and Behavioral needs. The Meet the Teacher Night event was highly attended and this year will be both Meet the Teacher and Back to School Night will be combined into 1 event in the 26-27 school year as a before school event.

Resource Inequities

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

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

Foothill Oaks Elementary School was designated as ATSI due to the low performance of students that are Homeless.

Based on the California Dashboard for 2025 -

Homeless Suspension Rate: Yellow-Medium performing Suspension Rate.4.3% suspended at least one day or more. Declined 3.1% from the previous year.

Homeless Chronic Absenteeism - Red - Very Low performing 32.6% chronically absent with an increase of 1.8%. This is compared to an 18.6% chronically absent rate for all students.

Additional support will improve student success and behavior. We reviewed discipline data with the School Site Council, English Language Advisory Committee, Instructional Leadership Team, and staff.

Specific actions and services are included in SPSA Goals 3 & 4: Improve Culture and Climate through Increased Student Engagement & Increase Parent Engagement

Goal 3 Action:

1. 3.1 A 7 hour Attendance Intervention Assistant, Bilingual (AISB) will work with students and families on improving attendance, facilitate SART meetings and will assist the principal with behavior interventions.

Goal 4 Action:

4.2 Kevin Bracy - Rally (All School & Family) & Follow Up Recess Family Events & Anti-Bullying

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension Rate and English Learner Progress are in the Orange. For suspensions to date, we have 23 Assertive Discipline incidents recorded for 25/26. This is a decrease of 4 from this time last year. Willfully using force/violence caused the majority of incidents (57%). As of 5/3/26, Foothill Oaks has 2.64% suspension rate for the year. Our African American, Asian, English Learners, SED and White are all in the Orange. This year, we have trained staff in the 4 R's of Restorative Practices (Respect, Responsibility, Repair and Reintegration) alongside the Mood Meter and Meta Moment to build regulation skills. Supervisory staff has been trained in de-escalation strategies and alternatives to suspension are used when appropriate. Alternative means to suspension may include research projects, teaching younger students, writing an apology or making restitution. A bilingual AISB is used to support with parent communication and supporting the Principal with disciplinary systems.

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

Based on the California Dashboard for 2025, the following student groups have two or more performance levels below the 'all student' performance.

Students with Disabilities are in the Orange (All = Green).

Chronic Absenteeism is red for Hispanic and Homeless (All = Yellow)

Other Needs

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

Per the parent survey and low attendance at parent education events, ELAC and SSC meetings a great need is more opportunity for families and the community to participate in events at school. Attempts were made to accommodate more parents with different meeting times and days of the week. Communication and reminders were sent out via AERIES and newsletters. Kelvin Data indicates an overall need to increase school culture and climate, particularly addressing 'bullying.'

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.4%	0.20%	0.20%	2	1	1
African American	11.55%	11.04%	11.22%	58	55	57
Asian	6.37%	6.02%	6.10%	32	30	31
Filipino	1.59%	1.20%	1.38%	8	6	7
Hispanic/Latino	38.84%	41.97%	39.76%	195	209	202
Pacific Islander	1.2%	0.80%	0.59%	6	4	3
White	26.69%	27.71%	30.31%	134	138	154
Two or More Races	9.76%	8.84%	7.87%	49	44	40
Not Reported	3.59%	2.21%	2.56%	18	11	13
Total Enrollment				502	498	508

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	81	65	70
Grade 1	63	64	73
Grade 2	65	67	58
Grade3	76	62	71
Grade 4	70	77	69
Grade 5	79	69	71
Grade 6	68	70	72
Total Enrollment	502	498	508

Conclusions based on this data:

1. Average enrollment is about 500 students. Our White population has steadily increased since 22/23.
2. Our Hispanic subgroup has consistently been our largest subgroup. They have consistently been at about 40% of the overall population.

3. Grades are generally sitting at approximately 70 per grade level, with the exceptions of TK (24) and 2nd (58).

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	100	116	114	19.9%	23.3%	22.4%
Fluent English Proficient (FEP)	34	35	39	6.8%	7.0%	7.7%
Reclassified Fluent English Proficient (RFEP)	24	23	27	4.80%	4.60%	5.30%

Conclusions based on this data:

1. EL's comprise almost a quarter of our total school population, with a slight decrease between 23/24 and 24/25.
2. RFEP numbers continue to rise, indicating that students are achieving language proficiency.
3. Our students rated as FEP have been slowly increasing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	69	55	69	66	53	65	66	53	65	95.7	96.4	94.2
Grade 4	58	63	60	55	63	57	55	63	57	94.8	100	95
Grade 5	72	56	64	68	55	63	68	55	63	94.4	98.2	98.4
Grade 6	66	64	65	66	62	64	66	62	64	100.0	96.9	98.5
All Grades	265	238	258	255	233	249	255	233	249	96.2	97.9	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2432.	2440.	2442.	30.30	26.42	29.23	13.64	28.30	27.69	25.76	22.64	21.54	30.30	22.64	21.54
Grade 4	2467.	2482.	2484.	27.27	26.98	33.33	18.18	26.98	24.56	23.64	23.81	19.30	30.91	22.22	22.81
Grade 5	2498.	2538.	2532.	19.12	38.18	33.33	29.41	21.82	25.40	26.47	27.27	25.40	25.00	12.73	15.87
Grade 6	2523.	2529.	2538.	13.64	20.97	18.75	31.82	27.42	35.94	28.79	27.42	31.25	25.76	24.19	14.06
All Grades	N/A	N/A	N/A	22.35	27.90	28.51	23.53	26.18	28.51	26.27	25.32	24.50	27.84	20.60	18.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	22.73	22.64	16.92	50.00	62.26	60.00	27.27	15.09	23.08
Grade 4	16.36	23.81	29.82	70.91	61.90	52.63	12.73	14.29	17.54
Grade 5	14.71	21.82	26.98	73.53	72.73	60.32	11.76	5.45	12.70
Grade 6	13.64	17.74	14.06	71.21	59.68	67.19	15.15	22.58	18.75
All Grades	16.86	21.46	21.69	66.27	63.95	60.24	16.86	14.59	18.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.76	13.21	26.15	53.03	66.04	53.85	21.21	20.75	20.00
Grade 4	16.36	20.63	15.79	61.82	52.38	59.65	21.82	26.98	24.56
Grade 5	16.18	32.73	22.22	58.82	58.18	65.08	25.00	9.09	12.70
Grade 6	10.77	14.52	25.00	60.00	58.06	54.69	29.23	27.42	20.31
All Grades	17.32	20.17	22.49	58.27	58.37	58.23	24.41	21.46	19.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.21	15.09	13.85	71.21	79.25	70.77	7.58	5.66	15.38
Grade 4	12.73	19.05	15.79	67.27	68.25	73.68	20.00	12.70	10.53
Grade 5	13.24	14.55	19.05	72.06	78.18	73.02	14.71	7.27	7.94
Grade 6	15.15	17.74	12.50	78.79	77.42	79.69	6.06	4.84	7.81
All Grades	15.69	16.74	15.26	72.55	75.54	74.30	11.76	7.73	10.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	24.24	24.53	24.62	62.12	60.38	64.62	13.64	15.09	10.77
Grade 4	20.00	11.11	21.05	67.27	80.95	68.42	12.73	7.94	10.53
Grade 5	19.12	32.73	33.33	58.82	61.82	57.14	22.06	5.45	9.52
Grade 6	13.64	14.52	28.13	69.70	72.58	57.81	16.67	12.90	14.06
All Grades	19.22	20.17	26.91	64.31	69.53	61.85	16.47	10.30	11.24

Conclusions based on this data:

1. The overall achievement for all grades has shown a decrease in % below standard.
2. The percentage of students in exceed has risen each year for grades 4-6, indicating growth as students progress through the system.

3. Writing is the Domain with the highest % below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	69	55	69	69	55	67	69	55	67	100.0	100	97.1
Grade 4	58	63	60	58	63	59	58	63	59	100.0	100	98.3
Grade 5	72	56	64	70	56	63	70	56	63	97.2	100	98.4
Grade 6	66	64	65	65	63	65	64	63	65	98.5	98.4	100
All Grades	265	238	258	262	237	254	261	237	254	98.9	99.6	98.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2436.	2440.	2444.	18.84	29.09	29.85	42.03	23.64	23.88	18.84	20.00	23.88	20.29	27.27	22.39
Grade 4	2477.	2480.	2481.	12.07	14.29	27.12	34.48	34.92	28.81	31.03	38.10	16.95	22.41	12.70	27.12
Grade 5	2482.	2510.	2501.	12.86	19.64	22.22	21.43	16.07	15.87	30.00	46.43	30.16	35.71	17.86	31.75
Grade 6	2516.	2524.	2531.	9.38	20.63	13.85	29.69	15.87	21.54	31.25	33.33	40.00	29.69	30.16	24.62
Grade 11															
All Grades	N/A	N/A	N/A	13.41	20.68	23.23	31.80	22.78	22.44	27.59	34.60	27.95	27.20	21.94	26.38

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	34.78	36.36	41.79	47.83	40.00	37.31	17.39	23.64	20.90
Grade 4	20.69	22.22	35.59	55.17	58.73	35.59	24.14	19.05	28.81
Grade 5	14.29	16.07	25.40	54.29	58.93	50.79	31.43	25.00	23.81
Grade 6	14.06	22.22	12.31	62.50	47.62	66.15	23.44	30.16	21.54
Grade 11									
All Grades	21.07	24.05	28.74	54.79	51.48	47.64	24.14	24.47	23.62

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.94	21.82	19.40	59.42	45.45	52.24	24.64	32.73	28.36
Grade 4	13.79	17.46	20.34	62.07	61.90	49.15	24.14	20.63	30.51
Grade 5	10.00	8.93	12.70	57.14	62.50	57.14	32.86	28.57	30.16
Grade 6	12.50	12.70	15.38	51.56	55.56	58.46	35.94	31.75	26.15
All Grades	13.03	15.19	16.93	57.47	56.54	54.33	29.50	28.27	28.74

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	26.09	23.64	28.36	59.42	61.82	58.21	14.49	14.55	13.43
Grade 4	18.97	19.05	27.12	72.41	65.08	55.93	8.62	15.87	16.95
Grade 5	5.71	19.64	14.29	64.29	64.29	60.32	30.00	16.07	25.40
Grade 6	10.94	11.11	10.77	65.63	68.25	69.23	23.44	20.63	20.00
All Grades	15.33	18.14	20.08	65.13	64.98	61.02	19.54	16.88	18.90

Conclusions based on this data:

1. Prob Solving & Modeling/Data analysis has consistently had the lowest % Above Standard.
2. There has been consistent improvement for Overall Performance and % Above Standard.
3. The area with the lowest % Below Standard is Communicating Reasoning, which also has a steady increase in % Above Standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1373.5	1414.0	1417.3	1374.0	1409.9	1419.5	1372.1	1423.0	1411.9	14	24	14
1	1400.0	*	1414.2	1411.3	*	1436.8	1388.4	*	1391.1	21	8	22
2	*	1461.2	*	*	1471.5	*	*	1450.3	*	8	26	9
3	1466.8	1472.1	1482.1	1470.9	1465.1	1482.2	1462.2	1478.8	1481.6	18	11	24
4	*	1504.0	1497.0	*	1505.4	1497.5	*	1501.8	1496.3	9	14	12
5	1521.1	1527.4	1553.6	1508.7	1520.0	1570.6	1532.8	1534.1	1536.2	19	11	14
6	*	1509.6	1503.1	*	1515.1	1494.7	*	1503.6	1511.1	10	14	14
All Grades										99	108	109

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	20.83	7.14	14.29	25.00	21.43	42.86	25.00	50.00	35.71	29.17	21.43	14	24	14
1	0.00	*	9.09	23.81	*	31.82	52.38	*	22.73	23.81	*	36.36	21	*	22
2	*	15.38	*	*	42.31	*	*	26.92	*	*	15.38	*	*	26	*
3	5.56	18.18	12.50	27.78	27.27	37.50	38.89	18.18	25.00	27.78	36.36	25.00	18	11	24
4	*	14.29	8.33	*	35.71	50.00	*	42.86	16.67	*	7.14	25.00	*	14	12
5	31.58	18.18	28.57	31.58	45.45	64.29	26.32	18.18	0.00	10.53	18.18	7.14	19	11	14
6	*	14.29	14.29	*	50.00	28.57	*	21.43	21.43	*	14.29	35.71	*	14	14
All Grades	11.22	15.74	12.84	31.63	35.19	34.86	34.69	25.93	25.69	22.45	23.15	26.61	98	108	109

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	20.83	14.29	21.43	20.83	28.57	28.57	29.17	35.71	50.00	29.17	21.43	14	24	14
1	4.76	*	22.73	38.10	*	18.18	33.33	*	18.18	23.81	*	40.91	21	*	22
2	*	23.08	*	*	34.62	*	*	30.77	*	*	11.54	*	*	26	*
3	27.78	27.27	33.33	38.89	27.27	37.50	5.56	18.18	8.33	27.78	27.27	20.83	18	11	24
4	*	28.57	41.67	*	50.00	33.33	*	14.29	8.33	*	7.14	16.67	*	14	12
5	31.58	45.45	64.29	47.37	27.27	28.57	10.53	9.09	7.14	10.53	18.18	0.00	19	11	14
6	*	21.43	35.71	*	57.14	28.57	*	14.29	7.14	*	7.14	28.57	*	14	14
All Grades	23.47	24.07	33.03	31.63	33.33	29.36	21.43	25.00	14.68	23.47	17.59	22.94	98	108	109

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		25.00	7.14		29.17	28.57		41.67	57.14		4.17	7.14		24	14
1	*	*	0.00	*	*	31.82	*	*	27.27	*	*	40.91	*	*	22
2	*	0.00	*	*	38.46	*	*	34.62	*	*	26.92	*	*	26	*
3	*	0.00	8.33	*	18.18	25.00	*	27.27	25.00	*	54.55	41.67	*	11	24
4		0.00	8.33		21.43	33.33		50.00	8.33		28.57	50.00		14	12
5		18.18	7.14		9.09	28.57		63.64	57.14		9.09	7.14		11	14
6	*	0.00	7.14	*	21.43	14.29	*	64.29	42.86	*	14.29	35.71	*	14	14
All Grades	8.16	8.33	5.50	18.37	24.07	25.69	42.86	43.52	33.94	30.61	24.07	34.86	98	108	109

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	20.83	7.14	71.43	58.33	85.71	21.43	20.83	7.14	14	24	14
1	14.29	*	22.73	71.43	*	59.09	14.29	*	18.18	21	*	22
2	*	30.77	*	*	53.85	*	*	15.38	*	*	26	*
3	22.22	27.27	20.83	44.44	45.45	58.33	33.33	27.27	20.83	18	11	24
4	*	35.71	50.00	*	57.14	25.00	*	7.14	25.00	*	14	12
5	31.58	54.55	21.43	52.63	36.36	71.43	15.79	9.09	7.14	19	11	14
6	*	28.57	7.14	*	50.00	50.00	*	21.43	42.86	*	14	14
All Grades	21.43	28.70	21.10	58.16	55.56	58.72	20.41	15.74	20.18	98	108	109

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	16.67	14.29	28.57	50.00	57.14	71.43	33.33	28.57	14	24	14
1	4.76	*	18.18	61.90	*	40.91	33.33	*	40.91	21	*	22
2	*	26.92	*	*	61.54	*	*	11.54	*	*	26	*
3	38.89	36.36	54.17	33.33	27.27	29.17	27.78	36.36	16.67	18	11	24
4	*	42.86	41.67	*	42.86	41.67	*	14.29	16.67	*	14	12
5	68.42	63.64	92.86	21.05	9.09	7.14	10.53	27.27	0.00	19	11	14
6	*	50.00	57.14	*	42.86	14.29	*	7.14	28.57	*	14	14
All Grades	31.63	32.41	42.20	35.71	44.44	34.86	32.65	23.15	22.94	98	108	109

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	4.17	7.14	64.29	75.00	85.71	28.57	20.83	7.14	14	24	14
1	4.76	*	0.00	52.38	*	54.55	42.86	*	45.45	21	*	22
2	*	0.00	*	*	69.23	*	*	30.77	*	*	26	*
3	0.00	0.00	4.17	27.78	45.45	45.83	72.22	54.55	50.00	18	11	24
4	*	0.00	8.33	*	71.43	41.67	*	28.57	50.00	*	14	12
5	21.05	18.18	14.29	57.89	63.64	64.29	21.05	18.18	21.43	19	11	14
6	*	0.00	7.14	*	50.00	28.57	*	50.00	64.29	*	14	14
All Grades	10.20	3.70	5.50	52.04	61.11	51.38	37.76	35.19	43.12	98	108	109

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	7.14	50.00	64.29	42.86	45.83	28.57	50.00	4.17	7.14	14	24	14
1	4.76	*	0.00	52.38	*	68.18	42.86	*	31.82	21	*	22
2	*	15.38	*	*	65.38	*	*	19.23	*	*	26	*
3	0.00	0.00	16.67	66.67	81.82	62.50	33.33	18.18	20.83	18	11	24
4	*	7.14	8.33	*	92.86	58.33	*	0.00	33.33	*	14	12
5	26.32	27.27	0.00	57.89	54.55	100.00	15.79	18.18	0.00	19	11	14
6	*	14.29	14.29	*	71.43	57.14	*	14.29	28.57	*	14	14
All Grades	14.29	20.37	15.60	54.08	63.89	61.47	31.63	15.74	22.94	98	108	109

Conclusions based on this data:

1. Written Language has the lowest % in Well Developed (5%)

2. The speaking domain has shown consistent increase in those who are Well Developed.
3. There has been a consistent increase in Students performing at level 1 in Overall language.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
508	83.1%	22.4%	0.2%
Total Number of Students enrolled in Foothill 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	22.4%
Foster Youth	1	0.2%
Homeless	32	6.3%
Socioeconomically Disadvantaged	422	83.1%
Students with Disabilities	103	20.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	11.2%
American Indian	1	0.2%
Asian	31	6.1%
Filipino	7	1.4%
Hispanic	202	39.8%
Two or More Races	40	7.9%
Pacific Islander	3	0.6%
White	154	30.3%

Conclusions based on this data:

1. Significant subgroups for ethnicity with 15% or higher are Hispanic and White. African American group is the next largest at 11%

2. Significant subgroups for student group with 15% or higher are EL students, SED students and students with disabilities.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner Progress and Suspension Rate are both in the Orange.
2. English Language Arts is in the Green.
3. Math is in the yellow.

School and Student Performance Data

Academic Performance English Language Arts

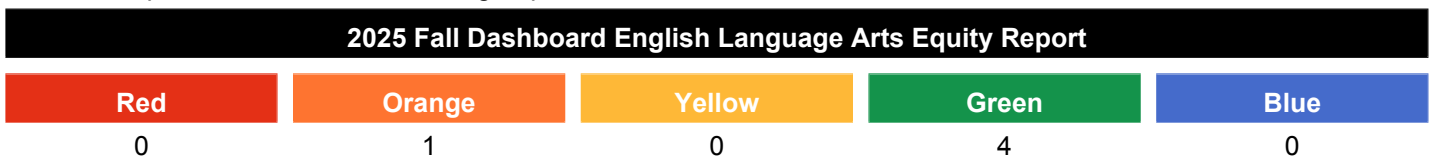
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>10.9 points above standard</p> <p>Increased 3 points</p> <p>270 Students</p>	<p>English Learners</p> <p> Green</p> <p>1.2 points above standard</p> <p>Increased 24.8 points</p> <p>83 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>24.7 points below standard</p> <p>Declined 4.4 points</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>6 points above standard</p> <p>Increased 6.4 points</p> <p>236 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>38 points below standard</p> <p>Maintained 0.4 points</p> <p>63 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>6.3 points below standard</p> <p>Declined 3.4 points</p> <p>24 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>46.2 points above standard</p> <p>Increased 29.3 points</p> <p>18 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>5.3 points above standard</p> <p>Increased 6.2 points</p> <p>109 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>31.1 points above standard</p> <p>Increased 20.5 points</p> <p>21 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>11.5 points above standard</p> <p>Declined 8.9 points</p> <p>88 Students</p>

Conclusions based on this data:

1. Every subgroup is above standard with the exceptions of Students with Disabilities, Homeless, and African American.
2. English Learners made strong growth, increasing 24.8 points to Green.
3. White and Homeless showed the largest declines. 8.9 points and 4.4 points respectively.

School and Student Performance Data

Academic Performance Mathematics

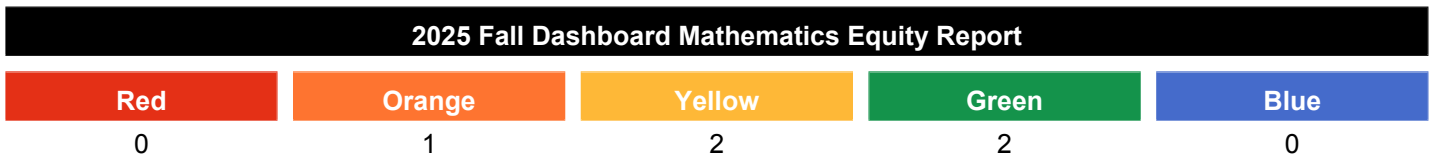
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>14.6 points below standard</p> <p>Maintained -0.9 points</p> <p>273 Students</p>	<p>English Learners</p> <p>Green</p> <p>17.5 points below standard</p> <p>Increased 8.8 points</p> <p>86 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>35.9 points below standard</p> <p>Increased 10.8 points</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>20.6 points below standard</p> <p>Maintained 0.2 points</p> <p>239 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>58.8 points below standard</p> <p>Maintained 2.5 points</p> <p>63 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>62.1 points below standard</p> <p>Declined 13.7 points</p> <p>24 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>12.2 points above standard</p> <p>Declined 10.4 points</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>17.8 points below standard</p> <p>Increased 4.3 points</p> <p>109 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>8.5 points above standard</p> <p>Increased 16.4 points</p> <p>21 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>7.1 points below standard</p> <p>Declined 7.3 points</p> <p>90 Students</p>

Conclusions based on this data:

1. All groups are performing below standard with the exception of Asian (12.2 points above) and Two or More Races (8.5 points above).
2. EL's, Homeless, Hispanic, and Two or More Races all showed increases.
3. Students with Disabilities have the most to grow to meet standards. They Maintained levels, but remain 58.8 points below standard.

School and Student Performance Data

Academic Performance Science

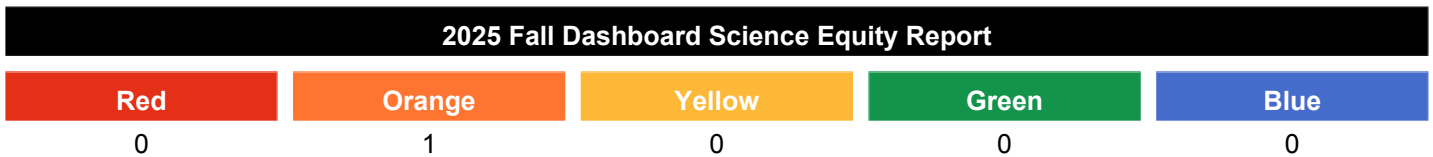
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>42.3 science points</p> <p>Declined 4.6 points</p> <p>69 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>43.4 science points</p> <p>Increased 2.8 points</p> <p>21 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>41.5 science points</p> <p>Declined 4 points</p> <p>60 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>37.3 science points</p> <p>Declined 7 points</p> <p>15 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>39.4 science points</p> <p>Declined 4.9 points</p> <p>29 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>51.6 science points</p> <p>Increased 2.6 points</p> <p>23 Students</p>

Conclusions based on this data:

1. All Students, SED, Students with Disabilities, and Hispanic demonstrated a decline.
2. The White and EL groups showed an increase.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 49.4 making progress. Number Students: 87 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 2 Students

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.

2025 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
8.6%	40.7%	0%	50.6%

Conclusions based on this data:

1. Almost 50% of students are showing progress.
2. Half of the EL population grew by at least one level. In contrast 41% maintained. This could be problematic in creating an LTEL situation.
3. Less than 10% showed a decrease, which is a positive.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

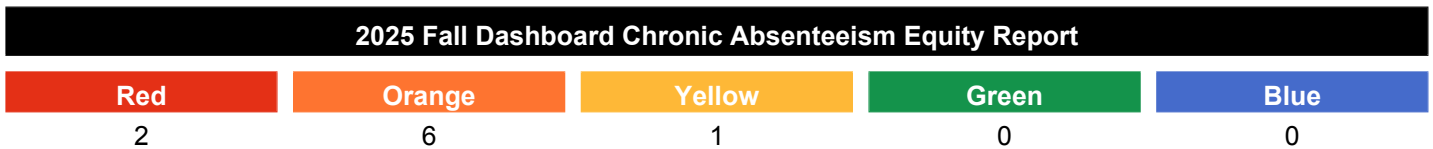
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>18.6% Chronically Absent</p> <p>Declined 0.8</p> <p>539 Students</p>	<p>English Learners</p> <p> Orange</p> <p>19.7% Chronically Absent</p> <p>Increased 7</p> <p>137 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p> Red</p> <p>32.6% Chronically Absent</p> <p>Increased 1.8</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>20.6% Chronically Absent</p> <p>Declined 0.9</p> <p>466 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>24.1% Chronically Absent</p> <p>Declined 5.6</p> <p>112 Students</p>	<p>African American</p>  <p>Orange</p> <p>22.6% Chronically Absent</p> <p>Declined 7.8</p> <p>62 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>20% Chronically Absent</p> <p>Increased 7.1</p> <p>35 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>21.4% Chronically Absent</p> <p>Increased 2.7</p> <p>210 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>21.3% Chronically Absent</p> <p>Declined 0.7</p> <p>61 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Yellow</p> <p>11.3% Chronically Absent</p> <p>Declined 5.1</p> <p>160 Students</p>

Conclusions based on this data:

1. Two subgroups are in the red - Hispanic and Homeless. Hispanic has 21.4% Chronically Absent and increasing. Homeless is at 32.6% and increasing.
2. Homeless is the largest subgroup with 32.6% Chronic Absenteeism.
3. Two or More Races, White, Students with Disabilities, African American, SED and All students all showed a decline in chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

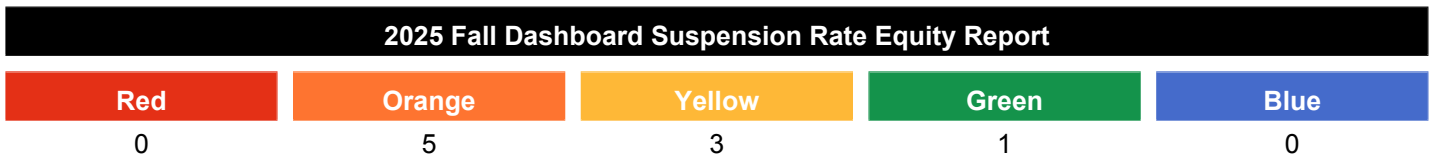
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Maintained 0%</p> <p>557 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 2.1%</p> <p>141 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>4.3% suspended at least one day</p> <p>Declined 3.1%</p> <p>46 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.5% suspended at least one day</p> <p>Maintained 0%</p> <p>481 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>5.9% suspended at least one day</p> <p>Declined 1.1%</p> <p>118 Students</p>	<p>African American</p>  <p>Orange</p> <p>6.1% suspended at least one day</p> <p>Declined 2.7%</p> <p>66 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 2.8%</p> <p>36 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0%</p> <p>216 Students</p>
<p>Two or More Races</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 1.8%</p> <p>62 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>4.8% suspended at least one day</p> <p>Increased 1.6%</p> <p>165 Students</p>

Conclusions based on this data:

1. The suspension rate maintained at 3.2% suspended at least one day.
2. White, Asian, Homeless and EL increased.
3. Homeless showed the largest increase at 3.1%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement & Decrease Disproportionalities

During the 2026-2027 school year the percentage of students meeting or exceeding standards will increase by 4% or more on th TRUSD benchmark assessments and the CAASPP English Language Arts and Math assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

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

On the California Dashboard for 2025, English Language Arts was in the Green. Mathematics was in the Yellow a decrease from green in 2024. English Learner Progress was in Orange. ELA increased 3 points and was 10.9 points above standard. Math maintained with a slight decrease of 0.9 points and 14.6 below standard. English Learner progress declined by 4.7% with 49.4% making progress. The CA Dashboard Growth measure rate ELA growth as accelerated and Math Growth as average. Foothill Oaks consistently ranks among the top TK–6 schools in the Twin Rivers School District

The reported subgroups are: English Language Learners (EL), Students with Disabilities, Hispanic, Socioeconomically Disadvantaged (SED), and White.

In ELA the breakdown below standard in the subgroups is as follows:

English Learners increased 24.8 points to 1.2 points above standard which puts them at green from orange in 2024. Hispanic subgroup increased 6.2 points to 5.3 points above standard which maintains green. Socioeconomically Disadvantaged increased 11.5 points to 0.4 points below standard which maintains green. Students with Disabilities decreased from yellow in 2024 to orange 2025 maintaining (0.4%) 38 points below standard. White subgroup increased 14.3 points to 20.4 points above standard which maintains green.

English Learner Progress as related to SBAC 2025

Current EL - increased 12.9 points, but 37.3 points below standard. RFEP Increased 49.2 points to 95.8 points above standard.

English Only - maintained at -2.8 points putting them at 10.5 points above standard.

There is a clear discrepancy between current EL and EO. The Requalification process is clearly showing effectiveness as that group is outperforming all.

In Math the breakdown below standard in the subgroups is as follows:

English Learners increased 8.8 points to 17.5 points below standard which puts them at green an increase from yellow in 2024.

Hispanic subgroup increased 4.3 points to 17.8 points below standard which maintains green.

Socioeconomically Disadvantaged maintained (0.2 points) to 20.6 points below standard which places them in yellow a decrease from green in 2024.

Students with Disabilities maintained (2.5 points) 58.8 points below standard which is orange..

White subgroup declined points to 7.1 points below standard which is yellow a decrease from green in 2024.

English Learner Progress as related to SBAC 2025

Current EL - maintained (0.1 point) 46 points below standard. RFEP Increased 29.2 points to 56.1 points above standard.

English Only - maintained at -2.9 points putting them at 16.7 points below standard.

There is a clear discrepancy between current EL and EO. The Requalification process is clearly showing effectiveness as that group is outperforming all.

There is a need to bring more students to proficiency in ELA and Math. ELA and Math data show a clear disparity between EL and EO students. This indicates a need for further Professional Development and support for English Language Development across curricular areas. This is further supported by ELPI data showing that 50% of EL are not showing growth, but maintaining their current levels. Additionally, the Alternate ELPAC was given to the EL BRIDGE students. 42.9% made progress and 57.1% did not.

It is to be noted that the Students with Disabilities subgroup is comprised of a mixture of students from the BRIDGE (self-contained mod-severe autism program) and those with Specific Learning Disabilities in the General Education Program with SAID services. Students scores from students that take the CAA are not reflected in the overall performance of state testing at a district level, but they are reflected on the California Dashboard.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC results for ELA	2025 SBAC Passing Rate 57.03%	2026 SBAC 61% pass rate
SBAC results for ELA (EL Subgroup) SBAC results for ELA (Homeless Subgroup)	2025 EL SBAC Passing rate 38.78% 2025 Homeless SBAC Passing rate 45.95%	2026 EL SBAC 43% pass rate 2026 Homeless SBAC 43% pass rate
SBAC results for Math	2025 SBAC Passing Rate 45.67%	2026 SBAC 51% pass rate
SBAC results for Math (EL Subgroup) SBAC results for ELA (Homeless Subgroup)	2025 EL SBAC Passing rate 31.73% 2025 Homeless SBAC Passing rate 34.15%	2026 EL SBAC Passing rate 36% 2026 Homeless SBAC Passing rate 38%
Trimester 1 and 2 benchmarks for ELA	Tri 1 - 54.13% Passing Rate Tri 2 - 61.26% Passing Rate	2026 TRI 1 - 59% 2027 TRI 2 - 65%
Trimester 1 and 2 benchmarks for Math	Tri 1 - 72.08% Passing Rate Tri 2 - 71.53% Passing Rate	2026 TRI 1 - 76% 2027 TRI 2 - 80%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	GLAD materials for Teachers	All 4th - 6th grade students; EL; targeted groups based based on assessment data, & ATSI focus on Homeless	1000 Title I Basic 5000-5999: Operating Expenditures Materials for GLAD Implementation
1.2	1.1 Software licenses and supportive technology will be purchased to support and enhance the high quality first instruction delivered by teachers	All students, EL, & ATSI focus on Homeless	8000 Title I Basic 5000-5999: Operating Expenditures
1.3	1.2 Intervention. A retired teacher will work for two rounds of intervention during RTI with 1/2 day of intervention, 1/2 day release time for teacher collaboration and 1 hr prep per week.	All students, ATSI focus on Homeless	24155 Title I Basic 1000-1999: Certificated Personnel Salaries Retired Teacher 5,731 Title I Basic 3000-3999: Employee Benefits Retired Teacher

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Software was purchased to support academics with the purchase of Accelerated Reader and IXL for ELA. An addendum was added for the retired teacher to include teacher collaboration. Teachers and staff rate Activity 1.3 very highly . We are seeing growth and continued high performance.

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

The main changes were due to the work stoppage and not completing RTI cycles. This especially affected the groups that the retired teacher was working with.

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.

All software was used, but moving forward AR was not deemed effective and RAZ kids is not used by enough teachers. IXL was heavily used and we will expand our ELA this year. GLAD certification for teachers in grades 4-6 was added this year to address discrepancies with EL progress and overall literacy development. This change can be found in Goal 1 Action 1.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure All Students Graduate College & Career Ready
No Goal

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate through Increased Student Engagement

By June of 2027, Average Daily Attendance (ADA) average will increase to 95% and chronic attendance rate will drop below 15%. Suspensions will be below 3 percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Identified Need

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

According to the California Dashboard, Foothill Oaks made improvements in Chronic Absenteeism declining from 31.2% to 19.3%. However that number is still higher than the goal. Students with Disabilities still had the highest percentage declining from 38.7% to 29.7%. Socioeconomically Disadvantaged students declined from 33% to 21.5%.

Throughout the 24/25 school year, the chronic absenteeism ranged between 19 and 22 percent.

The daily attendance rate ranged from 93 to 95 percent throughout the year with less disproportionalities in the African American and Students with Disabilities categories.

All of these indicators reinforce the need for the support that our Academic Intervention Specialist, Bilingual (AISB) position and the interventions that that position is able to oversee. The record keeping for attendance, multiple home visits and parent connections support the reduction of chronic absenteeism, help to increase average daily attendance and support students with behavior to avoid suspensions. Increase in ADA and decrease in Chronic Absenteeism are evidence that the AISB position has had positive affects.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025/2026 Attendance Rate	90.7%	95%
2025/2026 Chronic Attendance Rate	37.35%	under 18%
2025/2026 Suspensions and behavioral data	2.64%	Under 3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 A 7 hour Attendance Intervention Assistant, Bilingual (AISB) will work with students and families on improving attendance, facilitate SART meetings		62948 Title I Basic 2000-2999: Classified Personnel Salaries

	and will assist the principal with behavior interventions.		38443 Title I Basic 3000-3999: Employee Benefits
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

AISB has been an effective position to support attendance and behavior. In April 2024 ADA was 93.46% and in April of 2025 it was 93.80. Chronic Absenteeism was 20.08% in April 2024 and in April of 2025 it was 19.82%. Suspensions remain below 3%.

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

AISB did not start until end of October, so we were not able to implement the incentives and systems from the start of the school year. This caused some issues getting systems launched and followed through with.

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.

No changes needed

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Increase Parent Engagement

By June 2027, the school will strengthen family engagement and parent-school connections by implementing a comprehensive, inclusive engagement plan that combines early access to school experiences, high-energy student motivation events, and ongoing family-centered opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

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

According to the 25-26 Family needs assessment and feedback from SSC, parents would like more events that meaningfully educate and connect the school and home. Attendance was high this year for the Harvest Festival, Meet the Teacher and Academic Assemblies. Observational data shows that attendance for Family events is high, but for meetings such as ELAC or School Site Council attendance is low. This has been a trend over the last few years.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting attendance lists and QRI code data collection	0 parents/guardians have attended the 3 attempts at an ELAC education meeting in 25/26. One more will be held in April 2026. 1 parent attended the 'Managing Big Emotions' parent event. The parent is also a staff member.	Increase participation at each parent educational event to at least 20 Increase participation in ELAC to at least 5.
MOY Kelvin Data	27% of families report bullying/cyberbullying is a problem. 48% of staff report Bullying/Cyberbullying is a problem. 55% of students in grades 3-6 feel bullying/cyberbullying is a problem. An area of concern for grades 1-2 is not feeling emotionally safe at school.	Decrease each groups by at least 10% reporting bullying/cyberbullying as a problem. Increase in students in grade 1-2 regarding Emotional Safety.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Materials, supplies and/or light refreshments for family events.	Schoolwide.	237 Title I Parent and Family Engagement 4000-4999: Materials and Supplies
4.2	4.2 Kevin Bracy - Rally (All School & Family) & Follow Up Recess Family Events	Schoolwide	3600 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Antibullying - Parent Community Involvement

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Meet the Teacher has been a successful event, but attendance at Back to School Night suffered. Families attend school events, but not educational opportunities, ELAC or SSC meetings.

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

The cost of additional hours for teachers for Meet the Teacher and Light Refreshments was covered within the budgeted expenditures.

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

In order to increase parent participation and family participation across school events several strategies/activities will be implemented. The school will host a unified "Welcome to School" orientation prior to the first day, combining Meet the Teacher and Back-to-School engagement into one event. The past few years attendance at Meet the Teacher was high and Back to School Night lower. Combining the events will update the information families get before school starts, which data shows they may have previously missed out on by not attending Back to School Night. At the 26-27 event, families will have the opportunity to meet teachers, visit classrooms, receive supplies, confirm data, learn about Parent Portal and information about Extended Learning Opportunities and Athletics. Specific resources for English Learners and Homeless Families will also be available. A digital orientation option will be provided to ensure access for all families.

To address the need to strengthen home/school connections in a meaningful way and reduce bullying, we will host Kevin Bracy. His focus on Greatness and Anti-Bullying resonates with the need to meaningfully connect and educate. The school will allocate time, space, and supervision to host two high-energy rallies facilitated by Kevin Bracy, ensuring that both primary and intermediate grade spans, along with their families, can participate in developmentally appropriate and engaging motivational experiences. Additional planning and resources will be dedicated to hosting at least one follow-up family event with Kevin Bracy to reinforce key messages and sustain momentum.

These changes can be found in Strategy/Activity 4.2.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Provide Facilities that are Clean, Safe, and Conducive to Student Learning
No Goal

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	No Strategies/No Goal		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

None

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$144,114
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$144,114.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Basic	\$140,277.00
Title I Parent and Family Engagement	\$3,837.00

Subtotal of additional federal funds included for this school: \$144,114.00

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$144,114.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Basic	140,277.00
Title I Parent and Family Engagement	3,837.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,155.00
2000-2999: Classified Personnel Salaries	62,948.00
3000-3999: Employee Benefits	44,174.00
4000-4999: Materials and Supplies	3,837.00
5000-5999: Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	24,155.00
2000-2999: Classified Personnel Salaries	Title I Basic	62,948.00
3000-3999: Employee Benefits	Title I Basic	44,174.00
5000-5999: Operating Expenditures	Title I Basic	9,000.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	3,837.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,886.00
Goal 3	101,391.00
Goal 4	3,837.00

School Site Council Membership

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

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

Name of Members	Role
Jean Wiersema	Principal
Lisa Ravalli	Other School Staff
Janiel Evans	Classroom Teacher
Shanna Lunday	Classroom Teacher
Desiree Jackson	Classroom Teacher
Samantha Huerls	Parent or Community Member
Irene Nepomuceno	Parent or Community Member
Anginae Robbins	Parent or Community Member
Danielle Covert	Parent or Community Member
Erika (Maria) Flores	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

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 .

Attested:

Principal, Jean Wiersema on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: “Off and Away”

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Before school
 - Instructional time
 - Recess
 - Lunch
- No student use is permitted during the school day unless:
 - Explicitly authorized by staff for instructional purposes
 - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
 - Passing periods
 - Lunch
- Use is permitted only:
 - With staff authorization for instructional purposes
 - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
 - Before school
 - Passing periods
 - During lunch
- Teachers may authorize use for instructional purposes when:
 - Clearly aligned to instructional objectives
 - Structured and time-bound
 - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
 - Authorized by the teacher
 - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
 - Storage
 - Documentation
 - Logging devices in and out
 - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.