Foothill Ranch Middle School

English Learner Advisory Committee
Agenda/Minutes
Agenda/Actas del Comité Asesor para Estudiantes de Inglés

Date & Time ***(Fecha & Hora)*** 11/18/2026 5:00 PM

Location ***(Ubicación)*** Foothill Ranch Middle School

Zoom Link ***(Enlace de Zoom)*** N/A

ELAC Attendance *Asistencia al ELAC*

Elected Members / *Miembro* ***Parents that are employees of the school may not serve as a parent member of the ELAC.*** **** Los padres que sean empleados de la escuela no pueden ser miembros del ELAC.***	**Present / Absent** ***Presente/ Ausente***
Elected Parent of EL Jesus De Paz	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Date Certified Elections Were Collected at Site *Fecha en que se recopilaron las elecciones certificadas en el sitio*	**Chairperson** ***Presidente***	This site confirms that election results were collected and documented after all English Learner (EL) parents/guardians were given the opportunity to vote.
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas*	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* Total Members in Attendance: *Total de Miembros Presentes:*

Review Agenda *Repasar Agenda* Review October 21, 2026 Agenda/Minutes	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 1📎 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* -Nomination Announcements	**Chairperson & Principal** ***Presidente y Director /a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* -Review Compact and Involvement Policy -EL Program Data (Student Work, Strategies, ELPAC, CAASPP, Other)	**Chairperson & Principal** ***Presidente y Director /a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* -Attendance Practices and Data -SPSA Goals and Actions	**Chairperson & Principal** ***Presidente y Director /a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* -ELAC Handbook	**Chairperson & Principal** ***Presidente y Director /a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

DELAC Reporting ***Informes DELAC*** ELAC Timeline and Meeting Resources	**DELAC Representative** ***Representante DELAC***	**Summary of Reporting (***Resumen de Informes)*

Other Presentation: (Topics requested by ELAC members) ***Otra Presentación:*** *(temas solicitados por miembros del ELAC)* 5 Attachment	**Principal** ***Director/a***	**Summary of Presentation (***Resumen de Presentación)*
Other Committee Reports (if needed)**:** **SSC, PTA, LCAP, Etc.** ***Otros Informes del Comite*** *(si es necesario):* ***SSC, PTA, LCAP, Etc.***	**SSC, PTA or Other Representatives** ***SSC, PTA u Otros Representantes***	**Summary of Reporting (***Resumen de Informes)*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Secretary** ***Secretario/a***	**Summary of Comments (***Resumen de Comentarios)*

Announcements: ***Anuncios:***	**Principal** ***Director/a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date:
Fecha de próxima reunión: 01/20/2027 5:00 PM

Foothill Ranch Middle School

English Learner Advisory Committee

Agenda/Minutes

Agenda/Actas del Comité Asesor para Estudiantes de Inglés

Date & Time ***(Fecha & Hora)*** 10/21/2026 5:00 PM

Location ***(Ubicación)*** Library Annex

Zoom Link ***(Enlace de Zoom)***

ELAC Attendance *Asistencia al ELAC*

Officers / *Funcionarios*	**Present / Absent** *Presente/ Ausente*
ELAC Member: ***Miembro ELAC:*** Karima Zeerak (Present)	Yes (Si)
ELAC Member: ***Miembro ELAC:*** Jesus De Paz (Present)	Yes (Si)
ELAC Member: ***Miembro ELAC:***	
ELAC Member: ***Miembro ELAC:***	
ELAC Member: ***Miembro ELAC:***	
ELAC Member: ***Miembro ELAC:***	
ELAC Member: ***Miembro ELAC:***	

****Parents that are employees of the school may not serve as a parent member of the ELAC.***

**** Los padres que sean empleados de la escuela no pueden ser miembros del ELAC.***

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*	**Present / Absent** *Presente/ Ausente*
Principal: ***Directora(a):*** George Porter (Present)	Yes (Si)
Vice Principal: ***Sub Director/a:*** Tanya Beverley (Absent)	No
Academic Intervention Specialist, Bilingual: ***Especialista en Intervención Académica, Bilingüe:*** Ruth Martinez (Present)	Yes (Si)
Family Community Liaison: ***Enlace Comunitario Familiar:*** Mr. Hasani (Absent)	No
Bilingual Para: ***Asistente Bilingüe:*** N/A	No
Other Staff:***Otro Personal:***	
Other Staff:***Otro Personal:***	
Other Staff:***Otro Personal:***	
Other Staff:***Otro Personal:***	

Parents, Guardians, Community Members ***Padres, Tutores, Miembros de la Comunidad***
Tara Jacobs (Community Member)
Karima Zeerak (EL Parent)
Jesus De Paz (EL Parent)

AGENDA		
ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas*	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 5:00 PM Total Members in Attendance: 8 *Total de Miembros Presentes:*
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* N/A
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión*	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* N/A Second *Se secundó*: N/A In favor *A favor* : 0 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: 0 *Moción: Aprobada o Rechazada*

ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* 1. DELAC Represenative and Alternate 2. ELAC Nominations	**President/ Chairperson & Principal** ***Presidente y Directora(a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* ELAC 2. Mr. De Paz Mrs. Zeerak DELAC 1. Future Meeting Mrs. Zeerak and Mr. De Paz has shared interest in participating as the DELAC Rep.
ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* DELAC Debrief	**President/ Chairperson & Principal** ***Presidente y Directora(a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Mrs. Zeerak the attended the October DELAC 2026 and shared that transportation information was shared at the meeting.
ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* Review Compact and Involvement Policy	**President/ Chairperson & Principal** ***Presidente y Directora(a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Item moved to next ELAC meeting.

ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* EL Program Data (Student Work; Strategies; ELPAC, CAASPP; Other)	**President/ Chairperson & Principal** ***Presidente y Directora(a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Item moved to next ELAC meeting.
ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* Attendance Practices and Data	**President/ Chairperson & Principal** ***Presidente y Directora(a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Item moved to next ELAC meeting.
ELAC Mandated Topics: (Choose from ELAC Timeline & Meeting Resources) ***Tema Obligatorio del ELAC:*** *(elegir entre los recursos de ELAC Timeline & Reuniones)* SPSA Goals and Actions	**President/ Chairperson & Principal** ***Presidente y Directora(a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Item moved to next ELAC meeting.

DELAC Reporting ***Informes DELAC*** ELAC Handbook	**DELAC Representative** ***Representante DELAC***	**Summary of Reporting (***Resumen de Informes)* Item moved to next ELAC meeting.
Other Presentation: (Topics requested by ELAC members) ***Otra Presentación:*** *(temas solicitados por miembros del ELAC)* ELAC Timeline and Meeting Resources 5 Attachment	**Principal** ***Director/a***	**Summary of Presentation (***Resumen de Presentación)* Item moved to next ELAC meeting.
Other Committee Reports (if needed)**:** **SSC, PTA, LCAP, Etc.** ***Otros Informes del Comite*** *(si es necesario):* ***SSC, PTA, LCAP, Etc.***	**SSC, PTA or Other Representatives** ***SSC, PTA u Otros Representantes***	**Summary of Reporting (***Resumen de Informes)* N/A

Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Secretary** ***Secretario/a***	**Summary of Comments (***Resumen de Comentarios)* Tara Jacobs shared that she was at the October 2026 DELAC meeting and supported the parents at the meeting.
Announcements: ***Anuncios:***	**Principal** ***Director/a***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* We discussed that the ELAC ballots would be provided in mulptiple languages: Spanish, Farsi, Dari, Russian, and Ukrainian. We would shared the message on Parent Square for EL parents to come to the school's front office to pick up ballots to cast their votes.
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 6:15 PM

Next meeting date:
Fecha de próxima reunión: 01/20/2027 5:00 PM

Foothill Ranch Middle School
Student/Parent/School Learning Compact
2026/27

The parents and staff of Foothill Ranch Middle School know that learning can take place only when there is a combination of effort and motivation by all parties: parent, student, and school. We are all committed to do our best to promote the achievement of all students' educational progress. This Compact was adopted by Foothill Ranch Middle School on **October 7, 2026** and will be in effect for the duration of the school year. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before **November 1, 2026**

This agreement is a promise to work together. **Together we can improve teaching and learning.**

As a student, I pledge to:

- Work as hard as I can on my school and homework assignments.
- Keep track of assignments and important dates in my school planner.
- Discuss with my parents what I am learning in school.
- Follow the school rules and policies.
- Ask my teacher questions when I do not understand something.
- **Go to my public or school library when I need resources.**
- Monitor grades in AERIES.

_____

Student's signature **Date**

As a parent, I pledge to:

- Provide a quiet study time and place at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Encourage my child to follow the school rules and policies.
- Review my child's homework and check AERIES Parent Portal for progress on assignments and grades.
- Encourage my child to read.
- **Encourage my child to use the school or public library.**

_____

Parent's signature

Date

As a school, we pledge to:

- Provide high-quality curriculum and instruction. Teachers will provide standards-based lessons and activities in the classroom.
- Observe the importance of ongoing communication between parents and family members and teachers:
    - Parent-teacher conferences are scheduled as needed so that parents may also express their concerns / provide input.

- Provide parents, through on-going communication, with information about the school's performance, student progress, school events, and other relevant information.
- Frequent progress reports on student progress are provided to parents. Every 7 weeks parents are sent progress reports and grades are sent at the end of every quarter.
- Parents are provided reasonable access to staff and opportunities for parents and family members to volunteer and participate in their child's class, and observe classroom activities. Parents can become members of the School Site Council, English Learner Advisory Committee, and other parent organizations at the school. Through newsletters and the school website, the school informs parents of participation activities available.

- Explain student academic expectations, instructional goals, and grading system to students and parents.
- Explain student behavior expectations, school rules, and school/district policies to students and parents.
- Encourage students to record assignments and important dates in their planners.
- Promote reading in school and at home.
- **Encourage students to use the library, AERIES, and other educational resources.**
- Create a welcoming environment for children and parents.
- Ensure a safe and orderly learning environment.
- Promote a positive atmosphere for students, staff, and parents.

_____

Principal's signature

Date

FOOTHILL RANCH MIDDLE SCHOOL
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
2026-27

Foothill Ranch Middle School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It was distributed to parents in AERIES Communicator. The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Foothill Ranch Middle School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at FRMS are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first 2 weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a Google Slides presentation.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Some Title I parents are a part of the School Site Council (SSC), and English Learner Advisory Committee (ELAC). Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title I programs at meetings, Family Nights, and written correspondence sent home with Monthly School Newsletters sent through AERIES communicator (ParentSquare).

The school provides parents of Title I students with an explanation of the curriculum used at the

school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conferences, meetings with the Principal, Student Study Team, and/or meetings with the Academic and Behavior Intervention team, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Foothill Ranch Middle School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights include what we are offering this year. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports, and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings, and Professional Learning Community bi-weekly collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Family Tech night, and Family Literacy Night, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.

Parent Involvement is a primary focus at Foothill Ranch Middle School. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child’s education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child’s education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of the School Site Council (SSC), Parent Teacher Association (PTA), and English Language Advisory Committee (ELAC). Most of the school

activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Association (PTA), English Language Advisory Committee (ELAC) parents, such as Family Tech Night, Family PBIS Meetings, Family Movie Night, Family Literacy Night, Multicultural Night, Harvest Festival, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

Foothill Ranch Middle School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office are also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Foothill Ranch is a family-friendly school, where parent involvement, input and access is highly valued.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Ranch Middle School	34765056059232	May 19, 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 Ranch Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs. The purpose of the SPSA is to increase the overall effectiveness of the school program by developing a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing student achievement.

Foothill Ranch Middle School (FRMS) is a Title 1 school. The Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students.

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

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Plan Description

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

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

- Schoolwide Program
- Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs. The purpose of the SPSA is to increase the overall effectiveness of the school program by developing a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing student achievement.

Foothill Ranch Middle School (FRMS) is a Title 1 school. The Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students.

The academic programs at Foothill Ranch Middle School are designed to fit the needs of students of varying abilities and interests. The site goals align with the LCAP goals of the district. We will focus our efforts on Increasing Academic Achievement & decreasing disproportionalities, Ensuring All Students Graduate College & Career Ready, Improving Culture and Climate through Increased Student Engagement, Increasing Parent Engagement, and Providing Facilities that are Clean, Safe, and Conducive to Student Learning. These goals support our areas of need identified in the 2025 CA School Dashboard and through our local data. We will focus on addressing students' greatest needs through intervention and supporting students' social and emotional needs through SEL education and counseling.

Educational Partner Involvement

How, when, and with whom did Foothill Ranch Middle 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

How, when, and with whom did the school consult as part of the planning process for this SPSA Evaluation and Analysis?

1. On the 1st Wednesday of the month following staff meetings, the Site Leadership Team met to discuss what teachers and students used to meet the SPSA goals, if the actions supported the goals, and what was needed.

2. On the 1st Wednesday of the month staff meetings were held and discussions took place regarding teaching strategies, academic, behavioral, and attendance data, site/district goals, and student/teacher needs.

3. Parents and guardians met with the principal on the last Wednesday of each month in August, September, October, January, February, and March for Coffee with the Principal to review data and discuss student and family needs. Between one and six guardians attended each session.

4. The School Site Council reviewed the site goals and progress using the Progress Monitoring Tool. Council members discussed the changing needs of students from the pandemic and reviewed input gathered through surveys.

How did these consultations impact the SPSA for the upcoming year?
The SPSA for 2026/27 was planned using feedback and input from each stakeholder group. Throughout the 2025/26 school year, data updates were given at staff meetings, Site Instructional Leadership Team, Coffee with the Principal, and School Site Council meetings. School Site Council gave and received input, recommended changes, and gave approval. SSC and ELAC are involved in providing input and recommendations for the School Plan for Student Achievement throughout the year. SSC is involved in the overall approval of the SPSA. Parents are informed at Back to School Night that we are a Title I school that receives federal funds for qualifying student populations. Parents and students are provided comprehensive information on the process of allocating Title I funds in order to support all student achievement. At Back to School Night, Parents are encouraged to participate on both the ELAC and SSC committees. The SPSA is brought for approval to the SSC. However, once the approval is made, the SPSA becomes a living document. Any changes or alterations to the SPSA requires SSC approval.

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 Ranch Middle School was designated as TSI due to the low performance of African American students. The African American sub group scored in the low or very low range in mathematics and English Language Arts.
The Africa

Based on the California Dashboard for 2025
African American
Suspension Rate: Red-Very Low performing Suspension Rate: 26% suspended at least one day or more. Declined 6% from the previous year.

Based on the California Dashboard for 2025
African American
English Language Arts: Red-Very Low performing. 92.8 points below standard. Declined 2.8 points from the previous year.

Based on the California Dashboard for 2025
African American
Mathematics: Red-Very Low performing: 153 points below standard. Declined 18 points from the previous year.

Based on the California Dashboard for 2025
African American
Chronic Absenteeism Rate: Orange: Low

Additional supports will improve student academic success and reduce chroncic absenteeism and the rate of suspension. Stakeholders reviewed discipline data with the School Site Council, PBIS Tier II, MTSS, Instructional Leadership Team, and staff. Specific actions and services are included in SPSA Goal 3: Improve Culture and Climate through Increased Student Engagement and SPSA Goal 1: Increase Academic Achievement and Decrease Disproportionalities.

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.

The California Dashboard indicates that Foothill Ranch Middle School has 3 state indicators (Suspension, English Learner, and Mathematics) for overall performance in the "Red".

The California Dashboard indicates that Foothill Ranch Middle School has 1 state indicator for overall performance in the "Orange" which is Chronic Absenteeism.

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.

For academic performance for English Language Arts the indicator shows the following student groups : African American and Homeless are two or more performance levels below the "all student" performance.

Other Needs

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

The data used will be the following: CAASPP, District Benchmarks, California Healthy Kids Survey, Kelvin, and iReady.

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 Ranch Middle 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.41%	0.59%	%	2	3	
African American	13.39%	12.38%	13.12%	66	63	69
Asian	15.42%	19.65%	18.44%	76	100	97
Filipino	1.62%	0.59%	0.95%	8	3	5
Hispanic/Latino	37.12%	36.35%	37.45%	183	185	197
Pacific Islander	0.61%	0.79%	1.33%	3	4	7
White	20.89%	19.45%	18.06%	103	99	95
Multiple/No Response	7.71%	8.06%	8.56%	38	41	45
			Total Enrollment	493	509	526

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	243	250	264
Grade 8	250	259	262
Total Enrollment	493	509	526

Conclusions based on this data:

1. Total enrollment has increased across both grade 7 and grade 8 during each of the reporting years.
2. The Asian population increased during each of the reporting years (13.91% - 15.42% - 19.65%).
3. Hispanic/Latino continues to be the largest population served at Foothill Ranch Middle School while their overall population has declined by 4.27% between the 2022/23 school year and 2024/25, school year.

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**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	161	181	209	34.2%	32.7%	39.7%
Fluent English Proficient (FEP)	64	85	70	11.9%	13.0%	13.3%
Reclassified Fluent English Proficient (RFEP)	57	77		11.30%	11.60%	

Conclusions based on this data:

1. There was an increase in enrollment of English Learners each school year.
2. The percent of students reclassified as RFEP (3.80 %) is more than double the rate (1.4%) of English Learners enrollment.
3. Reclassification rates have increased overall (3.80%) during the three year reporting period.

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 7	223	236	257	210	212	223	210	212	223	94.2	89.8	86.8
Grade 8	214	249	253	199	239	229	199	239	228	93.0	96	90.5
All Grades	437	485	510	409	451	452	409	451	451	93.6	93	88.6

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 7	2481.	2450.	2491.	7.62	5.19	7.17	22.38	12.26	25.56	21.43	20.75	21.52	48.57	61.79	45.74
Grade 8	2506.	2509.	2494.	5.53	7.95	3.95	25.13	23.85	20.61	28.14	28.45	28.07	41.21	39.75	47.37
All Grades	N/A	N/A	N/A	6.60	6.65	5.54	23.72	18.40	23.06	24.69	24.83	24.83	44.99	50.11	46.56

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 7	8.10	4.72	10.31	54.29	56.13	54.26	37.62	39.15	35.43
Grade 8	10.55	10.46	10.13	50.25	50.63	45.37	39.20	38.91	44.49
All Grades	9.29	7.76	10.22	52.32	53.22	49.78	38.39	39.02	40.00

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 7	9.05	9.00	9.91	40.48	26.54	49.55	50.48	64.45	40.54
Grade 8	9.55	10.88	2.19	47.74	44.77	49.56	42.71	44.35	48.25
All Grades	9.29	10.00	6.00	44.01	36.22	49.56	46.70	53.78	44.44

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 7	8.57	7.08	5.83	67.14	63.68	67.71	24.29	29.25	26.46
Grade 8	10.55	11.30	7.05	69.85	66.53	73.57	19.60	22.18	19.38
All Grades	9.54	9.31	6.44	68.46	65.19	70.67	22.00	25.50	22.89

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 7	10.48	7.08	10.31	58.57	51.42	53.81	30.95	41.51	35.87
Grade 8	9.05	10.46	4.85	65.83	66.53	67.40	25.13	23.01	27.75
All Grades	9.78	8.87	7.56	62.10	59.42	60.67	28.12	31.71	31.78

Conclusions based on this data:

1. The percent of students producing clear and purposeful writing has decreased 3.29% during the three year reporting period. There needs to be an emphasis on writing across content areas which is supported through school-wide models, examples, and supports.
2. A large percent of students are at or near standard in three of the domains indicating that targeted interventions, models and school wide supports could get them to meeting standard.
3. A small percentage of students are scoring above standard and require enrichment opportunities.

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 7	223	236	257	220	228	252	220	228	252	98.7	96.6	98.1
Grade 8	214	250	253	208	249	241	208	249	241	97.2	99.6	95.3
All Grades	437	486	510	428	477	493	428	477	493	97.9	98.1	96.7

* 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 7	2453.	2425.	2438.	5.00	2.63	5.56	10.91	7.02	9.13	23.18	20.61	21.03	60.91	69.74	64.29
Grade 8	2464.	2479.	2472.	5.29	5.62	10.37	12.50	12.45	12.03	22.12	25.30	17.84	60.10	56.63	59.75
Grade 11															
All Grades	N/A	N/A	N/A	5.14	4.19	7.91	11.68	9.85	10.55	22.66	23.06	19.47	60.51	62.89	62.07

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 7	6.82	3.07	5.16	33.18	26.32	29.76	60.00	70.61	65.08
Grade 8	7.69	8.84	10.37	34.13	39.76	35.68	58.17	51.41	53.94
Grade 11									
All Grades	7.24	6.08	7.71	33.64	33.33	32.66	59.11	60.59	59.63

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 7	4.09	1.75	8.33	45.00	36.84	36.51	50.91	61.40	55.16
Grade 8	7.69	4.42	6.22	37.50	52.21	48.13	54.81	43.37	45.64
All Grades	5.84	3.14	7.30	41.36	44.86	42.19	52.80	51.99	50.51

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 7	5.00	2.19	4.37	55.91	51.32	54.37	39.09	46.49	41.27
Grade 8	5.29	5.62	4.15	57.69	59.04	50.62	37.02	35.34	45.23
All Grades	5.14	3.98	4.26	56.78	55.35	52.54	38.08	40.67	43.20

Conclusions based on this data:

1. The overall mean scale score of grade 8 students has increased. The improvement in mean score is reflected in the 9.17% reduction in the percent of students below standard in Problem Solving and Data Analysis.
2. A small percentage of students in each grade level are testing at above standard, indicating that enrichment opportunities and differentiation are needed.
3. The overall mean scale score of grade 7 students has decreased. Data shows that there is a need to provide professional development on instructional strategies in order to support our students in improving their skills.

School and Student Performance Data

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

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

ELPAC Results

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
7	1508.7	1469.7	1476.8	1503.9	1460.2	1458.4	1512.8	1478.9	1494.6	78	77	105
8	1502.3	1499.6	1482.7	1498.1	1492.9	1464.5	1506.1	1505.9	1500.4	71	72	88
All Grades										149	149	193

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
7	19.23	10.39	8.57	24.36	22.08	19.05	23.08	15.58	22.86	33.33	51.95	49.52	78	77	105
8	14.08	12.50	7.95	25.35	22.22	18.18	21.13	20.83	20.45	39.44	44.44	53.41	71	72	88
All Grades	16.78	11.41	8.29	24.83	22.15	18.65	22.15	18.12	21.76	36.24	48.32	51.30	149	149	193

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
7	29.49	23.38	14.29	30.77	18.18	20.95	8.97	11.69	20.00	30.77	46.75	44.76	78	77	105
8	26.76	22.22	11.36	19.72	25.00	22.73	19.72	16.67	11.36	33.80	36.11	54.55	71	72	88
All Grades	28.19	22.82	12.95	25.50	21.48	21.76	14.09	14.09	16.06	32.21	41.61	49.22	149	149	193

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
7	5.13	6.49	2.86	19.23	12.99	13.33	25.64	22.08	25.71	50.00	58.44	58.10	78	77	105
8	2.82	2.78	2.27	15.49	20.83	14.77	33.80	19.44	19.32	47.89	56.94	63.64	71	72	88
All Grades	4.03	4.70	2.59	17.45	16.78	13.99	29.53	20.81	22.80	48.99	57.72	60.62	149	149	193

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
7	11.54	9.09	4.76	58.97	37.66	52.38	29.49	53.25	42.86	78	77	105
8	8.45	13.89	7.95	54.93	44.44	42.05	36.62	41.67	50.00	71	72	88
All Grades	10.07	11.41	6.22	57.05	40.94	47.67	32.89	47.65	46.11	149	149	193

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
7	51.28	37.66	27.88	17.95	14.29	27.88	30.77	48.05	44.23	78	77	104
8	46.48	34.72	26.14	18.31	25.00	23.86	35.21	40.28	50.00	71	72	88
All Grades	48.99	36.24	27.08	18.12	19.46	26.04	32.89	44.30	46.88	149	149	192

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
7	6.41	6.49	6.67	30.77	24.68	22.86	62.82	68.83	70.48	78	77	105
8	8.45	9.72	7.95	28.17	30.56	15.91	63.38	59.72	76.14	71	72	88
All Grades	7.38	8.05	7.25	29.53	27.52	19.69	63.09	64.43	73.06	149	149	193

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
7	14.10	10.39	6.67	51.28	46.75	58.10	34.62	42.86	35.24	78	77	105
8	2.82	4.17	1.14	63.38	69.44	50.00	33.80	26.39	48.86	71	72	88
All Grades	8.72	7.38	4.15	57.05	57.72	54.40	34.23	34.90	41.45	149	149	193

Conclusions based on this data:

1. Over 70% (73.06%) of students in 24/25 were in the beginning performance levels for reading indicating greater emphasis should be placed on literature.
2. A data dive into which students are not moving towards reclassification is required to ensure quality instruction takes place to support movement towards being reclassified.
3. Only 4.15% of FRMS students in 24/25 were in the well developed perfomance level for writing indicating an area of ephasis.

School and Student Performance Data

Student Population

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.

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
509	**93.3%**	**35.6%**	**0.2%**
Total Number of Students enrolled in Foothill Ranch Middle 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	181	35.6%
Foster Youth	1	0.2%
Homeless	46	9%
Socioeconomically Disadvantaged	475	93.3%
Students with Disabilities	88	17.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	12.4%
American Indian	3	0.6%
Asian	100	19.6%
Filipino	3	0.6%
Hispanic	185	36.3%
Two or More Races	41	8.1%
Pacific Islander	4	0.8%
White	99	19.4%

Conclusions based on this data:

1. Our population is high socio-economically disadvantaged (93.3%) and may need access to community and school-wide embedded resources for students in mathematics and English Language Arts

2. Over one-third (35.6%) of our students are classified as English Learners.

3. The data indicate that the largest ethnicity group is Hispanic, followed by White and African American.

School and Student Performance Data

Overall Performance

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Learner Progress and mathematics are two areas that reflect lowest performance indicating a need to provide addional student supports and Professional Development for staff.
2. Chronic Absenteeism (Orange) and Suspension Rate (Red) indicate two areas that require additional parent outreach and communication

School and Student Performance Data

Academic Performance
English Language Arts

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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	3	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Orange
65.1 points below standard	89.3 points below standard	85.8 points below standard
Increased 10.5 points	Increased 22.7 points	Increased 21.8 points
433 Students	206 Students	64 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Yellow
Fewer than 11 students - No Data for Privacy	104.5 points below standard	68.9 points below standard
2 Students	Declined 14.2 points	Increased 8.1 points
	59 Students	407 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
114.8 points below standard	92.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 9.7 points	Maintained -2.8 points	2 Students
84 Students	58 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
103.8 points below standard	Fewer than 11 students - No Data for Privacy	49.3 points below standard
Increased 17.9 points	3 Students	Increased 15.1 points
81 Students		164 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Orange
68.4 points below standard	Fewer than 11 students - No Data for Privacy	63 points below standard
Increased 4.9 points	3 Students	Maintained 1.2 points
35 Students		82 Students

Conclusions based on this data:

1. The Homeless subgroup (59 students) and African American subgroup (58 students) academic perfomance (red) was lower than all other subgroups indicating a need for targeted interventions and family supports.
2. Overall FRMS students increased CAASPP/SBAC scores 10.5 points.
3. Hispanic students, 185 (largest subgroup) increased test scores 15.1 points.

School and Student Performance Data

Academic Performance
Mathematics

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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	5	0	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red	 Orange	 Orange
115 points below standard	136.3 points below standard	150.6 points below standard
Maintained 0.9 points	Increased 5.4 points	Increased 10 points
455 Students	229 Students	64 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Red
Fewer than 11 students - No Data for Privacy	149.3 points below standard	119.3 points below standard
2 Students	Declined 14.4 points	Declined 3.7 points
	59 Students	429 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
152.6 points below standard	153 points below standard	Fewer than 11 students - No Data for Privacy
Increased 3.7 points	Declined 18 points	2 Students
85 Students	58 Students	

Asian	Filipino	Hispanic
 Red	 No Performance Color	 Orange
143.2 points below standard	Fewer than 11 students - No Data for Privacy	99.5 points below standard
Declined 5.9 points	3 Students	Increased 8.7 points
95 Students		167 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Red
111 points below standard	Fewer than 11 students - No Data for Privacy	109.6 points below standard
Increased 13.3 points	3 Students	Declined 4.5 points
36 Students		85 Students

Conclusions based on this data:

1. English Learners, Long Term English Learners, Students with Dusabilities, Hispanic, and Students Two or more races increased test scores.
2. All of the declining student groups are scoring more than 100 points below standard.
3. Overall, the data indicate that all student subgroups need more support in Mathematics.

School and Student Performance Data

Academic Performance
Science

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

All Students	English Learners	Long-Term English Learners
		
Orange	Orange	No Performance Color
41.2 science points	35 science points	32.4 science points
Maintained 0.2 points	Maintained -0.1 points	Maintained 1 points
224 Students	107 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	38.4 science points	40.2 science points
1 Student	Increased 4.2 points	Maintained -0.6 points
	29 Students	209 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
38.4 science points	33.8 science points	Fewer than 11 students - No Data for Privacy
Increased 2.7 points	Declined 8.7 points	2 Students
41 Students	27 Students	

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Yellow
35.8 science points	Fewer than 11 students - No Data for Privacy	42.5 science points
Maintained 0.2 points	2 Students	Increased 2.6 points
53 Students		75 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
45 science points	Fewer than 11 students - No Data for Privacy	42 science points
Maintained 0.4 points	1 Student	Maintained -1 points
19 Students		46 Students

Conclusions based on this data:

1. All subgroups with the exception of African American maintained or increased their test scores.
2. The African American subgroup declined 8.7 points

School and Student Performance Data

Academic Performance
English Learner Progress

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 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	**Long-Term English Learner Progress**
	
Red	Yellow
32.1 making progress.	42.1 making progress.
Number Students: 156 Students	Number Students: 57 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**
17.5%	50.6%	0%	31.8%

Conclusions based on this data:

1. Data indicates that 31.8% of English Learner students improved at least one level.
2. 50.6% of English Learner students maintained their ELPI level.
3. 17.5% of English Learner students decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	2	1	0

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 Orange
27% Chronically Absent	19.1% Chronically Absent	27.8% Chronically Absent
Declined 2.8	Declined 5	Declined 11.2
563 Students	220 Students	72 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	42% Chronically Absent	27.4% Chronically Absent
2 Students	Increased 5.9	Declined 2.9
	81 Students	533 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
37.1% Chronically Absent	34.2% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 10.5	Declined 4.1	3 Students
97 Students	73 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Yellow
8.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.2% Chronically Absent
Declined 2.5	3 Students	Declined 3.8
120 Students		202 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Orange
42.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.8% Chronically Absent
Increased 0.8	4 Students	Declined 1
54 Students		104 Students

Conclusions based on this data:

1. English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students with Disabilities, African Americans, Asian, Hispanic, and White subgroups showed a decline in chronic absenteeism.
2. Approximately 27% of all students are missing a large amount of class time and instruction. Which is a decline from 22-23

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.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	3	1	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Orange
14.2% suspended at least one day	13.5% suspended at least one day	8.1% suspended at least one day
Increased 3.5%	Increased 6.4%	Maintained -0.2%
586 Students	230 Students	74 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Red
Fewer than 11 students - No Data for Privacy	24.1% suspended at least one day	14.4% suspended at least one day
2 Students	Increased 6.5%	Increased 3.7%
	83 Students	556 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
18.2% suspended at least one day	26% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 4.3%	Increased 6%	3 Students
99 Students	77 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
10.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.7% suspended at least one day
Increased 3.1%	3 Students	Declined 0.8%
126 Students		207 Students

Two or More Races	Pacific Islander	White
 Red	 No Performance Color	 Red
19.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	16.4% suspended at least one day
Increased 11%	4 Students	Increased 7.3%
56 Students		110 Students

Conclusions based on this data:

1. Data indicate that 14.2 % of our students were suspended one or more days.
2. Suspension for all student groups increased during the 2024/25 school year.
3. Immediate and ongoing communication with families around early student misbehaviors will impact suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement and Decrease Disproportionalities
By June 6, 2027, the percentage of students meeting or exceeding standards in ELA and in Math will be at least 50% as measured on the SBAC.

Students with Disabilities and English Learners will have an increase of at least 10% in both ELA and Math as measured on the SBAC.

100% of our LTEL population will be reclassified before 9th grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Increasing Academic Achievement/Decreasing Disproportionalities
LCAP Goal 6 - Increasing Academic Achievement for Students with Disabilities

District Goal 3 - By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 10% (ELA) and 10% (math) during 2022-2023.

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.

The Title I and CSI Needs Assessment Form identified the following as our greatest needs: Math proficiency, EL support, SPED support, and ELA proficiency.

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 Math (Met or Exceeded Standards) 2025	18.48% of students Met or Exceed Standards in Math	50% of students scoring met or exceeded standard
SBAC ELA (Met or Exceeded Standards) 2025	28.60% of students Met or Exceed Standards in ELA	50% of students scoring met or exceeded standard
SWUN Benchmark Pass Rates	48.2% of students Met or Exceed on the Tri1 Math Benchmark	50% of students scoring met or exceeded standard
District ELA Benchmark Pass Rate	52.45% of students Met or Exceed on the Q1 ELA Benchmark 58.10% of students Met or Exceed on the Q2 ELA Benchmark	50% of students scoring met or exceeded standard
iReady Diagnostic Pass Rates	13.58% of students passed Diagnostic 1 in the 25/26 school year 16.01% of students passed Diagnostic 2 in the 25/26 school year	50% of students passing
CAST Science Test (Met or Exceeded Standards) 2024	12.5% of students Met or Exceed Standards in Science	50% of students scoring met or exceeded standard

LTEL/Reclassification Data	24 students were reclassified in 2025 - 26 25 students were reclassified in 2024-25	100% of LTEL students reclassified by the end of 8th grade
Summative ELPAC (Level 4 / Proficient) 2025	9.3% of students had an ELPAC score of level 4 20.5% of students had an ELPAC score of level 3	100% of students score Level 3 or Level to be reclassified
SBAC Math (Decrease student points below standard) 2025	African American: 153 points below standard	20% increase in African American SBAC math scores
SBAC ELA (Decrease sudents points below standard) 2025	African American: 92.8 points below standard	20% increase in African American SBAC ELA scores

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	Site Licenses for Supplemental Software (Language Live, iXL, Edpuzzle, Scholastic Magazine, etc.), other books and reference materials, instructional material and technology replacement/repairs.	All Students	10,000 Title I Basic 5000-5999: Operating Expenditures Software Licensing
1.2	Before/after school tutoring and substitutes for professional development	All students, with particular emphasis on EL students	9,200 Title I Basic 1000-1999: Certificated Personnel Salaries Before/After school tutoring to be submitted as hourly time sheet - Salary 2,393 Title I Basic 3000-3999: Employee Benefits Before/After school tutoring to be submitted as hourly time sheet - Benefits
1.3	Travel/conference costs for staff development	All students	8,800 Title I Basic 5000-5999: Operating Expenditures AVID professional development, CUE, WEB, CADA
1.4	Professional development - curriculum mapping, curriculum development and intervention planning; professional development of high-quality instructional strategies to support EL instruction, reading complex nonfiction text and questioning, AVID strategies, and reading strategies.	All students	14,600 Title I Basic 1000-1999: Certificated Personnel Salaries 3,158 Title I Basic 3000-3999: Employee Benefits
1.5	Professional development including but not limited to travel, registration, and sub cost	All students	

1.6	Provide extra duty pay to teachers for tutoring and/or academic support before/after school or on prep.	All students	

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.

The majority of funding for this goal was devoted to providing training for teachers and providing academic support for students.

100% of full-time teachers participated in professional development at the site level. Attendance at district-led professional development by full-time teachers was low and will be an area of focus moving forward.

Tutoring hours were available for all students before and after school. Attendance was variable with numerous students participating in extracurricular activities.

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

No major differences have been identified 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.

Conclusion
The goals for both SBAC ELA and mathematics will be supported with embedded school-wide accommodations during the 26/27 school year including written models for writing, lists of grade level mathematics formulas, and vocabulary lists to support improved scores.

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 and Career Ready
During the 2026/27 school year, 100% of students will participate in at least two experiences associated with higher education that expose them to colleges, trade school, and programs offered in high school, including preparation for advanced placement programs.

Students receiving 1 or more D or F for semester 1 will decrease by 10 percentage points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - College and Career Readiness
LCAP Goal 6 - Increasing Academic Achievement for Students with Disabilities

District Goal 1 - By 20252026, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.
District Goal 2 - By 2025-2026, TR will have a 92% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.

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.

The Title I Needs Assessment Form identified the following as our greatest needs: Support academic achievement of all students, Increase college/career exploration opportunities, and support AVID program with AVID tutors and embedded AVID WICOR/COSTAS strategies to support students.

It was determined that a school wide organizational focus would increase students ability to be college and career ready.

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
Semester 1 D & F rate	SCHOOLWIDE 41.10%	SCHOOLWIDE 30.10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	AVID supplies and program costs, supplies for art, physical education and elective classes, as well as field trips. (funds coming from Supplemental and Site Base)	All Students	
2.2	AVID elective classes for grades 7 and 8	All Students	47,543 Title I Basic 1000-1999: Certificated Personnel Salaries

			Cost of Teachers for AVID elective classes - Salary 10,635 Title I Basic 3000-3999: Employee Benefits Cost of Teachers for AVID elective classes - Benefits 1,772 Title I Basic 1000-1999: Certificated Personnel Salaries Sub Cost of Teachers for AVID elective classes - Salary 50 Title I Basic 3000-3999: Employee Benefits Sub Cost of Teachers for AVID elective classes - Benefits 10,000 Title I Basic 4000-4999: Materials and Supplies Materials and Supplies

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.

Foothill Ranch had a focus on decreasing the D/F rate through AVID (WICOR/COSTAS) strategies, PLCs, and professional development.

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

The funding was used for its intended purpose.

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 major changes will be occurring. AVID strategies will continue to be implemented schoolwide.

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.

School Culture and Climate
100% of students will experience SEL lessons to support goal setting, academic motivation and positive relationship building.

100% of students will participate in at least one event or activity as measured in Minga.

Chronic absenteeism will decrease to 10% or lower.

Daily attendance rate will be 95% or higher.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 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.

The Title I Needs Assessment Form identified the following site needs: Increase daily attendance and decrease chronic absenteeism and increase meaningful student participation in school-sponsored events that build community.

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
Chronic Absenteeism Rate	42.56% (data from 5/07/26)	Chronic Absenteeism Rate equals 10% or lower
Average Daily Attendance Rate	88.79% (data from 5/07/26)	Daily Attendance Rate equals 95% or higher each month and Chronic Absenteeism Rate equals 10% or lower
Suspension Rate	6.62% (data from 5/07/26) all students 26% of African American students have been suspended at least one day.	Reduction in incidents that lead to suspension (indicator of school culture). Reduction of 10% in African American suspension rate.
Student Involvement data from Minga	95% of FRMS students involved in at least 1 activity or event according to Minga.	100% of students will have at least one activity or event logged in 5-Star students by the end of the year.

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	Increase visibility of school pride, school pride events such as award events, club supplies and	All students	18,070 Title I Basic

	stipends, sports programs, campus safety specialist and academic intervention specialist bilingual, and PBIS. Academic Instructional Support Bilingual positions will be used strategically to monitor, intervene, and mitigate potential situations that could otherwise result in lost class and instructional time for students, particularly students in higher-risk groups.		2000-2999: Classified Personnel Salaries Academic Instructional Support 10,083 Title I Basic 3000-3999: Employee Benefits Academic Instructional Support 1,500 Title I Basic 2000-2999: Classified Personnel Salaries Sub Cost - Academic Instructional Support Bilingual 71 Title I Basic 3000-3999: Employee Benefits Sub Cost - Academic Instructional Support Bilingual Benefits
3.2	Enhance the Wellness room to support the implementation of PBIS to support behavior and academics	All students	3,000 Title I Basic 4000-4999: Materials and Supplies Wellness Room

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.

The Chronic Absentee Rate (increased 14%) allong with a decline of the Average Daily Attendance (4%)

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

No major changes from the Foothill Ranch plan.

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

The costs for Academic Intervention Specialist will continue through Title I funding.

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 6, 2027, 100% of students will experience SEL lessons to support goal setting, academic motivation and positive relationship building.

85% of students will participate in PBIS recognition event by meeting eligibility criteria.

Out-of-School suspensions for 48900(k) will decrease by 2 percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 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.

The Title I Needs Assessment Form identified the following site needs: ELAC participation and opportunities for parents to connect with each other.

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
Family Event Participation	Title I Meeting & Back to School Night: 75 participants Open House: 136 participants	60% of families participating in at least 1 event over the course of the school year as measured by Minga.
ELAC Meeting Attendees by Month	9	Family or community participants at each meeting
School Site Council Attendees	10	Family or community participants at each meeting
Coffee with the Principal	10	Family or community participants at each meeting

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Back to School Night/Annual Title I Meeting, Open house, fall conferences, awards breakfasts, people's choice awards, coffee and conversations, sports events, 5k fun run, field trip chaperones, mail-out communications/information	All students	3000 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Materials for parent nights/events

			500 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Light refreshments/food for parent nights/events 500 Title I Parent and Family Engagement 5000-5999: Operating Expenditures Postage for parent information 127 Title I Parent and Family Engagement 5000-5999: Operating Expenditures interfund charges

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.

The increase in events offered this year brought more parents onto campus than the previous year. However, it was noted that many of the same families attend most of the events and more outreach is needed to get more of our families involved.

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

The funding for this goal was utilized as intended.

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

The school was unable to schedule the PIQUE institute.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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.

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	$155,002
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$155,002.00
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	$150,875.00
Title I Parent and Family Engagement	$4,127.00

Subtotal of additional federal funds included for this school: $155,002.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $155,002.00

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

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	150,875.00
Title I Parent and Family Engagement	4,127.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,115.00
2000-2999: Classified Personnel Salaries	19,570.00
3000-3999: Employee Benefits	26,390.00
4000-4999: Materials and Supplies	16,500.00
5000-5999: Operating Expenditures	19,427.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	73,115.00
2000-2999: Classified Personnel Salaries	Title I Basic	19,570.00
3000-3999: Employee Benefits	Title I Basic	26,390.00
4000-4999: Materials and Supplies	Title I Basic	13,000.00
5000-5999: Operating Expenditures	Title I Basic	18,800.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	3,500.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	627.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,151.00

Goal 2	70,000.00
Goal 3	32,724.00
Goal 4	4,127.00

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

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
George Porter	Principal
Renee Daw	Other School Staff
Autumn Black	Classroom Teacher
Linda Hall	Classroom Teacher
Rachael Lenhart	Classroom Teacher
Mecca Campbell	Parent or Community Member
Amaud Maher	Parent or Community Member
Ambilka Aiello	Parent or Community Member
Angeles Soberanes	Parent or Community Member
D'Aubri Nicholson	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 19, 2026.

Attested:

	Principal, George Porter on May 19, 2026
	SSC Chairperson, Amanda Maher (Lopez) on May 19, 2026

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

TwinRivers
UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER SERVICES DEPARTMENT

English Learner Advisory Committee

ELAC

Handbook



This Handbook is provided by the English Learner Services Department of
the Twin Rivers Unified School District for use by school sites to conduct ELAC meetings.

Revised 09/24/2026

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INTRODUCTION

The English Learner Advisory Committee, ELAC, promotes a meaningful connection between parents of English language learners (EL) at the school site. Every school with 21 or more EL students must have a functioning ELAC.[1]

The purpose of the ELAC is to provide guidance and advice to the principal and staff about the needs of students who are learning English as an additional language. In achieving this purpose, the ELAC shall:

- Advise the principal and staff in the development of a site plan for English learners.
- Submit recommendations to the school site council (SSC) for consideration of inclusion in the Single Plan for Student Achievement (SPSA).
- Assist in the development of the school-wide needs assessment.
- Assist in ways to make parents aware of the importance of regular school attendance.
- Receive training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.
- Elect at least **THREE ELAC members** and an alternate to the District English Learner Advisory Committee (DELAC).

This ELAC Handbook is a guide to support sites with developing an English Learner Advisory Committee within the Twin Rivers Unified School District. Resources are available within the handbook to copy and use at the site's discretion. Templates included are suggestions. Site ELAC members can use the templates provided or create their own.

OUTREACH STRATEGIES

The ELAC and the school site will encourage participation in ELAC by publicizing meetings through the following options:

[1] California Department of Education, English Learner Advisory Committee https://www.cde.ca.gov/ta/cr/elac.asp

- School website
- Aeries Communication / Parent Square messages
- Fliers
- Student delivered communication (newsletters, fliers, invitations)
- School marquee message
- Agendas and notices posted in public view*

***ELAC meeting notices and agendas must be posted 72 hours in advance of the meeting at the school site or other appropriate place accessible to the public.**

Note: all written communication must be translated into a language other than English when the language meets the *15% and above* translation needs as per California Department of Education. Please click on the LINK to check if your school meets the 15 percent language requirement.

In state law, California *Education Code* (*EC*) Section 48985 states that when 15 percent or more of the students enrolled in a public school speak a single primary language other than English, a school is required to send home parental notifications in both English and the non-English language. Please click on the LINK to check if your school meets the 15 percent language requirement.

PARENT ENGAGEMENT SESSION TOPICS

During ELAC or at additional times, school sites are encouraged to engage the English learner community through topics such as:

- Review the process of identification of an English language learner from enrollment through assessment (ELPAC knowledge)
- Overview of EL program options: Integrated ELD, Designated ELD, Structured English Immersion Program, and Dual-Language Immersion Program
- Reclassification criteria and procedures, as well as monitoring of students who are Reclassified Fluent English Proficient (RFEP)
- Summative ELPAC knowledge and how to prepare for testing
- LCAP (Local Control Accountability Plan)
- The Importance of Attendance
- School-wide Needs Assessment
- Site specific topics covering programs and services at the site
- Topics requested by EL parents gathered through the *Needs Assessment*
- Recommendations to the School Site Council (SSC) of inclusion in the Single Plan for Student Achievement (SPSA)

The Greene Act

School or District Councils & English Learner Committees

ED 35147

1. Any meeting held by a council or committee shall be open to the public.
2. Any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee.
3. Notice of the meeting shall be posted at the school site or other appropriate place accessible to the public* at least 72 hours prior to the meeting.
4. The meeting notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
5. The council or committee may not take any action on any item of business unless a) the item appeared on the posted agenda, or b) the council or committee members find, by unanimous vote, that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the meeting subsequent to the posting of the agenda.
6. Questions or brief statements made at the meeting by members of the council, committee, or public need not be described on an agenda as items of business if those questions or statements a) do not have a significant effect on pupils or employees in the school or school district; or b) can be resolved solely by the provision of information.
7. If a council or committee violates the procedural meeting requirements described above, and upon the demand of any person, the council or committee shall reconsider the items at its next meeting after allowing for public input on the item.
8. Any materials provided to a school site council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.

Education Code section 35147 (Greene Act)
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=35147.&lawCode=EDC

ELAC Timelines and Meeting Resources

2026-2027 School Year

The following is a suggested list of topics per the parent engagement session topics noted on page 4. Slides have been pre-made by ELSD and linked for site use (customize to site as needed). Topics may vary based on site need or parent request.

2026-2027 Site Council and ELAC Meeting Schedule		
Month	**Site Council**	**ELAC**
August	Title 1 meeting, Recruiting and Elections @ Back to School +	Title 1 meeting, Recruiting, Back to School, Election of members set ELAC date in September
September ***Set your First ELAC Meeting in September** ELAC Training for members who did not receive training at their first meeting, a zoom link will be provided on Wed. Sept. 30th (Training only-no agenda)	Training Meeting: SSC Training Site Council Wed., 23rd (Training only-no agenda)	Training Meeting: ELAC Training at sites using materials from the Handbook during the first ELAC meeting in September **At first ELAC in September, the agenda must include training and voting on the DELAC representative** and an alternate - Submit Agenda a school week before ELAC meeting in the InformedK12 folder for review.
October Site Council: Week of Oct. 5-9 Site Council Agenda Due: Fri., Sept. 25th DELAC Meeting: Oct. 8, 2026 5:00-6:30PM ELAC Meeting: Week of Oct. 12-23 ELAC Agenda Due: Fri., Oct. 2nd	Elect officers, Adopt bylaws, Compact and Involvement, SPSA goals and actions and CAASPP data	EL data, elected DELAC representative attends Oct 8 DELAC and add names to DELAC Site Rep Contact List Information is available in the: ● ELAC Handbook ● 2026-27 ELAC Timeline & Meeting Resources **Topics:** DELAC debrief; Review Compact and Involvement Policy; EL Program Data (student work, strategies, ELPAC, CAASPP, etc.); Ways to make parents aware of the importance of regular school attendance; SPSA goals and actions
November Site Council: Week of Nov. 16-20 Site Council Agenda Due: Fri., Nov. 6th	Review SPSA Program Evaluation, Share Benchmark and Site Data, Safety Plan *Addendum	No Meeting
December DELAC Meeting: Dec 10, 2026 5:00-6:30PM	No Meeting	No Meeting

January ELAC Meeting: Week of Jan. 19-29 ELAC Agenda Due: Fri., 8th Site Council: Week of Jan. 25-29 Site Council Agenda Due: Fri., 15th	Conduct Needs Assessment, Review relevant Data, approve SPSA funded positions, ThoughtExchange Survey	**Topics:** EL Needs Assessment, development of Site Plan for English learners and submitting the plan to SSC for consideration of inclusion in the School Plan for Student Achievement, DELAC debrief, Review Compact and Involvement Policy, EL Program Data and Needs Assessment, ThoughtExchange Survey
February: DELAC Meeting: Feb 4, 2027 5:00-6:30PM ELAC Meeting: Week of Feb. 9-19 ELAC Agenda Due: Fri., Jan 29th	No Meeting	No Meeting
March Site Council: Week of Mar. 15-19 Site Council Agenda Due: Fri., 6th	Review Needs Assessment, review relevant Data, Develop/approve SPSA Draft goals and actions	Invite ELAC Rep to SSC meeting to give input on SPSA
April DELAC Meeting: Apr 8, 2027 5:00-6:30PM ELAC Meeting: Week of Apr 12-23 ELAC Agenda Due: Fri., Apr 2nd	No Meeting	**Topics:** DELAC debrief, Review Compact and Involvement Policy, EL Program Data, Review SPSA Goal and Actions Invite ELAC Rep to SSC meeting to give input on SPSA
May DELAC Meeting: May 6, 2027 5:00-6:30PM Site Council Week of May 17-21 Site Council Agenda Due: Fri., 7th	Review Data, Review and Approve SPSA	No Meeting

Summary of Dates:

Elections:

- Staff–August 17-21 (during pre-service and first week of school)
- Students and Parent/Community: August 24-Sept 4 (During first weeks, Back to school nights)

Site Council Meetings:

1. September 23rd (Training only)
2. Week of October 5-9
3. Week of November 16-20
4. Week of January 25-29
5. Week of March 15-19
6. Week of May 17-21

Site Council Agendas Due:

1. September 25th
2. November 6th
3. January 15th
4. March 6th
5. May 7th

ELAC Meetings:

1. Sept 14- OCt 7th (September 30 Training only for those members who did not get trained at their first ELAC meeting)
2. Weeks of October 12-23
3. Weeks of January 19-29
4. Weeks of February 9-19
5. Weeks of April 12-23

ELAC Agendas Due Seven Days before the meeting

1. October 2nd
2. January 8th
3. January 29th
4. April 2nd

DELAC Dates:

Thursday Oct 8, 2026 at 5:00 PM

Thursday Dec 10, 2026 at 5:00 PM

Thursday Feb 4, 2027 at 5:00 PM

Thursday Apr 8, 2027 at 5:00 PM

Thursday May 6, 2027 at 5:00 PM

Months	Suggested Topics	Notes
August / September	☐ ELAC 101 for Members ☐ DELAC 101 Training ☐ The Importance of Attendance ☐ Programs & Services for ELs	Official ELAC Ballot to elect DELAC representatives (names to be sent to Kabao Xiong in ELSD)
October	☐ ELD for my Child (Elementary) ☐ ELD for my Child (Secondary) ☐ Reclassification & RFEP Monitoring ☐ Seal of Biliteracy & Biliteracy Pathway Awards ☐ DELAC Debrief	Include Reclassification Criteria and example of student monitoringELD
November / December	☐ ELAC Needs Assessment ☐ Parent Survey & Needs Assessment ☐ DELAC Debrief	
January / February	☐ Getting Ready for ELPAC ☐ ELPAC for Parents	
March / April	☐ How to Support my Multilingual Learner ☐ SPSA Input ☐ DELAC Debrief	
May / June	☐	

COMPLIANCE BINDER

The TRUSD Compliance Binder is the clearing house for all ELAC documents. Administrators or Office Managers should upload all documents to the Compliance Binder as evidence of compliance. Items to upload include:

- Meeting agendas
- Sign-in sheets

- Rosters identifying members vs participants and guests
- Meeting materials (Ballots, presentations, handouts)
- Fliers, invitations, parent communication

PLANNING ELAC MEETINGS

The successful implementation of an ELAC requires teamwork and coordination.

- ELAC meetings should be calendared for the year, at least four (4) in one school year.
- Find the most successful time for the ELAC. When are families and community members mostly available?
- Schedule and cover ELAC mandated topics (refer to the suggested timeline and meeting resources document, page 6).
- Survey parents to determine topics of interest.
- Incorporate site specific information to personalize the meetings.
- Encourage all parents of English learners to attend.

CONDUCTING ELAC MEETINGS

School site administrators schedule, plan and lead/facilitate ELAC meetings with the ELAC representatives. The ELAC President can collaborate with the site administrator on potential topics.

SUPPORT STAFF ROLES

Support staff are welcome and encouraged to attend ELAC. Academic Intervention Specialists, Bilingual (AISB), Bilingual Paraprofessionals (BP), and Family Community Liaisons (FCL) can be available to support with ELAC. Each can make phone calls to invite families to attend, distribute fliers or take-home invitations to students, and attend the meeting. Interpreters can be requested through the English Learner Services Department in advance by filling out a translation and interpretation request form found on the website: TRUSD Translation--Interpreter Services

ELAC MEMBER ROLES

The **ELAC Chairperson** can bring potential topics to planning meetings with the site administrator and preside over the meetings. The ELAC President can promote the ELAC meetings with fellow parents of English learners.

The **ELAC Secretary** takes meeting notes and supports the site administrator with the meeting minutes. The Secretary can assist with the meeting documents that get uploaded to the ELAC Compliance Binder.

The **DELAC Representative and DELAC Alternate Representative** attend the DELAC meetings and share information back to the ELAC. At the DELAC they can report site information to the DELAC if asked.

ELAC COMPOSITION REQUIREMENTS

- Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body.

ELAC ELECTIONS

- Only the parents or guardians of English learner students can vote in the election.
- Each ELAC must elect **THREE members**, one of which can be the DELAC representative and another an alternate member to the District English Learner Advisory Committee (DELAC).
    - Elections should be held at the beginning of each school year.
    - Vacancies should be filled as soon as possible through another election.
- Additional members may include non-EL parents, school staff, and community members.
- EL parents employed by the district do not count in the EL parent composition.

OFFICIAL BALLOTS

Official ballots are available in the ELAC Compliance Binder and in the Resources section of this Handbook.

TwinRivers
UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER SERVICES DEPARTMENT

English Learner Advisory Committee

ELAC Resources

The following resources are templates ELACs can use to organize meetings. Included are sample agendas, minutes, letters, rosters, and notetaking guides that can be altered to fit the needs of the individual school site's ELACs. Links to templates are embedded to customize for your school site.

(Insert SCHOOL NAME)
(Insert DATE)

Dear Parent or Guardian,

You are invited to a special meeting for parents and guardians of English learners called the English Learner Advisory Committee (ELAC). The meeting will be held at _____ School on _____ at _____ AM / PM. During the meeting, we will share information about our site's English Language Development program. Additionally, we will discuss our school's ELAC topics. The purpose of the ELAC is to advise the principal, School Site Council (SSC), and school staff on programs and services for English learners. The ELAC will meet at least four times a year.

If you would like to be a member of the ELAC, please plan to attend the meeting. If you are unable to attend, please send your name and contact information to the office by (DATE) so that your name can be included on the ELAC Ballot. The ELAC election will take place at the meeting. **Parents or guardians of English learners will elect the committee.**

Please let us know if you are interested in learning more about this important committee. For more information please contact (Name of staff person / phone number).

Together we can form a well-functioning ELAC and support the education of our children.

Thank you,

(Insert Signature of Principal)

---------- Cut here ----------

I want to nominate myself to service on the English Learner Advisory Committee (ELAC)

Name: _____ Phone: _____

Student Name: _____ Grade: _____ Teacher:_____

Optional Statement: I am interested in serving on the ELAC committee because
_____
_____
_____
_____

Link to this resource: ELAC Invitation Letter to Parents

TwinRivers
UNIFIED SCHOOL DISTRICT

Official Ballot

English Learner Advisory Committee (ELAC)

School:
Date:

Composition & Elections: Parents or guardians of English learners must be on the committee and shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. Additional members may include non-EL parents, school staff, and community members. The parents or guardians of English learners shall elect the parent members of ELAC. Parents or guardians of English learners shall be provided the opportunity to vote in the election.	The following positions are open for voting. For each open position, please write in one name from the nomination list. ☐ Member/Chair: _____ ☐ Member/Secretary: _____ ☐ Member/DELAC Representative: _____
Eligible Voters: Only the parents or guardians of English learners can vote in the election.	☐ Member/ Alternate DELAC Representative: _____

LINK to this Resource: ELAC Official Ballot

Elected ELAC Officer and Member Roster
20__-20__ School Year

School / Escuela _____
Principal / Director _____

ELAC Officers / Oficiales de ELAC

Position	Name of Parent Nombre de padre	Phone Number Número de teléfono	Email Correo electrónico	Student's Name Nombre de estudiante	Student is EL or RFEP Estudiante es EL o RFEP	Date Elected Fecha de elección
President **Presidente**						
Secretary **Secretario/a**						
DELAC **Representative** **Representante de DELAC**						
DELAC **Alternate Representative** **Representante Suplente de DELAC**						
Member **Miembro**						
Member **Miembro**						
Member **Miembro**						

LINK to this resource: ELAC Officer & Member Roster

LINK to this resource: ELAC Agenda Template

(Your School Logo goes here)	_____ School English Learner Advisory Committee Agenda Date: _____ Location: _____ Time: _____

ELAC Attendance	
ELAC Member	**Present (Initial)**
ELAC Member:	
ELAC Member:	
ELAC Member:	
ELAC Member:	
ELAC Member:	
ELAC Member:	
ELAC Member:	
**Parents that are employees of the school may not serve as a parent member of the ELAC.*	
Staff Member	**Present (Initial)**
Principal:	
Vice Principal:	
Academic Intervention Specialist, Bilingual:	
Family Community Liaison:	
Bilingual Para:	
Other Staff:	
Other Staff:	
Other Staff:	
Other Staff:	
Other Attendees (Parents, Guardians, Community Members)	**Present (Initial)**

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	**President/Chairperson**	This meeting is called to order at_____ Total in Attendance:
Review and Approve Agenda	**Principal**	
Review and Approve Minutes	**President/Chairperson**	I move to approve the minutes: (name) Second: (Name) In favor: (Number) Oppose: (Number) Abstain: (Number) Motion: Passes __ Fails __
ELAC Mandated Topic: (choose from ELAC Timeline & Meeting Resources)	**President/Chairperson & Principal**	
DELAC Report:	**DELAC Representative**	
Other Presentation: (topics requested by ELAC members)	**Principal**	
Other Committee Reports (if needed)**:** **SSC, PTA, LCAP, Etc.**	**SSC, PTA or Other Representatives**	
Public Comment (2 minutes per speaker)	**Secretary**	
Announcements:	**Principal**	
Adjournment	**President/Chairperson**	Time:
Next meeting date:		

English Learner Advisory Committee (ELAC) Sign-in Sheet

School:
Date:
Location:

Please Sign-in:		Check one that applies:		
Name (Printed)	**Signature**	**Parent of EL**	**Staff Member**	**Community Member**

Link to this resource: ELAC Sign-in Sheet

English Learner Advisory Committee (ELAC)
Meeting Minutes

School: _____ Date of Meeting: _____

LINK to this resource: ELAC Meeting Minutes

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	**President/ Chairperson**	This meeting was called to order at_____ Total in Attendance: _____
Review and Approve Agenda	**Principal**	Principal or _____ read the agenda. _____ made a motion and _____ seconded the motion to approve the agenda as presented (or with additions).
Review and Approve Minutes	**President/ Chairperson**	President or _____ read the minutes from the previous meeting. _____ made a motion and _____ seconded the motion to approve the minutes as presented (or with changes).
ELAC Mandated Topic: (insert topic name)	**President/ Chairperson & Principal**	(insert summary)
DELAC Report:	**DELAC Representative**	(insert summary)
Other Presentation: (insert topic name)	**Principal**	(insert summary)
Other Committee Reports: (SSC, PTA, LCAP, Etc.)	**SSC, PTA or Other Representatives**	(insert summary)
Public Comment (2 minutes per speaker)	**Secretary**	(insert summary)
Announcements:	**Principal**	(insert summary)
Adjournment	**President/ Chairperson**	Time:

Minutes submitted by: _____

ELAC Secretary

TwinRivers UNIFIED SCHOOL DISTRICT

English Learner Advisory Committee (ELAC)

Needs Assessment

Please answer each of the following questions. This questionnaire will help us better understand and serve the needs of our English learner students and their families. Please circle one response per item.

1. **I feel that my child is in a safe environment.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

2. **My child is receiving enough support in core classes.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

3. **I feel accepted and welcomed when I visit the school.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

4. **I am informed of my child's progress in school.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

5. **I feel that the English Language Development (ELD) Program is working well for my child.**

Strongly Agree Agree No Opinion Disagree Strongly Disagree

6. **Please indicate other needs, concerns, or comments related to your child's education.**

Links to this resource:

ELAC Needs Assessment - English
ELAC Needs Assessment - Hmong
ELAC Needs Assessment - Pashto
ELAC Needs Assessment - Spanish
ELAC Needs Assessment - Dari
ELAC Needs Assessment - Farsi

Twin Rivers Unified School District

English Learner Advisory Committee (ELAC)

Parent Survey / Needs Assessment

School: _____ Date: _____

Please indicate if you are a parent of an English learner: ___ Yes ___ No

	Check the box of your response			
School Culture	Not at All	Some of the Time	Most of the Time	All of the Time
I feel I am greeted warmly and courteously when I visit the school.				
Parents are welcomed at the school at any time.				
Parents are valued as partners in their child's education.				
Students are safe at this school.				
There are good / fair discipline procedures in place at this school.				
I am proud to be a parent of this school.				
Home School Communication	Not at All	Some of the Time	Most of the Time	All of the Time
I know where to go when I have concerns or questions.				
The school has a handbook that is given to all parents.				
Materials are provided to parents in a language they understand.				
Someone is available in the school office who speaks the language of the parents or can connect with someone who can speak the language of the parents.				
Teachers communicate frequently with parents.				
Parent / Community Involvement	Not at All	Some of the Time	Most of the Time	All of the Time
Parents are invited and encouraged to visit the school.				
Parents are invited and encouraged to assist in classrooms or volunteer.				
Parents are invited to serve on committees such as School Site Council (SSC)				

and English Learner Advisory Committee (ELAC)				
Activities of parents are scheduled at times and places that are convenient for parents.				
Interpreters are provided at meetings in a language that the parents understand.				
The school provides parents access to the resources and training needed to strengthen the learning environment of their children.				
Standards and Assessment	Not at All	Some of the Time	Most of the Time	All of the Time
This is a school with high academic standards for all students.				
I know the standards my child(ren) must meet.				
I understand how my child's work will be graded.				
I am fully informed about my child's academic progress.				
I know and understand the result of my child's language proficiency assessment (ELPAC).				
I know and understand the reclassification criteria for my child to meet.				
Curriculum, Programs, and Services	Not at All	Some of the Time	Most of the Time	All of the Time
I have knowledge of the curriculum provided at my child's school.				
I have knowledge of intervention programs offered at the school.				
I have knowledge of after school or Saturday WIN Academy programs offered at the school.				
I have knowledge of online resources through TR Apps for my child(ren).				
I have knowledge of tutoring services (*Paper, Willow Way*) for my child(ren).				
I am satisfied with the programs and services available to my child(ren).				

Please provide further comments below:

1. The best thing about this school is _____
2. The thing I would like to see change is _____
3. The thing that would help me most as a parent is _____

_____

Links to this resource:

ELAC Parent Survey - English | ELAC Parent Survey - Spanish | ELAC Parent Survey - Russian
ELAC Parent Survey-Ukrainian | ELAC Parent Survey-Dari/Farsi| ELAC Parent Survey-Pashto

DELAC Representative Report

Directions: This document is intended for the DELAC Representative to use to bring information from the DELAC to the ELAC.

During the DELAC meeting held on _____, information was shared regarding the following topics:

- ☐ Development of a district master plan for education programs and services for English learners.
  Notes: _____
  _____
  _____

- ☐ Needs assessment for programs for English learners.
  Notes: _____
  _____
  _____

- ☐ Information regarding District programs, services, goals, and objectives for English learners.
  Notes: _____
  _____
  _____

- ☐ English learner reclassification criteria, procedures, and monitoring.
  Notes: _____
  _____
  _____

- ☐ Development or annual update of the Local Control and Accountability Plan (LCAP).
  Notes: _____
  _____
  _____

- ☐ Information related to English learner language proficiency assessments (ELPAC).
  Notes: _____
  _____
  _____

- ☐ Additional topics: _____
  _____
  _____

Link to this resource: DELAC Rep Report

TwinRivers UNIFIED SCHOOL DISTRICT
ENGLISH LEARNER SERVICES DEPARTMENT

2026-2027
ELAC Timelines and Meeting Resources

Site Administrators: This document is to support you with your ELAC meetings. The links include resources and suggested, customizable presentation templates for you to use. Once you make a copy, add in your site information and/or additional slides to personalize the presentations and make your ELAC meetings a success. For more detailed information regarding ELAC, follow the ELAC Handbook.

Months	Suggested Topics	Notes
August / September ☐ ELAC Virtual Training: 09/30/26	☐ ELAC 101 for Members ☐ DELAC 101 Training ☐ The Importance of Attendance ☐ Programs & Services for ELs	Official ELAC Ballot to elect DELAC representatives (names to be sent to Rafael Flores in ELSD or add to DELAC Site Rep Contact List)
October ☐ DELAC Mtg #1: 10/08/26, 5:00 pm ☐ ELAC Mtg #1: Week of Oct. 12-23 ☐ ELAC Agenda Due: Fri., Oct. 2, 2026	☐ ELD for my Child (Elementary) ☐ ELD for my Child (Secondary) ☐ Reclassification & RFEP Monitoring ☐ Seal of Biliteracy & biliteracy pathways ☐ DELAC Debrief	Include the Reclassification Criteria and example of student monitoring
November / December ☐ DELAC Mtg #2: 12/10/26, 5:00 pm	☐ ELAC Needs Assessment ☐ Parent Survey & Needs Assessment ☐ DELAC Debrief	
January / February ☐ DELAC Mtg #3: 02/04/26, 5:00 pm ☐ ELAC Mtg #2: Week of Jan 19-29 ☐ ELAC Agenda Due: Wed., Jan. 8, 2026 ☐ ELAC Mtg #3: Week of Feb. 9-19 ☐ ELAC Agenda Due: Fri., Jan. 29, 2027	☐ Getting Ready for ELPAC ☐ ELPAC for Parents	
March / April ☐ DELAC Mtg #4: 04/08/27, 5:00 pm ☐ ELAC Mtg #4: Week of Apr 12-23 ☐ ELAC Agenda Due: Fri., Apr 2, 2027	☐ How to Support my Multilingual Learner ☐ SPSA Input ☐ DELAC Debrief ☐ Avoid the Summer Slump	

May / June ☐ DELAC Mtg #5: 05/06/27, 5:00 pm	☐ Review Data, Review and Approve SPSA ☐ DELAC Debrief	Invite ELAC Rep to SSC meeting to give input on SPSA