Fairgrove Academy

Community Schools Implementation Goals 2025-26

Goal 1: Strengthen Family & Community Engagement

By **May 2026**, family and community engagement will increase at Fairgrove as evidenced by:

1. A **10% increase** in parent participation in workshops and events

2. A **10% increase** in positive responses on parent engagement as measured by the **CA Healthy Kids Survey**

3. A **20% increase** in the overall number of partnerships and collaborations with community and district organizations

According to the **Community Schools Assets and Needs Assessment Survey**, staff identified a lack of family engagement as a challenge for 44% of students. Among middle school students, 35.4% reported frequent parental participation in school activities. Elementary parents reported higher involvement, with 58.6% saying they were very involved and 37.9% saying they were somewhat involved. Middle school parents stated they would like to see workshops on topics such as first aid, financial literacy, and technology skills. In contrast, among elementary parents, many expressed interest in parent-child development classes, homework assistance, and ESL classes. According to the Ca Healthy Kids Survey, 47% of parents indicated feeling welcomed to participate at this school.

Adding more partnerships with both community and district organizations can be of great benefit. These partnerships offer vital resources such as mental health services, academic tutoring, and wellness programs, directly benefiting students and families. Collaborations with community organizations also provide students with access to extracurricular activities, enrichment programs, and career exploration opportunities.

Goal 2: Improve Student Academic Outcomes & Support

By **May 2026**, student academic success and attendance will improve at **Fairgrove Academy** as evidenced by:

1. A **10% decrease in chronic absenteeism** (students missing 10% or more of the school year) with a focus on our English learners and students with disabilities.
2. A **10% increase i**n both ELA and Math CAASPP scores as measured by the CA Dashboard
3. A **10% increase** in student participation in academic intervention and enrichment programs, including tutoring services, intervention programs, lunchtime/after-school workshops.

According to the **Comprehensive Assets and Needs Assessment Survey**, among middle school students, 46.9% always have access to academic support, while 53.1% have varying levels of access. Elementary students need academic assistance, with 58.6% requiring math tutoring or homework help.

Middle school parents' responses align with their children's experiences: 61.9% say their children always have access, while 38.1% have varying levels of access. Elementary parents were not asked about academic support.

According to the **Comprehensive Assets and Needs Assessment Survey,** staff members identified academic support as a main priority (60%). Middle school parents reported 75% of their children need math support. Among elementary parents, 34.6% need math support, 30.8% need reading support, 23.1% need writing support, 11.5% need social science support, and 54.5% need homework assistance.

Based on the **2024 CA Dashboard**, there has been a significant decrease in ELA academic performance in the past five years. In 2019, students were 7.3 points above standard, in 2022 they were 10.1 points below standard, in 2023 they were 15.3 points below standard, and in 2024 they were 28.3 points below standard.

Students with disabilities are 122.8 points below standard. English learners are 104 points below standard.

Similarly, math scores have drastically declined in the past five years. In 2019, they were 12.5 points below standard, in 2022, they were 49.4 points below standard, in 2023, they were 54 points below standard, and in 2024, they were 60.3 points below standard.

Although chronic absenteeism has steadily decreased in the last three years, with 21.4 % of students being chronically absent in 2024, there is still a concern over the percentage of homeless and students with disabilities who are chronically absent. Based on the **2024 California Dashboard**, 33.8% of homeless students and

Goal 3: Provide Holistic Health & Wellness Services

By **May 2026**, student health and well-being at **Fairgrove Academy** will improve as evidenced by:

4. A **10% increase** in students reporting access to mental health and wellness resources as measured by the Comprehensive Assets and Needs Assessment Survey.
5. A **10% increase** in participation in Holistic Health and Mental Wellness lessons, activities, and events (i.e. TUPE, PLP assemblies, Counselor-led workshops, Community Schools-led workshops and activities)
6. A **20% increase** in the overall sense of belonging among students, aiming for at least 72% of students to agree or strongly agree that they feel like part of the school community as measured by the Ca Healthy Kids Survey

The **Comprehensive Assets and Needs Assessment Survey** indicates that among middle school students, 38.6% sometimes have access to mental health services, 34.8% always have access, 15.2% never have access, and 11.4% rarely have access (see Fig. 2). This indicates a significant portion of students do not have consistent access to mental health support. Elementary students generally feel positive about their school environment, with 75.2% feeling cared about, 76.1% feeling teachers treat them fairly, and 78.8% feeling part of the school, although a notable percentage only sometimes feel this way. Elementary parents show strong support for social-emotional programs, with 89.7% in favor and 27.3% specifically wanting more counseling services. Middle school parents also express a need for mental health services, with 61.1% wanting a Wellness Center, 55.6% wanting counseling, and 44.4% wanting stress and anxiety management help for their children.

Fairgrove Academy aims to create a safe, supportive, and inclusive environment by expanding on-campus health services, mental health resources, and wellness initiatives. This includes preventative care, social-emotional learning (SEL), and stronger school-community partnerships to ensure every child has the support they need to succeed. The Community School Student Council and parent focus groups have emphasized the need for more programs and events that promote mental well-being.