



Foothill Oaks Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

10/08/2025

4:00 PM

Location (Ubicación)

Zoom & FOE Conference

Zoom Link (Enlace de Zoom)

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

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

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

AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 4:01 PM Total Members in Attendance: 8 <i>Total de Miembros Presentes:</i> Quorum: Yes (Si) <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> No Comments
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> No Comments
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> 1  Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona:</i> Janiel Evans Second <i>Se secundó:</i> Desiree Brooke In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Passes <i>Moción: Aprobada o Rechazada</i>

Council Business *Asuntos del Consejo*

Elect Officers (Elegir a Funcionarios)	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Anginae nominated herself for Chair-- All in favor Erika nominated herself for Vice Chair --All in Favor. Janiel nominated herself for Secretary -- All in Favor
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Irene Nepomuceno elected and will be on the agenda as a member at next meeting.
N/A	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A

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

Bylaws (Reglamentos) 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Bylaws Person <i>Persona:</i> Erika Flores Second <i>Se secundó:</i> Anginae Robbins In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Passes <i>Moción: Aprobada o Rechazada</i> No Comments
Parent Involvement (Participación de Padres) 1  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Parent Involvement Policy Person <i>Persona:</i> Lisa Ravalli Second <i>Se secundó:</i> Anginae Robbins In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Passes <i>Moción: Aprobada o Rechazada</i> No Comments
School Compact (Compacto Escolar) 2  Attachment	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> School Compact Person <i>Persona:</i> Erika Flores Second <i>Se secundó:</i> Anginae Robbins In favor <i>A favor :</i> 8 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Passes <i>Moción: Aprobada o Rechazada</i> No Comments
N/A	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

Document Review: *Revisión y de Documentos*

Other SPSA Goals and Actions 1  Attachment	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Principal reviewed goals. Regarding Parent Involvemtn goal. Samantha shared that Open House was booked at the same time as other schools in the district. This may affect parent attendance. Be cognizant of scheduling.
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Other	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A
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School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	Chairperson <i>Presidente</i> I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> N/A
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Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>) N/A
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Principal discussed an upcoming addendum about last year's addendum regarding retired intervention teacher.
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: <i>Hora:</i> 4:40 PM

Next meeting date: <i>Fecha de próxima reunión:</i>	11/19/2025	4:00 PM
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Foothill Oaks Elementary School Site Council Agenda



Date & Time: May 21, 2025 4:00 PM

Location: Front Office

<https://zoom.us/j/94276165559>

Passcode 466744

2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent ▾ :Samantha Huerls-Year 1	Present ▾
Parent ▾ :Danielle Van Nes-Year 1	Present ▾
Parent ▾ :Rachel Santillian-Year 2	Present ▾
Parent ▾ :Jessica Vazquez-Year 2	SELE... ▾
Parent ▾ :Jake Homer-Year 2	Present ▾
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i>	
Staff: Principal or Designee/Teachers/Other Staff	Present
Principal/Designee: Melissa Rossavick	Present ▾
Teacher:Shanna Lunday-Year 1	Present ▾
Teacher:Desiree Jackson (Brooke)-Year 1	Present ▾
Teacher:Janiel Evans-Year 1	Present ▾
Other Staff: Olesya Knyazev-Year 2	Present ▾
<i>*Teachers must be the majority</i>	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	Chairperson	This meeting is called to order at 4:00PM on May 21, 2025

Quorum (50% +1)		Total Members in Attendance: 8 ▾ Quorum: Yes ▾
Public Comment (2 minutes per speaker)	Chairperson	<u>Summary of Discussion</u>
Review Agenda	Chairperson	4 parents needed to be voted in for SSC
Review / approve minutes from last meeting https://docs.google.com/document/d/1NXum34F5qKQiCmxK_KUBfSXYmdKCGZRyoVx1Fgymxoo/edit?usp=sharing	Chairperson	I move to approve the minutes: Shanna Lunday Second: Janiel Evans In favor: 8 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
School Plan For Student Achievement (SPSA)		
Review & Approve: 2025-2026 SPSA ▾	Chairperson	I move to approve the 2025-2026 SPSA: Janiel Evans Second: Olesya Knyazev In favor: 8 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
Other Business:		
Not Combined ▾	Chairperson	Summary of Discussion
- Additional Information/New Business/Discussion - ELAC Update - Next Year Openings for SSC - Open House/30th Anniversary	Chairperson	4 parents needed to be voted in for SSC plus 1 extra
Adjournment	Chairperson	May 21, 2025 4:33 PM
Next meeting date: 25/26 School Year		

School Site Council Bylaws-Foothill Oaks

2025-2026

Article I: Duties of the SSC

The SSC of Foothill Oaks Elementary School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed School Plan for Student Achievement (SPSA) from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc.) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

Article II: Members

New members will be voted into office during the August and September Elections. Elections will be administered via electronic ballot when possible and will follow the laws outlined in EdCode Section 65000

Section A: Composition

The SSC shall be composed of 10 members, selected by their peers, as follows:

- 3 Classroom teachers (Classroom teacher is in charge of a roster of students)
- 1 Other school staff members-classified or certificated without a roster
- 5 Parents or community members
- The school principal or designee shall be an official member of the SSC

SSC members chosen to represent parents may be employees of the school district **so long as they are not employed at this school.**

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. (This example assumes two-year terms; the language should be modified to reflect the length of term agreed to by the SSC.) At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section D: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

Section E: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Article III: Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable. The chairperson shall:

The Chairperson Shall:

- Preside at all meetings of the SSC

- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons:
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the first meeting of the SSC and shall serve for one year, or until each successor has been elected.

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article IV: Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V: Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on the following dates: 10/8/25, 11/19/25, 1/28/26, 3/18/26, 5/20/26 Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC. Foothill Oaks meetings will be held in the front office and on zoom in a hybrid model.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: District and site website as well as the front office window.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than three days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VI: Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least three days prior to the meeting at which the amendment is to be considered for adoption.



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

Foothill Oaks Elementary School

Foothill Oaks Elementary 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 Oaks Elementary , 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 Foothill Oaks Elementary 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 PowerPoint presentation.

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

Some Title 1 parents are a part of School Site Council and English Learner Advisory Committee. Parents are invited to attend multiple informal question/answer sessions with both the principal and the counselor. Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs. Additionally, a needs assessment is sent out once a year to collect data from parents about their needs, concerns and ideas for improvement.

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 1 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 1 programs at meetings, Family Nights, and written correspondence sent home via email updates and Monthly School Newsletters sent through AERIES communicator.

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, 504 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 conference meetings with the Principal, Student Study Team, Counselor and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Foothill Oaks Elementary 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. 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 teacher attended 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, 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 in how to work with parents as equal partners.

Parent Involvement is a primary focus at Foothill Oaks Elementary. 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 School Site Council and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus.

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, English Language Advisory Committee parents, Harvest Festival and Science Night as well as daytime students assemblies that parents are invited to attend.

ACCESSIBILITY

Foothill Oaks Elementary 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 to communicate with school staff, teachers, and principal.

The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Foothill Oaks is a family-friendly school, where parent involvement, input and access is highly valued.



FOOTHILL OAKS ELEMENTARY 2025/2026 HOME-SCHOOL COMPACT

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

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

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

Teacher's Signature

Date

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

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

Parent's Signature

Date

As a student, I will make every effort to:

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

Student's Signature

Date

Timestamp	Email Address	Feedback about the School Compact and Handbook
9/5/2025 7:42:56	ilonalotocinska@gmail.c	ilonalotocinska@gmail.com
9/5/2025 12:12:16	pita.love2728@gmail.co	Good information



School Plan for Student Achievement (SPSA)

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

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

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

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

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

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

- Schoolwide Program
- Additional Targeted Support and Improvement

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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Appendix C: Select State and Federal Programs63

Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

Data used to develop this school plan is from district trimester benchmarks from the 24-25 school year and SBAC/CAASP test scores from the 23-24 school year. Foothill Oaks Elementary has seen consistent academic growth in both Mathematical and English Language Arts academic achievement. After two years with no state testing due to the Covid pandemic, Foothill Oaks saw an increase each year from the 18/19 scores. In 2022, ELA grew from about 45% to 52.67% and Math grew from 35 % to 42%. In 2023, math grew from 42.15 to 45.21%, but ELA had a slight decrease from 52.67% to 45.88%. Foothill Oaks was one of the few schools in the Twin Rivers School District to make academic growth after the pandemic. The 2024 SBAC showed a rebound in ELA and a slight decrease in Math with ELA growing almost 10% to 54.08% and Math dropping almost 2% to 43.46%. Analysis of student test scores showed a large group of fifth grade students scoring in the near range for Math, missing the cut point by 1-2 points. Comparison scores to other TK-6 across the district placed Foothill Oaks in the first or second place each year. For both ELA and Math, Foothill Oaks exceeds the district averages both in state testing and district benchmarks by an average of 15-20%. Scores also show that they are above state averages.

District benchmarks show that growth should occur again with 2025 state testing as evidenced in the data below collected from the district data dashboard.

Trimester 1 ELA comparison: 20/21 35.8%, 21/22 46.8%, 22/23 48.6%, 23/24 47.5, 24/25 57.6%

Trimester 2 ELA comparison: 20/21 30.2%, 21/22 51.4%, 22/23 54.2% 23/24 58.6%, 24/25 65.9

There is a gradual increase each year and with each trimester, with the exception of Tri 1 this year.

Trimester 1 Math comparison: 20/21 51.7%, 21/22 54.6%, 22/23 59.7%, 23/24 72.2%, and 24/25 77.5%

Trimester 2 Math comparison: 20/21 40.4% 21/22 55.9%, 22/23 59.5%, 23/24 64.2%, and 24/25 67.9%

There has been a consistent increase each year and with each trimester.

On the California Dashboard for 2024, English Language Arts and Math were both in the green. Chronic Absenteeism in yellow and Suspensions in Orange. English Language Learner Progress was also in the green. ELA increased 12.8 points and is 7.8 points above standard. Math showed an increase of 9 points and 13.7 below standard. EL progress was an increase of 2.1% with 54.1% of students making progress. Chronic absenteeism declined by 11.8% which is a good decline, with a total of 19.3% of students considered chronically absent. The goal is to decrease chronic absenteeism. Suspension increased .8% with 3.2% of students suspended at least one day.

In ELA, the reported subgroups are: English Language Learners, Students with Disabilities, Hispanic, Socioeconomically Disadvantaged , and White. The EL subgroup was in orange, Students with Disabilities was in yellow, and Hispanic, SED, and White were in green. EL students were 23.6 below standard compared to the previous year at 50.3 points below standard 59 students were tested in 2024 vs 50 in 2023. The Students with Disabilities subgroup was 38.4 points below standard with an 11.1 point increase and 55 students tested. The Hispanic subgroup was .9 points below standard with an increase of 8.6 points and 107 students tested. The SED subgroup was .4 points below standard with 211 students tested. The White subgroup was 2.4 points above standard with an increase of 14.3 points and 70 students tested. All subgroups tested above the state average.

In Math the same subgroups were identified as color groups. Students with Disabilities tested in the orange, English Learners in the yellow, and Hispanic, SED and White in the green. The EL subgroup scored 26.3 points below standard with 70 students tested compared to 2023 with 53.5 points below standard and 49 students. Students with Disabilities tested 61.3 below standard, maintaining 1.9 points and 57 students tested. The Hispanic subgroup was 22.1 below standard with an increase of 7.6 points and 107 students tested. The SED subgroup was 20.8 points below standard with an increase of 9 points and 214 students tested. The White subgroup was .2 points above standard with an increase of 11.2 points and 73 students tested. All subgroups tested above the state average.

According the to district dashboard, there were 25 redesignated students that tested on Math and ELA on the 2024 SBAC with a 60% passing rate for math and an 80% passing rate for ELA. 50 EL students tested for Math and 46 for ELA. Math proficiency rate was 28% and ELA was 21.74%

In the 24/25 school year there were 117 English Language Learners school wide, one more than the previous year. Performance in the district benchmarks showed that the EL Subgroup passing rate for ELA for 23/24 school year showed 5% growth in Trimester One from 20% to 25.65% and a 1% drop in Trimester Two 2 from 35.62% to 34.21%. During the 24/25 school year, there was a 4.36% growth in Trimester 1 from 25.64% to 30% and a 3.50% growth in Trimester Two from 34.21% to 39.71%. This trend shows growth for EL students in ELA. Performance in the district benchmarks showed that the EL Subgroup passing rate for Math for the 23/24 school year showed 14.70% growth from 44.44% to 59.14% for Trimester one and 7.86% growth in Trimester 2 from 45.12% to 52.48%. During the 24/25 school year, there was a 8.21% growth for Trimester One and a 3.71% growth for Trimester Two from 52.48% to 56.19%. This trend shows growth for EL students in Math.

In order to meet our annual ELA goal, we will continue to implement our master schedule, aligning resources such as the Resource Specialist, Bilingual Paraeducators and other support providers to support grade levels during Response to Intervention (RTI) time for Kinder-6th ELA . Teachers will create ongoing formative assessments and use the results of assessments to group students for RTI time as well as other interventions and supports through out the day. Teachers will continue to provide English Language Development both with integrated instruction and specific designated instruction time. Teachers will continue to use the Journeys curriculum, in addition to other resources, to design ELA lessons and units of study with a focus on implementing visible learning strategies. Teachers will work in Professional Learning Communities (PLC) at least twice a month on Wednesdays to analyze data, plan standards based lessons, and create formative assessments. Each month there will be at least one grade level PLC and one vertical grade level PLC. The BRIDGE and other support staff will join in the vertical PLC when possible. The other Wednesday meeting times will be for staff meetings and professional development.

RTI will have four time blocks: Kinder/First (kinder will join later in the year), second/third, and fourth-sixth. A member from each block will serve on the PBIS Tier 2 academic team. A retired teacher will be utilized for two 6-8 week sessions to support the RTI time blocks and reduce group size. Teachers will continue to use SIPPS and Iready resources during the RTI block to support reading development. Additionally the district provided MTSS provider will support professional development and also support with providing interventions. We will continue to offer after school interventions and enrichment opportunities as funds allow. Two software programs will be used to support students, IXL and Iready for ELA. Additional software supports will be purchased if necessary for specific student supports. Foothill Oaks will continue to utilize CORE strategies based on the science of reading and teachers in third-sixth grade will work with the district Lesson Design Coach to develop standards based lessons and units that integrate history and science.

To meet our math goals, we will continue to access district provided SWUN coaching that is available to us through the adoption of the SWUN math program as well as collaborate with the district Math Coach. Teachers will receive monthly coaching to improve best teaching practices as well as to support data analysis and progress monitoring of math benchmarks and assessments. During the 25/26 school year, we will continue to follow SWUN's lesson plan design and ensure all grades include "Beyond the Basic Facts" in their daily schedule as well as implement a 30 minute Math Foundational Skills Block concept aligning resources to support small group math instruction and reteach essential standards. In addition, after school math intervention will be offered to students pending funds from the district and teacher participation. The site will fund the IXL program for math and utilize the district provided Frax/Reflex programs for math fluency.

Structurally, we will also continue to have a site Instructional Leadership Team (ILT) that will help guide site-level decisions. We will continue our work with PBIS Tier 1, Tier 2 and Tier 3 support teams. The Tier 2 group will have two sections that work together, one with a focus on academic interventions and the other that supports SPED processes as well as interventions for students with challenging behaviors. Foothill Oaks has successfully been trained in all three PBIS Tiers, in the 23/24 and again in the 24/25 school year, Foothill Oaks was awarded the Platinum Award and it looks like that will be awarded again in 25/26. We will continue to receive district coaching/support for PBIS and MTSS, ensuring a safe, positive and effective school climate is a priority for school staff and parents.

We will focus on making sure teachers have all of the necessary technology, materials and supplies necessary for their classrooms/lessons. Funds will be available to continue with our incentive and awards programs as well as to continue to pay for additional yard duty supervisors. We will continue to fund our Academic Intervention Specialist, Bilingual position to support with attendance and behavior concerns. The district will pay for a full time counselor for the site. We will continue to offer additional recreational and academic after school options such as Broadcasting Club, GATE, Art, Drumming, Gardening and Coding. The district Expanded Learning Program will contract with coaches to provide after school sports opportunities. Students will need to maintain a behavior and academic contract to remain on the teams. During the school day, we will continue the Peace Pal Program and Student Council to build leadership skills and empowerment with older students.

As always, we will work on improving our parent engagement and volunteer opportunities, adapting our systems per

health guidelines. Volunteers and visitors will be asked to sign in at the front office and register with the district wide check-in system. We will continue with monthly and/or trimester family activities.

For the 25/26 school year, we will focus on three specific goals within the five goal structure of this plan.

Below is a list of how we will spend Title I money in those goals.

Increase academic achievement and decrease disproportionalities. -

- Retired teacher for intervention during RTI
- Software and technology supports

Improve Culture and Climate through Increased Student Engagement

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

- Contracted BCBA for behavioral support for tier 3 students.

Increase parent engagement

- Extra pay for teachers to provide before school orientation for students and families
- Light Refreshments and materials for meetings

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

*****A needs assessment was conducted via an online Google Form survey. Parents and staff members were all emailed a link with the survey seeking input on current goals and suggestions for future needs. The results of the survey were then collected and analyzed. These results were presented to parents and staff during the following meetings:

School Site Council/ELAC meeting 1/29/25
Instructional Leadership Meetings (ILT) 1/15/25

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

Below is specific information regarding that survey:

On December 20, 2024 a survey was sent to all staff and parents. Multiple reminders and requests to participate were sent in the following two weeks from the original date. The survey was translated into Russian and Spanish. Sixteen parents completed the survey and Fifteen staff members completed the survey, Twelve certificated and three classified. The questions were based on the 23/24 goal areas and asked to rate their satisfaction, select the items that they believed to have had the most positive impact on the goal and/or give input onto how that goal could be improved. The three areas in detail are: Area 1 (Increase academic achievement and decrease disproportionalities), Area 2 (improve culture and climate through increased student engagement), and Area 3 (Satisfaction with parent engagement opportunities).

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

Results for area 1: All groups indicated a high satisfaction. Interventions were the number 1 priority, followed by the AISB position.

Results for area 2: All groups indicated a high satisfaction. Feedback was positive with good suggestions for improvement.

Results for area 3: All groups indicated a high satisfaction. Feedback was positive with good suggestions for improvement, especially in the area of parent volunteers.

Each area received several specific open-ended suggestions that were considered by SSC and the site ILT.

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.

African Americans, Homeless and Students with Disabilities were in the red for suspensions. The two students that were suspended the most in the 23/24 students both had IEPs and one was African American. Both students left the school and are attending other schools. Additionally, both had severe needs that were identified and supported in the PBIS tier 3 category. PBIS focused on supports for students with disabilities both at home and at school to proactively prevent suspensions. The Homeless and African American population are monitored and are two of the lowest in the 24/25 school year. The AISB will continue to work with families to support them in positive engagement to reduce possible suspensions and encourage positive attendance. The AISB is funded in goal 3 by Title I.

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.

Suspensions are orange. 3.2 suspended at least one day and an increase of .8% from the previous year. African American, Homeless and Students with Disabilities were in the red. Hispanic, SED, and White were in the Orange. EL and Two or more Races were in the Yellow.

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.

Chronic Absenteeism is in the yellow with 19.3% chronically absent, but with a decline of 11.8 from the previous year. African America, Homeless, Two or more Races and Students with Disabilities are in the Orange. There were not any groups in the red. n

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.62%	0.4%	0.20%	3	2	1
African American	10.49%	11.55%	11.04%	51	58	55
Asian	6.17%	6.37%	6.02%	30	32	30
Filipino	0.82%	1.59%	1.20%	4	8	6
Hispanic/Latino	39.71%	38.84%	41.97%	193	195	209
Pacific Islander	0.82%	1.2%	0.80%	4	6	4
White	29.01%	26.69%	27.71%	141	134	138
Two or More Races	10.08%	9.76%	8.84%	49	49	44
Not Reported	2.26%	3.59%	2.21%	11	18	
Total Enrollment				486	502	498

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	80	81	65
Grade 1	57	63	64
Grade 2	73	65	67
Grade3	69	76	62
Grade 4	77	70	77
Grade 5	62	79	69
Grade 6	68	68	70
Total Enrollment	486	502	498

Conclusions based on this data:

1. Average enrollment is about 500 students.
2. The White and Hispanic categories have seen an increase, while the African American had a slight decrease.
3. Fourth Grade is the heaviest grade, while the rest are all holding in the average 60 range.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	106	100	116	17.6%	21.8%	23.3%
Fluent English Proficient (FEP)	23	34	35	5.2%	4.7%	7.0%
Reclassified Fluent English Proficient (RFEP)				13.2%		

Conclusions based on this data:

1. Numbers of EL students and RFEP students continue to rise. There is almost 1/4 of the school population considered to be an English Language Learner.
2. RFEP numbers continue to rise, indicating that students are achieving language proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	61	69	55	60	66	53	60	66	53	98.4	95.7	96.4
Grade 4	64	58	63	64	55	63	64	55	63	100.0	94.8	100
Grade 5	64	72	56	64	68	55	64	68	55	100.0	94.4	98.2
Grade 6	56	66	64	55	66	62	55	66	62	98.2	100.0	96.9
All Grades	245	265	238	243	255	233	243	255	233	99.2	96.2	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2431.	2432.	2440.	23.33	30.30	26.42	30.00	13.64	28.30	26.67	25.76	22.64	20.00	30.30	22.64
Grade 4	2450.	2467.	2482.	21.88	27.27	26.98	23.44	18.18	26.98	18.75	23.64	23.81	35.94	30.91	22.22
Grade 5	2517.	2498.	2538.	17.19	19.12	38.18	40.63	29.41	21.82	26.56	26.47	27.27	15.63	25.00	12.73
Grade 6	2537.	2523.	2529.	23.64	13.64	20.97	30.91	31.82	27.42	27.27	28.79	27.42	18.18	25.76	24.19
All Grades	N/A	N/A	N/A	21.40	22.35	27.90	31.28	23.53	26.18	24.69	26.27	25.32	22.63	27.84	20.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.33	22.73	22.64	61.67	50.00	62.26	20.00	27.27	15.09
Grade 4	18.75	16.36	23.81	60.94	70.91	61.90	20.31	12.73	14.29
Grade 5	25.00	14.71	21.82	64.06	73.53	72.73	10.94	11.76	5.45
Grade 6	27.27	13.64	17.74	47.27	71.21	59.68	25.45	15.15	22.58
All Grades	22.22	16.86	21.46	58.85	66.27	63.95	18.93	16.86	14.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.33	25.76	13.21	53.33	53.03	66.04	28.33	21.21	20.75
Grade 4	17.19	16.36	20.63	51.56	61.82	52.38	31.25	21.82	26.98
Grade 5	18.75	16.18	32.73	67.19	58.82	58.18	14.06	25.00	9.09
Grade 6	21.82	10.77	14.52	47.27	60.00	58.06	30.91	29.23	27.42
All Grades	18.93	17.32	20.17	55.14	58.27	58.37	25.93	24.41	21.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.33	21.21	15.09	75.00	71.21	79.25	11.67	7.58	5.66
Grade 4	10.94	12.73	19.05	70.31	67.27	68.25	18.75	20.00	12.70
Grade 5	9.38	13.24	14.55	84.38	72.06	78.18	6.25	14.71	7.27
Grade 6	18.18	15.15	17.74	70.91	78.79	77.42	10.91	6.06	4.84
All Grades	12.76	15.69	16.74	75.31	72.55	75.54	11.93	11.76	7.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	24.24	24.53	65.00	62.12	60.38	15.00	13.64	15.09
Grade 4	12.50	20.00	11.11	70.31	67.27	80.95	17.19	12.73	7.94
Grade 5	12.50	19.12	32.73	75.00	58.82	61.82	12.50	22.06	5.45
Grade 6	25.45	13.64	14.52	65.45	69.70	72.58	9.09	16.67	12.90
All Grades	17.28	19.22	20.17	69.14	64.31	69.53	13.58	16.47	10.30

Conclusions based on this data:

1. The mean scaled score increases each year.
2. The percentage of students in exceed has risen each year for grades 4-6, indicating growth as students progress through the system.

3. There is a decrease each year for all grades in the Percent below standard, indicating that students are moving along the continuum of progression towards mastery.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	61	69	55	60	69	55	59	69	55	98.4	100.0	100
Grade 4	64	58	63	64	58	63	64	58	63	100.0	100.0	100
Grade 5	64	72	56	64	70	56	64	70	56	100.0	97.2	100
Grade 6	56	66	64	55	65	63	55	64	63	98.2	98.5	98.4
All Grades	245	265	238	243	262	237	242	261	237	99.2	98.9	99.6

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2439.	2436.	2440.	11.86	18.84	29.09	44.07	42.03	23.64	28.81	18.84	20.00	15.25	20.29	27.27
Grade 4	2458.	2477.	2480.	14.06	12.07	14.29	31.25	34.48	34.92	25.00	31.03	38.10	29.69	22.41	12.70
Grade 5	2476.	2482.	2510.	7.81	12.86	19.64	17.19	21.43	16.07	39.06	30.00	46.43	35.94	35.71	17.86
Grade 6	2518.	2516.	2524.	23.64	9.38	20.63	20.00	29.69	15.87	23.64	31.25	33.33	32.73	29.69	30.16
Grade 11															
All Grades	N/A	N/A	N/A	14.05	13.41	20.68	28.10	31.80	22.78	29.34	27.59	34.60	28.51	27.20	21.94

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.42	34.78	36.36	66.10	47.83	40.00	8.47	17.39	23.64
Grade 4	21.88	20.69	22.22	53.13	55.17	58.73	25.00	24.14	19.05
Grade 5	6.25	14.29	16.07	59.38	54.29	58.93	34.38	31.43	25.00
Grade 6	27.27	14.06	22.22	41.82	62.50	47.62	30.91	23.44	30.16
Grade 11									
All Grades	19.83	21.07	24.05	55.37	54.79	51.48	24.79	24.14	24.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.17	15.94	21.82	71.19	59.42	45.45	18.64	24.64	32.73
Grade 4	12.50	13.79	17.46	53.13	62.07	61.90	34.38	24.14	20.63
Grade 5	6.25	10.00	8.93	53.13	57.14	62.50	40.63	32.86	28.57
Grade 6	7.27	12.50	12.70	56.36	51.56	55.56	36.36	35.94	31.75
All Grades	9.09	13.03	15.19	58.26	57.47	56.54	32.64	29.50	28.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.34	26.09	23.64	72.88	59.42	61.82	6.78	14.49	14.55
Grade 4	17.19	18.97	19.05	51.56	72.41	65.08	31.25	8.62	15.87
Grade 5	10.94	5.71	19.64	59.38	64.29	64.29	29.69	30.00	16.07
Grade 6	23.64	10.94	11.11	49.09	65.63	68.25	27.27	23.44	20.63
All Grades	17.77	15.33	18.14	58.26	65.13	64.98	23.97	19.54	16.88

Conclusions based on this data:

1. The mean scale score for each grade has increased.
2. The largest performance group for all students is at or near standard, but there has been steady growth each year in above standard in each category.
3. While overall performance dipped for at or above, there is a decrease overall in the percentage of students that are not met, dropping from 28.52% to 21.94%

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1437.4	1373.5	1414.0	1443.6	1374.0	1409.9	1422.4	1372.1	1423.0	25	14	24
1	*	1400.0	*	*	1411.3	*	*	1388.4	*	7	21	8
2	1466.9	*	1461.2	1472.1	*	1471.5	1461.2	*	1450.3	18	8	26
3	*	1466.8	1472.1	*	1470.9	1465.1	*	1462.2	1478.8	8	18	11
4	1528.1	*	1504.0	1542.6	*	1505.4	1513.1	*	1501.8	24	9	14
5	1564.8	1521.1	1527.4	1568.8	1508.7	1520.0	1560.2	1532.8	1534.1	13	19	11
6	1515.1	*	1509.6	1527.6	*	1515.1	1502.2	*	1503.6	14	10	14
All Grades										109	99	108

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.00	7.14	20.83	44.00	14.29	25.00	36.00	42.86	25.00	4.00	35.71	29.17	25	14	24
1	*	0.00	*	*	23.81	*	*	52.38	*	*	23.81	*	*	21	*
2	16.67	*	15.38	22.22	*	42.31	50.00	*	26.92	11.11	*	15.38	18	*	26
3	*	5.56	18.18	*	27.78	27.27	*	38.89	18.18	*	27.78	36.36	*	18	11
4	29.17	*	14.29	37.50	*	35.71	29.17	*	42.86	4.17	*	7.14	24	*	14
5	53.85	31.58	18.18	46.15	31.58	45.45	0.00	26.32	18.18	0.00	10.53	18.18	13	19	11
6	21.43	*	14.29	21.43	*	50.00	35.71	*	21.43	21.43	*	14.29	14	*	14
All Grades	25.00	11.22	15.74	34.26	31.63	35.19	33.33	34.69	25.93	7.41	22.45	23.15	108	98	108

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	0.00	20.83	44.00	21.43	20.83	24.00	28.57	29.17	12.00	50.00	29.17	25	14	24
1	*	4.76	*	*	38.10	*	*	33.33	*	*	23.81	*	*	21	*
2	22.22	*	23.08	44.44	*	34.62	22.22	*	30.77	11.11	*	11.54	18	*	26
3	*	27.78	27.27	*	38.89	27.27	*	5.56	18.18	*	27.78	27.27	*	18	11
4	54.17	*	28.57	33.33	*	50.00	12.50	*	14.29	0.00	*	7.14	24	*	14
5	69.23	31.58	45.45	30.77	47.37	27.27	0.00	10.53	9.09	0.00	10.53	18.18	13	19	11
6	42.86	*	21.43	35.71	*	57.14	14.29	*	14.29	7.14	*	7.14	14	*	14
All Grades	37.96	23.47	24.07	37.96	31.63	33.33	16.67	21.43	25.00	7.41	23.47	17.59	108	98	108

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		7.14	25.00		7.14	29.17		57.14	41.67		28.57	4.17		14	24
1	*	0.00	*	*	23.81	*	*	38.10	*	*	38.10	*	*	21	*
2	*	*	0.00	*	*	38.46	*	*	34.62	*	*	26.92	*	*	26
3	*	0.00	0.00	*	5.56	18.18	*	50.00	27.27	*	44.44	54.55	*	18	11
4		*	0.00		*	21.43		*	50.00		*	28.57		*	14
5		21.05	18.18		10.53	9.09		47.37	63.64		21.05	9.09		19	11
6	0.00	*	0.00	7.14	*	21.43	57.14	*	64.29	35.71	*	14.29	14	*	14
All Grades	11.11	8.16	8.33	26.85	18.37	24.07	44.44	42.86	43.52	17.59	30.61	24.07	108	98	108

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.00	7.14	20.83	64.00	71.43	58.33	8.00	21.43	20.83	25	14	24
1	*	14.29	*	*	71.43	*	*	14.29	*	*	21	*
2	22.22	*	30.77	61.11	*	53.85	16.67	*	15.38	18	*	26
3	*	22.22	27.27	*	44.44	45.45	*	33.33	27.27	*	18	11
4	54.17	*	35.71	41.67	*	57.14	4.17	*	7.14	24	*	14
5	46.15	31.58	54.55	53.85	52.63	36.36	0.00	15.79	9.09	13	19	11
6	28.57	*	28.57	57.14	*	50.00	14.29	*	21.43	14	*	14
All Grades	36.11	21.43	28.70	54.63	58.16	55.56	9.26	20.41	15.74	108	98	108

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.00	0.00	16.67	68.00	28.57	50.00	16.00	71.43	33.33	25	14	24
1	*	4.76	*	*	61.90	*	*	33.33	*	*	21	*
2	44.44	*	26.92	44.44	*	61.54	11.11	*	11.54	18	*	26
3	*	38.89	36.36	*	33.33	27.27	*	27.78	36.36	*	18	11
4	45.83	*	42.86	54.17	*	42.86	0.00	*	14.29	24	*	14
5	100.00	68.42	63.64	0.00	21.05	9.09	0.00	10.53	27.27	13	19	11
6	50.00	*	50.00	42.86	*	42.86	7.14	*	7.14	14	*	14
All Grades	43.52	31.63	32.41	47.22	35.71	44.44	9.26	32.65	23.15	108	98	108

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.00	7.14	4.17	80.00	64.29	75.00	8.00	28.57	20.83	25	14	24
1	*	4.76	*	*	52.38	*	*	42.86	*	*	21	*
2	5.56	*	0.00	72.22	*	69.23	22.22	*	30.77	18	*	26
3	*	0.00	0.00	*	27.78	45.45	*	72.22	54.55	*	18	11
4	16.67	*	0.00	58.33	*	71.43	25.00	*	28.57	24	*	14
5	23.08	21.05	18.18	76.92	57.89	63.64	0.00	21.05	18.18	13	19	11
6	7.14	*	0.00	35.71	*	50.00	57.14	*	50.00	14	*	14
All Grades	12.96	10.20	3.70	64.81	52.04	61.11	22.22	37.76	35.19	108	98	108

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	52.00	7.14	50.00	36.00	42.86	45.83	12.00	50.00	4.17	25	14	24
1	*	4.76	*	*	52.38	*	*	42.86	*	*	21	*
2	11.11	*	15.38	50.00	*	65.38	38.89	*	19.23	18	*	26
3	*	0.00	0.00	*	66.67	81.82	*	33.33	18.18	*	18	11
4	16.67	*	7.14	70.83	*	92.86	12.50	*	0.00	24	*	14
5	46.15	26.32	27.27	53.85	57.89	54.55	0.00	15.79	18.18	13	19	11
6	0.00	*	14.29	64.29	*	71.43	35.71	*	14.29	14	*	14
All Grades	24.07	14.29	20.37	58.33	54.08	63.89	17.59	31.63	15.74	108	98	108

Conclusions based on this data:

1. Majority of students perform in the somewhat/moderately category.

2. Listening and Speaking domains have seen consistent growth in the well developed category.
3. Numbers rose by 10 or more from the previous year.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
498	83.9%	23.3%	0.0%
Total Number of Students enrolled in Foothill Oaks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	116	23.3%
Foster Youth	0	0.0%
Homeless	21	4.2%
Socioeconomically Disadvantaged	418	83.9%
Students with Disabilities	96	19.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	11%
American Indian	1	0.2%
Asian	30	6%
Filipino	6	1.2%
Hispanic	209	42%
Two or More Races	44	8.8%
Pacific Islander	4	0.8%
White	138	27.7%

Conclusions based on this data:

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

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

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Growth was made in ELA, Math and EL progress from yellow to green.
- Growth was made in Chronic Absenteeism from orange to Yellow
- Suspensions are in Orange. There is an over representation of SPED and AA students suspended, even though it suspended students is only 3.2%

School and Student Performance Data

Academic Performance English Language Arts

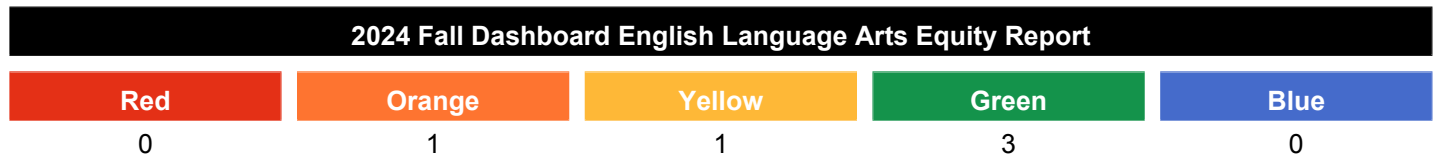
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 7.8 points above standard Increased 12.8 points 252 Students	English Learners  Orange 23.6 points below standard Declined 3.3 points 69 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 20.3 points below standard Maintained 1.2 points 24 Students	Socioeconomically Disadvantaged  Green 0.4 points below standard Increased 11.5 points 211 Students

Students with Disabilities  Yellow 38.4 points below standard Increased 11.1 points 55 Students	African American  No Performance Color 3.0 points below standard Increased 3.7 points 25 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 16.9 points above standard Increased 24.1 points 16 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Green 0.9 points below standard Increased 8.6 points 107 Students
Two or More Races  No Performance Color 10.6 points above standard Increased 31.9 points 21 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 20.4 points above standard Increased 14.3 points 70 Students

Conclusions based on this data:

1. Every subgroup increased or maintained except EL students. They had a slight decrease.
2. SED and Hispanic are less than 1 point below standard. White is well above the standard.

School and Student Performance Data

Academic Performance Mathematics

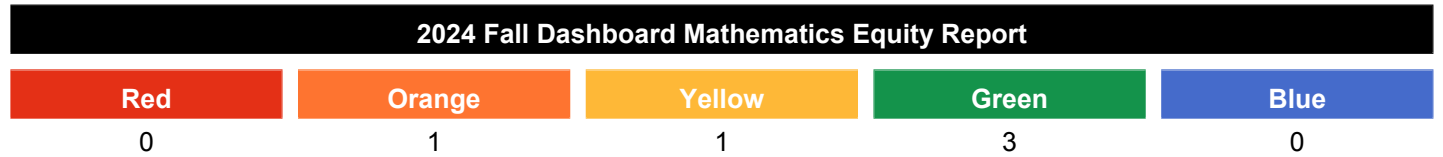
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 13.7 points below standard Increased 9.0 points 255 Students	English Learners  Yellow 26.3 points below standard Increased 3.4 points 70 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 46.7 points below standard Declined 30.6 points 24 Students	Socioeconomically Disadvantaged  Green 20.8 points below standard Increased 9.0 points 214 Students

Students with Disabilities  Orange 61.3 points below standard Maintained 1.9 points 57 Students	African American  No Performance Color 48.4 points below standard Maintained 1.6 points 25 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 22.6 points above standard Increased 20.3 points 16 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Green 22.1 points below standard Increased 7.6 points 107 Students
Two or More Races  No Performance Color 7.9 points below standard Increased 33.5 points 21 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 0.2 points above standard Increased 11.2 points 73 Students

Conclusions based on this data:

1. Every main subgroup showed an increase.
2. The only subgroup above standard is white, and that is only by .2 points.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
54.1% making progress.	making progress.
Number Students: 85 Students	Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.8%	29.4%	1.2%	49.4%

Conclusions based on this data:

- 85 students showed growth.
- Almost half of the EL population grew by one level. In contrast 30% maintained. This could be problematic in creating an LTEL situation.

School and Student Performance Data

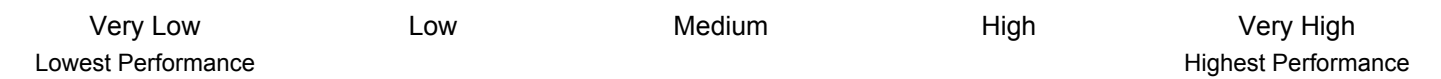
Academic Performance College/Career Report

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 19.3% Chronically Absent Declined 11.8 523 Students	English Learners  Yellow 12.7% Chronically Absent Declined 16.7 126 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  Orange 30.8% Chronically Absent Declined 13 52 Students	Socioeconomically Disadvantaged  Yellow 21.5% Chronically Absent Declined 11.9 447 Students

Students with Disabilities  Orange 29.7% Chronically Absent Declined 8.9 111 Students	African American  Orange 30.4% Chronically Absent Declined 4.1 56 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Yellow 12.9% Chronically Absent Declined 5.3 31 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Yellow 18.7% Chronically Absent Declined 14.9 219 Students
Two or More Races  Orange 22% Chronically Absent Declined 23.4 59 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Yellow 16.3% Chronically Absent Declined 6.3 147 Students

Conclusions based on this data:

1. Every subgroup showed a decline.
2. Students with disabilities is the largest subgroup with almost 30% Chronic Absenteeism.

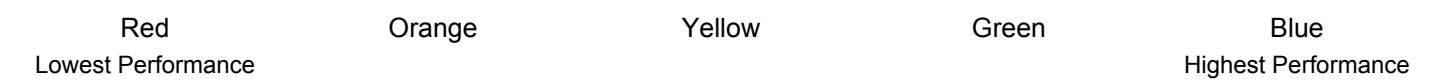
School and Student Performance Data

Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

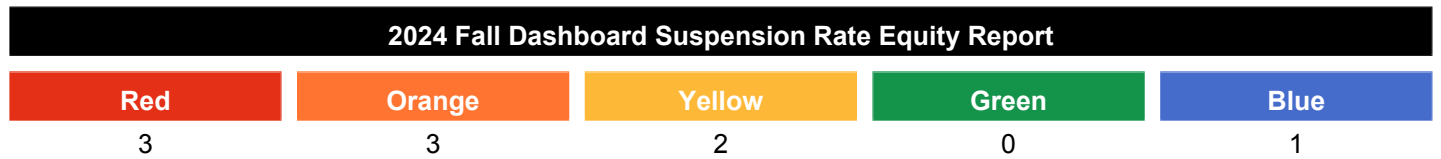
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.2% suspended at least one day Increased 0.8% 534 Students	English Learners  Yellow 0.8% suspended at least one day Increased 0.8% 130 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  Red 7.4% suspended at least one day Increased 3.3% 54 Students	Socioeconomically Disadvantaged  Orange 3.5% suspended at least one day Increased 0.9% 456 Students

Students with Disabilities  Red 7.1% suspended at least one day Increased 3.5% 113 Students	African American  Red 8.8% suspended at least one day Increased 5.5% 57 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 34 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Hispanic  Orange 1.8% suspended at least one day Increased 0.3% 221 Students
Two or More Races  Yellow 3.4% suspended at least one day Declined 2.9% 59 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Orange 3.3% suspended at least one day Increased 2% 152 Students

Conclusions based on this data:

1. There was an increase in suspensions by .8%
2. Two or more races was the highest the year before, but declined by 2.9% this year.
3. Students with disabilities increased by 3.5% and African American subgroup increased by 5.5%

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Increase Academic Achievement & Decrease Disproportionalities

By the end of June 2026, ELA and Math proficiency on the SBAC will grow 5% from the 2025 scores.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

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

According to the California Dashboard in comparison with the 2024 CAASSP scores, Foothill Oaks went from being 5% below the standard in Language Arts to 7.8% above the standard with an increase of 12.8 points for ELA. There was an 8.2% increase in proficiency. Additionally for Math, Foothill Oaks reduced the points below standard from 22.6 to 13.7 points.. This is significant because although there was a small drop in overall proficiency, -1.75%, in Math, there was an overall increase in performance. Significant subgroups are: English Learners, Hispanic students, White Students, Socioeconomically Disadvantaged students and Students with Disabilities. The White student subgroup scored above standard in ELA and Math whereas the other subgroups all scored below standard. Movement was made from yellow to green on the dashboard for both ELA and Math.

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

2023 English Learners 20.3 points below and in 2024 they were 23.6 below standard demonstrating a slight decline. They are in the Orange Category.

2023 Hispanic subgroup was 11.2 points below the standard and in 2024 they were only .9 below, increasing by 8.6 points. They are in the Green Category.

2023 Socioeconomically Disadvantaged 11.9 points below and in 2024, they were only .4 points below with an increase of 11.5 points. They are in the Green Category.

2023 Students with Disabilities 49.5 points below and in 2024 they were 38.4 points below with an increase of 11.1 points. They are in the Yellow Category.

2023 White subgroup 6.1 above the standard and in 2024 they were 20.4 points above standard with an increase of 14.3 points. They are in the Green Category.

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

2023 English Learners were 29.7 points below and in 2024 they were 26.3 points below standard with an increase of 3.4 points. They are in the Yellow Category.

2023 Hispanic subgroup 29.7 points below standard and in 2024 they were 22.1 points below standard with an increase of 7.6 points. They are in the Green Category.

2023 Socioeconomically Disadvantaged 29.8 points below standard and in 2024 they were 20.8 points below standard with an increase of 9 points. They are in the Green Category.

2023 Students with Disabilities was 63.2 points below standard and in 2024 they were 61.3 points below standard, maintaining at 1.9 points. They are in the Orange Category.

2023 White subgroup was 11 points below the standard and in 2024 they were .2 points above standard with an increase of 11.2 points. They are in the Green Category. Demonstrating decline.

There is a need to push for a higher rate of proficiency in both Math and English Language Arts. Clearly the White subgroup is out performing the other four subgroups. The subgroup with the greatest struggles are the EL students in ELA and the Students with Disabilities in both ELA and Math.. It is to be noted that the Students with Disabilities subgroup is comprised of a mixture of students from the BRIDGE (self-contained mod-severe autism program) and those with Specific Learning Disabilities in the General Education Program with SAID services. Students scores from students that take the CAA are not reflected in the overall performance of state testing at a district level, but they are reflected on the California Dashboard.

Data from the dashboard also shows that 12.8% of EL students decreased at least one ELPI level, while almost 53.8 percent grew at least one level and overall the EL subgroup grew 2.1% with 54.1% making progress. This data supports that student's English language acquisition is occurring, but students are not yet performing at grade level. About 32% of students are maintaining at a level 1-3 which has significant implications for future LTELs. Additionally, the Alternate ELPAC was given to the EL BRIDGE students. 42.9% made progress and 57.1% did not.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC results for ELA	2024 SBAC Scores 54.08%	59%
SBAC results for ELA (EL Subgroup)	2024 EL SBAC Passing rate 21.74%	27%
SBAC results for Math	2023 SBAC Scores 43.46%	48%

SBAC results for Math (EL Subgroup)	2023 EL SBAC Passing rate 28%	33%
Trimester 1 and 2 benchmarks for ELA	61.75% Passing Rate	66.75%
Trimester 1 and 2 benchmarks for Math	72.7% Passing Rate	77.7%

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
1.2	1.1 Software licenses and supportive technology will be purchased to support and enhance the high quality first instruction delivered by teachers	Schoolwide with an emphasis on all Sub groups	11,450 Title I Basic 5000-5999: Operating Expenditures
1.3	1.2 Intervention. A retired teacher will work for two rounds of intervention during RTI.	Schoolwide with an emphasis on all subgroups	25,498 Title I Basic 1000-1999: Certificated Personnel Salaries 5,731 Title I Basic 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Software was purchased to support academics with the purchase of Accelerated Reader and IXL for ELA. A para wasn't hired as originally planned in the 2024 SPSA. An addendum was created to use a retired teacher to support RTI from January to April.

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

An addendum was created to change the Para position to a retired teacher.

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.

Money was added to provide two rounds of intervention from a retired teacher rather than one. Interventions during the school day was the number one need reflected in the needs assessment.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Ensure All Students Graduate College & Career Ready
No Goal

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Improve Culture and Climate through Increased Student Engagement

By June of 2026, Average Daily Attendance (ADA) average will increase to 95% and chronic attendance rate will drop below 15%. Suspensions will be below 3 percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Identified Need

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

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024/2025 Attendance Rate	93%	95%
2024/2025 Chronic Attendance Rate	19%	under 18%
2024/2025 Suspensions and behavioral data	2.52%	Under 3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 A 7 hour Attendance Intervention Assistant, Bilingual (AISB) will work with students and families on improving attendance, facilitate SART meetings	Schoolwide with an emphasis on all Sub groups as well as our EL students.	57,789 Title I Basic 2000-2999: Classified Personnel Salaries

	and will assist the principal with behavior interventions.		32,195 Title I Basic 3000-3999: Employee Benefits Title I Basic 2000-2999: Classified Personnel Salaries Sub Salary Title I Basic 3000-3999: Employee Benefits Sub Benefits
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

AISB has been an effective position to support attendance and behavior. In April 204 ADA was 93.46% and in April of 2025 it was 93.80. Chronic Absenteeism was 20.08% in April 2024 and in April of 2025 it was 19.82%.

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

The BCBA was more expensive than originally planned and didn't seem as effective school-wide, but did support specific Tier 3 students, reducing suspension rates.

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.

Suspensions decreased and attendance increased with overall support from the AISB, data and the needs assessment indicated there isn't a need to continue with an outside BCBA, but to utilize district supports.

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 of 2026, the number of parents attending organized events will be 350 or more (70%).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

Identified Need

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

According to the 2024-2025 school needs assessment survey, parents were satisfied with parent involvement, They indicated that they enjoyed attending Harvest Festival, Santa Event and Meet the Teacher Night. Sign in data shows that attendance for Family events is high, but for meetings such as ELAC or School Site Council attendance is low. The past few years, we have held a Meet the Teacher Night. This night allows parents and students to come to school before the first day. During this event, they can meet the teacher and see the classroom as well as collect information about before/after school programs, Aeries data system, and other community networks. A digital component is created by each teacher as well in the event that a family can't attend and/or when a new student arrives to school after the first day. The Instructional Leadership Team felt that it would be in everyone's best interest to continue this initial family event. This orientation day differs from Back to School Night. Teachers do not discuss the curriculum, procedures or homework routines. They do show students the classroom, take a picture, greet families, hand out supplies, and answer questions. During this time, we will have information tables to explain committees such as ELAC and SSC. Additionally, we invite community resources such as Liberty Towers Church and several ABA companies to hand out information for family resources. We will offer information for chaperones and volunteers and have sign ups for the various Family Events.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Meeting attendance lists and QRI code data collection	200	350

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Grade level orientation before the start of the school year, both digital and in person options.	Schoolwide.	2,796 Title I Parent and Family Engagement 1000-1999: Certificated Personnel Salaries 628 Title I Parent and Family Engagement

			3000-3999: Employee Benefits
4.2	4.2 Materials, supplies and/or light refreshments for family events.	Schoolwide.	205 Title I Parent and Family Engagement 4000-4999: Materials and Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Parent orientation was a success in August of 2023. The needs assessment also showed it as a favorable parent event.

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

The estimated cost was less than the actual cost, so funds from Site Base helped ensure that all staff received compensation for the event.

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

We will add more training opportunities during this night. In 2023, we provided training for Aeries/Parent Square, networking with the district Family and Engagement Liaison, and After School Program registration. Next year, we will keep those, but add some RULER Loop QRI codes as well as invite ABA companies and ALTA representatives to support our Students with Disabilities subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Annual Measurable Outcomes

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

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

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

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Keeping the parent orientation night as it has been very effective.

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

No differences other than adding in new informational supports for parents

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

None

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$136,292.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$136,292.00
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	\$132,663.00
Title I Parent and Family Engagement	\$3,629.00

Subtotal of additional federal funds included for this school: \$136,292.00

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

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

Total of federal, state, and/or local funds for this school: \$136,292.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Basic	132,663.00
Title I Parent and Family Engagement	3,629.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,294.00
2000-2999: Classified Personnel Salaries	57,789.00
3000-3999: Employee Benefits	38,554.00
4000-4999: Materials and Supplies	205.00
5000-5999: Operating Expenditures	11,450.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	25,498.00
2000-2999: Classified Personnel Salaries	Title I Basic	57,789.00
3000-3999: Employee Benefits	Title I Basic	37,926.00
5000-5999: Operating Expenditures	Title I Basic	11,450.00
1000-1999: Certificated Personnel Salaries	Title I Parent and Family Engagement	2,796.00
3000-3999: Employee Benefits	Title I Parent and Family Engagement	628.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	205.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,679.00

Goal 3
Goal 4

89,984.00
3,629.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Melissa Rossavick	Principal
Olesya Knyazev	Other School Staff
Janiel Evans	Classroom Teacher
Shanna Lunday	Classroom Teacher
Desiree Jackson	Classroom Teacher
Samantha Huerls	Parent or Community Member
Danielle Van Ness	Parent or Community Member
Jessica Vazquez	Parent or Community Member
Rachel Santillan	Parent or Community Member
Jake Homer	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Melissa Rossavick on 5/21/25



SSC Chairperson, Jake Homer on 5/21/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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