



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairview Elementary School	11754816007470	April 4, 2022	

## Purpose and Description

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

Schoolwide Program

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

The Orland Unified School District has applied a transformational leadership approach when it comes to the involvement of all stakeholders and the ESSA policy implementation process, specifically the LCAP. OUSD believes that we should become a unified team, which will establish a sense of purpose and accountability, which will ultimately drive the district's vision and mission. Over the past year, our district has made significant gains towards the implementation of ESSA in alignment with the LCAP and other federal, state, and local programs. Each school site is aware of the district LCAP goals, California School Dashboards, and has a plan in place to meet the needs of all students. Through collaborative conversations, district/site committees, strategic planning, and data analysis, we as a district/school site have the tools in place to meet the individual needs of all students and ensure we are moving forward towards continuous school improvement. Through our district process, it is evident that all stakeholders are on the same page with the district plan, accountability, and can recognize that our school site plan and district LCAP encompasses all students.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Surveys are used to determine areas of strength and weakness. Fairview Elementary facilitated three surveys. There were surveys for parents, staff, and students. The surveys given were the California Healthy Kids Survey.

The following are some of the results from the parent survey:

Total of 69 respondents

23% have students in the after school program.

80% Agree/Strongly Agree that the school responds to them promptly.

70% Agree/Strongly Agree that the school encourages them to be an active partner.

77% Agree/Strongly Agree that the school motivates students to learn.

20% Disagree that teachers communication with them about what is expected to learn in class; coupled with 33% of parents that feel there is not enough information about how to help with homework; in addition that 30% feel there is a lack of communication from teachers about how their student is doing between report cards.

50% of parents didn't know or disagree that the school provides ways to help students and their Social-Emotional needs.

50% of parents either don't know or disagree that there is a vaping, drug, alcohol, or tobacco issue on campus - which is interesting because there has only been one incident all year with one student bringing a vape pen.

5% of parents think bullying is NOT a problem, which means 95% of parents either don't have an opinion or think their is a bullying problem to some degree.

The following are some of the results from the student survey (5th grade only):

Total of 87 students took the survey.

The majority of students believe that adults on campus care about them, listen to their needs, and make an effort to get to know them.

There was an overall high rating for helping students to resolve issues and feel responsible for how they act, as well as how they treat one another.

30% believe students are NOT treated fairly when breaking school rules.

12% do not feel safe at school

8% do not feel safe to and from school.

More than 50% believe kids hit them when not joking, spread mean rumors or lies, or call others bad names or say mean jokes about them.

30% say that within the last 30 days another student has been mean to them online/cyberbullying.

50% of the students have been teased about what they look like.

70% of students have some degree of sadness.

The school's Leadership Team, PBIS team, and School Site Council will look at these areas of concerns and discuss in lengths about the areas of concern and begin working on various solutions and ways to help students and parents with those concerns.

## Classroom Observations

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

The site principal makes formal and informal classroom observations. The formal observations are done in compliance with the Collective Bargaining Agreement between Orland School District and Orland Teacher's Association. The informal observations are completed as much as possible and at different times of the day. Data from the informal observations can be used by the whole staff to measure progress on achieving schoolwide goals. All the observations are another source of information to better address student needs.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Teachers use grade level content and performance standards to plan lessons and units of instruction. State-adopted and board-approved instructional materials are provided for teachers use in every classroom to deliver instruction. Teachers have consistently increased their use of approved materials and are looking how it correlates to the Common Core State Standards. Teachers have received appropriate professional development, especially with the newly adopted programs. We also have two Trainer of Trainers per grade level on the new ELA curriculum so they can help support their grade level team in implementation of the new curriculum. Materials have been provided to teachers to work with all levels of students, including those not achieving at high levels and those who are English Language Learners.

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

The staff utilizes common curriculum-embedded assessments to measure student progress and modify instruction as needed. Teachers review the data from the common assessments to determine students level of proficiency and then make instructional changes as necessary. Fairview Elementary uses the iReady reading and math program along with teacher input to look at student needs and move students in to the programs they need. Other measurements/programs used include STAR, CBMs, BPST, ELPAC, IABs and Standards Mastery from iReady.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers at Fairview School are NCLB compliant

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

All teachers have received training and professional development on both the math and English

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

All staff development has been aligned with the stated goals in the single school plan. All trainings have been based on the English Language Arts, Mathematics, or English Language Learner programs including pacing guides, assessments, technology and instruction strategies.

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

Ongoing classroom assistance and support is provided by our ELD Coordinator and Title I teachers. These professionals provide resources, intervention groups for students and oversee intervention schedules and programs. A lot of PD was utilized with our Ed Tech teacher.

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

Teachers collaborate on a weekly basis during our PLC (Professional Learning Community) time. Teachers evaluate data, instruction, assessments, and curriculum. Teachers collaborate at grade level meetings to discuss school business and other needs.

## Teaching and Learning

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

During the past several years teachers have had various training so they can utilize current best practices and support students' needs while coordinating their curriculum and instruction to CCSS.

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

All instructional minutes meet the state requirements in mathematics, language arts, ELD and PE.

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

Staff has implemented and continues to refine common pacing guides for mathematics and language arts. Each year these are revised as needed. District team has come up with focus standards and they are in the pacing guides.

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

All instructional materials are state approved and board adopted. All students have access to and use the adopted materials.

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

All general education classrooms use the state adopted programs. Intervention materials are not all state adopted, but are standards aligned.

## **Opportunity and Equal Educational Access**

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

Fairview's instructional program is based on the RTI (Response to Intervention) model. All students get the core material in the general education classroom. The general education classroom teacher is responsible to differentiate and remediate in the classroom.

Evidence-based educational practices to raise student achievement

All strategic and intensive interventions are research-based and are standards aligned.

## **Parental Engagement**

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

School and District resources include general education teachers, administrators, Title 1 support staff, ELD support staff, special education, speech services, school psychologist, and nurse all provide services to assist under-achieving students. Families are encouraged to be involved in their child's education with on-line resources for reading and math. Parents are also welcomed to help in the classrooms and during special events. The community is very supportive of Fairview School by sending local police and fire department personnel for presentations and educational activities to support reading and core subjects.

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

The programs offered at Fairview are annually reviewed, open for comment/suggestion, and approved. Parents can review programs during the annual Title 1 meeting, back-to-school night, ELAC meetings, and Site Council meetings.

## Funding

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

Services include a strategic reading intervention for every student in the school. Every student is placed according to need and reassessed every 6-8 weeks. The reading interventions include Fluency, Comprehension, Phonics, and Literature review for above grade level students. We have an intensive intervention during the direct instruction time to remediate students identified as two years below grade-level. Math interventions are for student who need extra support on a given concept. These strategic groups are pulled out of class and are based on adding, subtracting, multiplication and division.

Fiscal support (EPC)

Fiscal support includes funds from California including general funds and categoricals, Federal Title 1 supplemental funds and Lottery.

## **Stakeholder Involvement**

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

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

The following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA:

School Site Council  
ELAC  
Site Leadership Team  
Staff  
Parents

Fairview has an active School Site Council which consists of 5 members. The membership consists of parents and classified and certificated staff. The SSC meets monthly to approve funding and monitor federally funded programs. Each month, the SSC reviews a SPSA goal and discussed implementation as well as possible modifications based on a current needs assessment and analysis of data. They also look at and approve the school site safety plan.

Our ELAC is made up of parents and staff. The ELAC meets four times each year and provides input on English Learner programs. During regularly scheduled ELAC meetings on October 20th, December 1st, February 9th and April 27th, ELAC members were provided an opportunity to provide feedback on school programs.



## Resource Inequities

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

There are some inequities as it relates to resources and/or time and scheduling. This can also include the need to have additional support staff.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade3	159	141	141
Grade 4	167	167	149
Grade 5	157	168	164
Total Enrollment	483	476	454

### Conclusions based on this data:

1. We increased overall enrollment by 12 students from the previous school year.
2. Grade level cohort sizes have remained stable.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment				
Student Group	Number of Students		Percent of Students	
	17-18	18-19	17-18	18-19
English Learners	175	191	37.2%	39.5%
Fluent English Proficient (FEP)	57	43	12.1%	8.9%
Reclassified Fluent English Proficient (RFEP)	37	16	18.5%	9.1%

### Conclusions based on this data:

1. The number and percentage of RFEP students has decreased each year.
2. The number and percentage of English Learners increased by 16 students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	159	159	137	157	156	134	157	156	134	98.7	98.1	97.8
Grade 4	156	163	151	154	159	145	154	159	145	98.7	97.5	96.0
Grade 5	150	162	164	148	158	156	148	158	153	98.7	97.5	95.1
All Grades	465	484	452	459	473	435	459	473	432	98.7	97.7	96.2

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2387.	2381.	2340.	12.10	12.18	3.73	19.11	15.38	9.70	26.11	29.49	25.37	42.68	42.95	61.19
Grade 4	2426.	2434.	2389.	9.09	16.98	5.52	22.08	17.61	10.34	22.73	21.38	22.07	46.10	44.03	62.07
Grade 5	2441.	2474.	2442.	4.73	10.13	6.54	18.24	29.75	18.30	23.65	22.78	24.84	53.38	37.34	50.33
All Grades	N/A	N/A	N/A	8.71	13.11	5.32	19.83	20.93	12.96	24.18	24.52	24.07	47.28	41.44	57.64

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.65	13.46	2.99	45.22	46.79	54.48	40.13	39.74	42.54
Grade 4	14.29	15.09	6.21	50.65	48.43	55.86	35.06	36.48	37.93
Grade 5	7.43	13.92	7.84	43.24	52.53	54.25	49.32	33.54	37.91
All Grades	12.20	14.16	5.79	46.41	49.26	54.86	41.39	36.58	39.35

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	5.73	9.62	2.27	40.13	45.51	40.15	54.14	44.87	57.58
Grade 4	9.80	12.58	2.76	36.60	48.43	44.14	53.59	38.99	53.10
Grade 5	9.46	12.03	4.61	39.19	53.16	50.66	51.35	34.81	44.74
All Grades	8.30	11.42	3.26	38.65	49.05	45.22	53.06	39.53	51.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.74	10.90	2.24	59.24	64.10	68.66	28.03	25.00	29.10
Grade 4	11.04	14.47	4.14	64.29	61.64	68.97	24.68	23.90	26.90
Grade 5	4.73	10.13	3.27	60.14	65.82	77.12	35.14	24.05	19.61
All Grades	9.59	11.84	3.24	61.22	63.85	71.76	29.19	24.31	25.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.92	9.62	5.22	44.59	52.56	59.70	39.49	37.82	35.07
Grade 4	12.34	14.47	4.14	52.60	47.80	68.28	35.06	37.74	27.59
Grade 5	8.78	20.89	5.88	44.59	46.84	66.67	46.62	32.28	27.45
All Grades	12.42	15.01	5.09	47.28	49.05	65.05	40.31	35.94	29.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. We are well above the 95% threshold for participation rate (97.7% in 18-19). Overall achievement improved from 17-18 to 18-19. As teachers continue to become more familiar with the new curriculum, we should continue to see scores increase.
2. In all domains, the number of students that are below standard has decreased.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	158	159	137	157	157	132	157	157	132	99.4	98.7	96.4
Grade 4	155	163	151	153	161	141	153	161	141	98.7	98.8	93.4
Grade 5	150	162	164	148	159	156	148	159	154	98.7	98.1	95.1
All Grades	463	484	452	458	477	429	458	477	427	98.9	98.6	94.9

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2374.	2386.	2350.	5.10	6.37	4.55	12.74	12.74	9.85	28.66	36.94	20.45	53.50	43.95	65.15
Grade 4	2419.	2428.	2391.	1.96	6.21	1.42	11.11	13.66	12.06	39.22	38.51	24.82	47.71	41.61	61.70
Grade 5	2420.	2439.	2404.	2.03	2.52	1.95	4.73	6.29	5.84	20.95	29.56	16.23	72.30	61.64	75.97
All Grades	N/A	N/A	N/A	3.06	5.03	2.58	9.61	10.90	9.13	29.69	35.01	20.37	57.64	49.06	67.92

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.64	8.92	3.03	28.66	30.57	35.61	63.69	60.51	61.36
Grade 4	7.19	12.42	3.55	25.49	29.19	31.91	67.32	58.39	64.54
Grade 5	4.05	3.77	0.65	14.19	22.01	27.27	81.76	74.21	72.08
All Grades	6.33	8.39	2.34	22.93	27.25	31.38	70.74	64.36	66.28

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.64	10.19	9.85	33.12	46.50	30.30	59.24	43.31	59.85
Grade 4	3.92	8.70	2.13	37.91	39.13	34.75	58.17	52.17	63.12
Grade 5	3.38	4.40	1.95	25.68	35.22	35.71	70.95	60.38	62.34
All Grades	5.02	7.76	4.45	32.31	40.25	33.72	62.66	51.99	61.83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.19	10.19	3.03	48.41	54.14	54.55	41.40	35.67	42.42
Grade 4	5.23	8.70	3.55	45.10	46.58	49.65	49.67	44.72	46.81
Grade 5	2.03	3.77	3.25	29.05	38.36	48.70	68.92	57.86	48.05
All Grades	5.90	7.55	3.28	41.05	46.33	50.82	53.06	46.12	45.90

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Students in all grade levels and all subgroups are scoring lower in math than in ELA. This data suggests that we need to add more math interventions for students and more professional development for teachers.
2. The scale score has gone down in the past two years in all three grade levels. We have been using a new curriculum, Go Math. This data suggests a need to professional development on essential math standards and possible supplementation of the curriculum.
3. Concepts & Procedures is the domain that is our greatest area of need, with 64.36% of students scoring below standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	1491.5	1491.9	1471.6	1487.3	1489.0	1476.5	1495.3	1494.4	1466.2	64	68	56
4	1517.2	1505.3	1494.8	1517.9	1495.8	1498.5	1516.1	1514.4	1490.6	61	57	63
5	1537.1	1545.0	1512.1	1541.2	1540.8	1511.1	1532.5	1548.7	1512.6	54	54	58
All Grades										179	179	177

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	14.71	5.36	43.75	42.65	25.00	34.38	26.47	48.21	*	16.18	21.43	64	68	56
4	34.43	15.79	7.94	45.90	45.61	42.86	*	26.32	34.92	*	12.28	14.29	61	57	63
5	44.44	44.44	12.07	44.44	33.33	36.21	*	18.52	39.66	*	3.70	12.07	54	54	58
All Grades	27.93	24.02	8.47	44.69	40.78	35.03	15.64	24.02	40.68	11.73	11.17	15.82	179	179	177

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	29.69	39.71	19.64	45.31	35.29	37.50	*	8.82	28.57	*	16.18	14.29	64	68	56
4	54.10	33.33	30.16	29.51	42.11	47.62	*	12.28	14.29	*	12.28	7.94	61	57	63
5	72.22	59.26	36.21	*	37.04	46.55	*	0.00	12.07	*	3.70	5.17	54	54	58
All Grades	50.84	43.58	28.81	31.84	37.99	44.07	10.61	7.26	18.08	6.70	11.17	9.04	179	179	177

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	5.88	0.00	26.56	27.94	12.50	34.38	50.00	42.86	35.94	16.18	44.64	64	68	56
4	*	10.53	1.59	45.90	33.33	20.63	29.51	42.11	38.10	19.67	14.04	39.68	61	57	63
5	25.93	12.96	8.62	42.59	33.33	8.62	20.37	46.30	53.45	*	7.41	29.31	54	54	58
All Grades	10.61	9.50	3.39	37.99	31.28	14.12	28.49	46.37	44.63	22.91	12.85	37.85	179	179	177

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	20.31	13.24	19.64	68.75	61.76	57.14	*	25.00	23.21	64	68	56
4	45.90	24.56	38.71	47.54	61.40	54.84	*	14.04	6.45	61	57	62
5	59.26	24.07	15.52	37.04	72.22	75.86	*	3.70	8.62	54	54	58
All Grades	40.78	20.11	25.00	51.96	64.80	62.50	7.26	15.08	12.50	179	179	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	64.06	60.29	30.36	26.56	32.35	57.14	*	7.35	12.50	64	68	56
4	68.85	45.61	41.27	*	42.11	49.21	*	12.28	9.52	61	57	63
5	81.48	87.04	63.16	*	11.11	35.09	*	1.85	1.75	54	54	57
All Grades	70.95	63.69	44.89	18.99	29.05	47.16	10.06	7.26	7.95	179	179	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	*	2.94	3.57	43.75	64.71	41.07	51.56	32.35	55.36	64	68	56
4	*	7.02	1.61	65.57	66.67	51.61	26.23	26.32	46.77	61	57	62
5	*	22.22	5.17	64.81	68.52	58.62	20.37	9.26	36.21	54	54	58
<b>All Grades</b>	8.94	10.06	3.41	57.54	66.48	50.57	33.52	23.46	46.02	179	179	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
3	21.88	23.53	3.57	60.94	64.71	53.57	17.19	11.76	42.86	64	68	56
4	34.43	14.04	1.59	57.38	75.44	69.84	*	10.53	28.57	61	57	63
5	55.56	24.07	5.17	38.89	68.52	77.59	*	7.41	17.24	54	54	58
<b>All Grades</b>	36.31	20.67	3.39	53.07	69.27	67.23	10.61	10.06	29.38	179	179	177

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Students performed well in the speaking domain.
2. Only 10% of students are well-developed in reading.
3. Overall scores went down for levels 3 and 4 with a concurrent increase in level 2.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>454</b>	<b>88.5</b>	<b>40.3</b>	<b>0.2</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	183	40.3
Foster Youth	1	0.2
Homeless	8	1.8
Socioeconomically Disadvantaged	402	88.5
Students with Disabilities	58	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian or Alaska Native	5	1.1
Asian	11	2.4
Filipino		
Hispanic	321	70.7
Two or More Races		
Native Hawaiian or Pacific Islander		
White	114	25.1

### Conclusions based on this data:

1. Socioeconomically disadvantaged is our largest subgroup.

- 
2. We have a large Hispanic population (67%).





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. Math is still an area of concern.
2. Chronic absenteeism is on the green.
3. The suspension rate was in the yellow.

# School and Student Performance Data

## Academic Performance English Language Arts

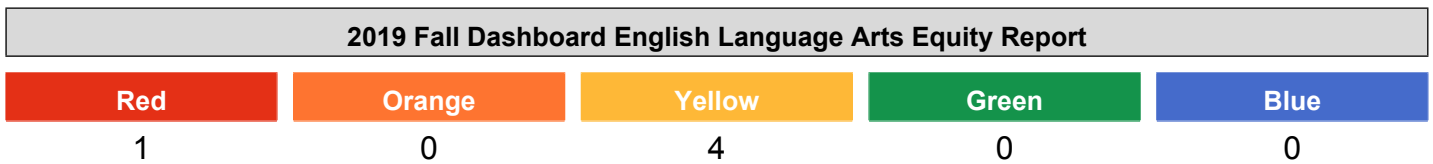
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 36.9 points below standard Increased ++11.4 points 449	<p><b>English Learners</b></p> Yellow 53.6 points below standard Increased ++11.5 points 212	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 44.2 points below standard Increased ++13.2 points 381	<p><b>Students with Disabilities</b></p> Red 88.4 points below standard Declined -3.2 points 69

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 41.2 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 45.6 points below standard Increased ++12.7 points 307	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 11.4 points below standard Increased ++9.7 points 120

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
89.3 points below standard Maintained -2.9 points 145	23.4 points above standard Increased Significantly ++23.5 points 67	21.9 points below standard Increased ++11.3 points 233

**Conclusions based on this data:**

- Overall in ELA there was an 11.4 points increase.
- With EL's, there was an 11.5 points increase and RFEP students increased 23.5 points.
- SWD decreased 3.2 points and are in the red.

# School and Student Performance Data

## Academic Performance Mathematics

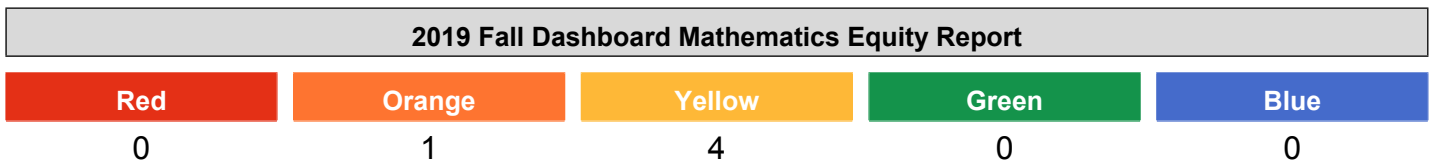
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.










This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 62.3 points below standard Increased ++13.1 points 449	<p><b>English Learners</b></p> Yellow 74.2 points below standard Increased ++14.8 points 212	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 68 points below standard Increased ++13 points 381	<p><b>Students with Disabilities</b></p> Orange 94.6 points below standard Declined -6.8 points 69



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 63.9 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 69.4 points below standard Increased ++13.2 points 307
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 43.8 points below standard Increased ++12.5 points 120	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.6 points below standard Increased ++7.7 points 145	34.3 points below standard Increased Significantly ++19.2 points 67	51.7 points below standard Increased ++11.6 points 233

**Conclusions based on this data:**

1. SWD decreased 6.8 points and are in orange.
2. Overall there was a 13.1 point increase.
3. EL's increased 14.8 points and RFEP students increased 19 points.

# School and Student Performance Data

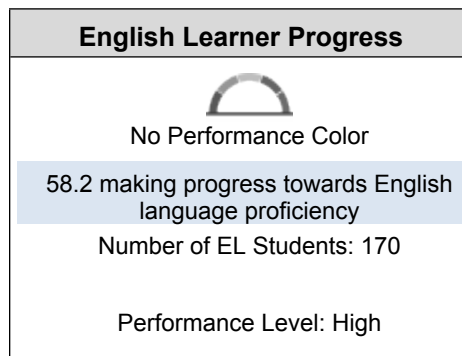
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
11.1	30.5	4.7	53.5

#### Conclusions based on this data:

1. 58% are making progress and have a "high" performance level.
2. 52 maintained the level.
3. 91 progressed at least one level.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. N/A



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

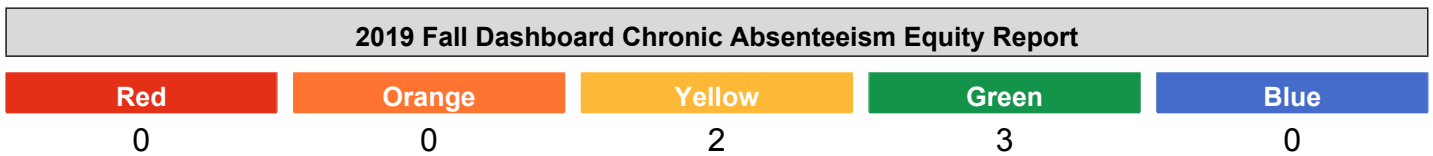
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Green 6.4 Declined -0.6 514	<p><b>English Learners</b></p>  Green 5.2 Declined -0.6 210	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p><b>Homeless</b></p>  No Performance Color 5.6 Declined -11.1 18	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 7.4 Maintained -0.1 434	<p><b>Students with Disabilities</b></p>  Green 3.9 Declined -4.3 77

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 16.7 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 5 Declined -1.2 337	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 9.5 Maintained +0.4 147

**Conclusions based on this data:**

1. The socioeconomically disadvantaged is the only subgroup in yellow. The rest are in green.
2. Homeless had a decrease of 11.1.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

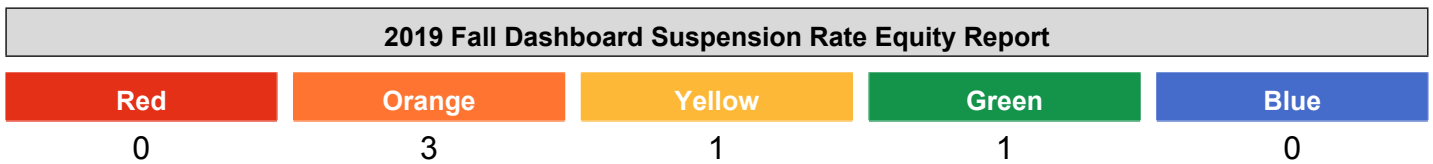
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.9</p> <p>Maintained +0.2</p> <p>521</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>1.4</p> <p>Maintained -0.1</p> <p>211</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>4.8</p> <p>Increased +1.8</p> <p>21</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2</p> <p>Increased +0.3</p> <p>441</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>5.2</p> <p>Increased +1.1</p> <p>77</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 0 Maintained 0 12	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.2 Declined -0.3 341	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 1	 Orange 4 Increased +1.2 150

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.8	1.9

**Conclusions based on this data:**

1. Socioeconomically disadvantaged is in the orange, as is SWD.
2. Hispanic students declined and is now in green.
3. The suspension rate on increased .1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

## Goal 1

Increase overall student growth in English Language Arts

## Identified Need

Fairview is still working on increases for overall performance in ELA and will continue to look at various ways to help close the achievement gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	<p>2021 Data: 18.28% of students meet or exceeded standards. 81.72% of students did not meet standards.</p> <p>3rd grade: 13.43% met standards 4th grade: 15.86% met standards 5th grade: 24.84% met standards</p> <p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>	<p>Due to COVID-19 and loss of consistent in person instruction, we anticipate an Increase the percentage of students who meet or exceed standards by 2%:</p> <p>All students 35% 3rd grade: 2% 4th grade: 2% 5th grade: 2%</p>
State Priority 4: Pupil Achievement CAASPP	<p>Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.</p>	<p>Due to COVID-19 and loss of consistent in person instruction, we anticipate an Increase the percentage of students who meet or exceed standards by 2%. Students with Disabilities will increase by 10 points. English learners will increase by 10 points.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2021 Data: Grade Level Tri 2 Averages: 3rd Grade: 458 4th Grade: 496 5th Grade: 515	Due to COVID-19 and loss of consistent in person instruction, we anticipate an Increase the percentage of students who meet or exceed standards by 2%:
State Priority 4: Pupil Achievement Local Benchmarks (STAR Reading)	2021 Data: Grade Level Tri 2 Averages: 3rd Grade: 2.3 4th Grade: 3.3 5th Grade: 3.9	Due to COVID-19 and loss of consistent in person instruction, we anticipate an Increase the percentage of students who meet or exceed standards by 2%:
State Priority 4: Pupil Achievement Local Benchmarks (CBM Fluency Assessments)	2021 Data: Grade Level Tri 2 Averages: 3rd Grade: 60 4th Grade: 100 5th Grade: 125	Due to COVID-19 and loss of consistent in person instruction, we anticipate an Increase the percentage of students who meet or exceed standards by 2%:

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

## Strategy/Activity 1

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

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

All Students Eligible for Extra Support

### Strategy/Activity

Provide intervention support

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
93563	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.0 FTE intervention teacher
37125	Title I Part A: Allocation 3000-3999: Employee Benefits 1.0 FTE Intervention Teacher
	District Funded 1000-1999: Certificated Personnel Salaries

	1.0 FTE Intervention Teacher
	District Funded 2000-2999: Classified Personnel Salaries 1.0 FTE Classified Paraprofessional
5000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty pay for intervention provided before or after school

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Purchase intervention curriculum and supplemental material to support instruction

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

300

#### Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Intervention materials

## Strategy/Activity 3

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

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

All Students

### Strategy/Activity

Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum and instructional strategies in all classrooms.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

District Funded  
None Specified  
Professional Development for teachers to improve academic outcomes for struggling learners in core subject areas.



## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

Identify essential standards and vocabulary in ELA and develop common assessments through grade-level and district vertical collaboration.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Sub for Teacher Release Days

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Use state and district adopted English Language Arts materials to guide the learning to meet Common Core State Standards

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified

## Strategy/Activity 6

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

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

All Students

### Strategy/Activity

Provide Library/Media services

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Cost of 1.0 FTE Librarian

### Strategy/Activity 7

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

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

All Student

Strategy/Activity

Support integration of technology by providing an Ed Tech TOSA

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
District TOSA

### Strategy/Activity 8

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

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

All Students

Strategy/Activity

Classroom teachers will provide small group, leveled reading instruction utilizing the Daily 5 model.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified  
None Specified  
Instructional Strategies and Scheduling

### Strategy/Activity 9

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

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

All Students

### Strategy/Activity

Utilize a school-wide CCSS benchmarking assessment in ELA and provide an online intervention system (iReady & STAR)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000

District Funded  
5000-5999: Services And Other Operating Expenditures  
iReady Subscription

Other  
5000-5999: Services And Other Operating Expenditures  
STAR Reading and STAR Math

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

20-21 Analysis

Strategy/Activity #1 - ongoing

Strategy/Activity #2 - ongoing

Strategy/Activity #3 - n/a

Strategy/Activity #4 - ongoing

Strategy/Activity #5 - Teachers met several times to revise and align updated Benchmark materials.

Strategy/Activity #6 - Updated with newer versions of the Benchmark materials to supplement the curriculum.

Strategy/Activity #7 - ongoing

Strategy/Activity #8 - ongoing

Strategy/Activity #9 - ongoing

Strategy/Activity #10 - n/a  
Strategy/Activity #11 - ongoing

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

None at this time.

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.

Due to COVID-19 and the shutdown, there is a lack of data to determine many of these outcomes as we were unable to get more data on student achievement closer to the end of the year for planning purposes. We will need to assess students early for 21/22 and make adjustments to student interventions periodically.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

## Goal 2

Increase overall student growth in math

## Identified Need

Fairview is still working on increases for overall performance in Math and will continue to look at various ways to help close the achievement gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2021 Data: 11.71% of students met or exceeded standards; 88.29% of students did not meet standards. 3rd grade: 14.40% 4th grade: 13.48% 5th grade: 7.79%  Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	Increase the percentage of students who meet or exceed standards by 2% All students: 10% 3rd grade: 2% 4th grade: 2% 5th grade: 2%
State Priority 4: Pupil Achievement CAASPP	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	All students will increase by 10 points. Students with Disabilities will increase by 10 points. English Learners will increase by 10 points.
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2021 Data: Grade Level Tri 2 Averages 3rd: 411 4th: 431	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th: 444	
State Priority 4: Pupil Achievement Local Benchmarks (STAR Math)	2021 Data: Grade Level Tri 2 Averages 3rd:2.9 4th:3.7 5th:4.2	

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Provide intervention support

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified  
None Specified  
Duplicate Expenditure-See Goal #1  
Strategy/Activity 1

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Purchase intervention curriculum and supplemental material to support instruction

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

Title I Part A: Allocation

4000-4999: Books And Supplies  
Intervention materials

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Identify essential standards and vocabulary in math and develop common assessments through grade-level and district vertical collaboration.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Duplicate expenditure-See Goal #1  
Strategy/Activity 5

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Continue to provide professional development to implement a CCSS aligned math curriculum in all classrooms

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Duplicate expenditure-See Goal #1  
Strategy/Activity 4

### Strategy/Activity 5

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

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

All Students

#### Strategy/Activity

Utilize a school-wide CCSS benchmarking assessment in math and provide an online intervention system (iReady & STAR)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Duplicate expenditure-See Goal #1 Strategy/Activity 11

**Strategy/Activity 6**

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

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

Focus on Math PD.

Strategy/Activity

Continue the development of supporting math teachers by looking at big ideas with a narrow focus.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded

**Strategy/Activity 7**

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

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

Vertical District Math Team

Strategy/Activity

Meeting monthly to align standards with curriculum and looking at strategies to help increase student achievement through the grade levels.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded



# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

20-21 Analysis

Strategy/Activity #1 - ongoing

Strategy/Activity #2 - ongoing

Strategy/Activity #3 - Math common assessments were created and implemented.

Strategy/Activity #4 - ongoing

Strategy/Activity #5 - ongoing

Strategy/Activity #6 - ongoing

Strategy/Activity #7 - ongoing

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

None at this time.

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.

Due to COVID-19 and the shutdown, there is a lack of data to determine many of these outcomes as we were unable to get more data on student achievement closer to the end of the year for planning purposes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

LCAP Goal 1: Increase knowledge, application, and implementation of best practices for instruction which maximizes learning for All student populations.

## Goal 3

All English Language Learners will improve their acquisition of the English language as measured by moving up one level on the ELPAC or being reclassified

## Identified Need

Fairview is still working on increases for overall performance in ELD and will continue to look at various ways to help close the achievement gap.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4: Pupil Achievement Language Proficiency	In 20-21, our ELPAC were as follows: Level 1: 18% Level 2: 42% Level 3: 33% Level 4: 7%  2020 Data: There is no 2020 data due to COVID-19.	The percentage of students who grow by one level as measured by the ELPAC will increase to 61% of EL students.
Priority 4: Pupil Achievement Language Proficiency	In 20-21 our reclassification rate was 11%	The percentage of students who are reclassified will increase 5% over the previous year.
Priority 4: Pupil Achievement CAASPP	2021 Data for EL: ELA 2020 Data: There is no 2020 data due to COVID-19.	

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

## Strategy/Activity 1

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

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

English Learners

### Strategy/Activity

Use state and district adopted English Language Development materials to meet the needs of English Language learners.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified

## Strategy/Activity 2

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

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

English Learners

### Strategy/Activity

Provide PD for staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction and other district language strategies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded  
None Specified

## Strategy/Activity 3

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

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

English Learners and Reclassified students

### Strategy/Activity

Monitor progress of English Learners and Reclassified students biannually.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded  
None Specified

### Strategy/Activity 4

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

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

English Learners

Strategy/Activity

ELD Coordinator

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified  
1.0 FTE ELD Coordinator

### Strategy/Activity 5

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

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

English Learners

Strategy/Activity

Bilingual Services Specialist

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
None Specified

### Strategy/Activity 6

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

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

English Learners

Strategy/Activity

Purchase ELD support materials, including materials to support newcomers and students at risk of becoming LTEL

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
Supplemental support materials

**Strategy/Activity 7**

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

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

English Learners

Strategy/Activity

District-wide focus on EL instruction through the EL Task Force-Fairview will have 2 teacher representatives and the Principal on this committee.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

# Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

Strategy/Activity #1-7: ongoing

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

None at this time.

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.

Due to COVID-19 and the shutdown, there is a lack of data to determine many of these outcomes as we were unable to get more data on student achievement closer to the end of the year for planning purposes. We will need to assess students early on for 20/21 and make adjustments to student interventions periodically.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent Involvement

## LEA/LCAP Goal

LCAP Goal 3: Increase parent and community partnership through consistent communication to build support and participation for our families, students and community members.

## Goal 4

Increase opportunities for parent involvement and engagement

## Identified Need

Fairview is still working on various ways to engage parents to be on campus and more involved with their students educational outcomes.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement	In the COVID climate we have asked parents to be involved through multiple surveys pushed out through Aeries communication.	Parent involvement is very different in this COVID climate. As the year continues, we should see an increase in overall parent involvement. The main communication is via email and surveys.

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Annual Back to School Night (Title I Parent Meeting and Classroom Presentations)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100

Source(s)

Other  
4000-4999: Books And Supplies  
Water and snacks

### Strategy/Activity 2

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

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

All Students

Strategy/Activity

Provide training on the tools available to parents to support our curriculum and classroom instruction

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified  
None Specified

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

Annual STEAM Night or other activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

400

Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
Prizes and materials

### Strategy/Activity 4

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

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

All Students

Strategy/Activity



Weekly Bulletin posted on website, Facebook, and sent via email

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified

### Strategy/Activity 5

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

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

All Students

Strategy/Activity

Coffee with the Principal held every other month or other activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

Other  
4000-4999: Books And Supplies  
snack or drink items

### Strategy/Activity 6

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

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

All 4th and 5th grade students

Strategy/Activity

All 4th and 5th grade students will be provided with a planner to track their progress and record daily classroom and homework. Teachers will facilitate the use of planners consistently in the classroom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200

Source(s)

Other  
4000-4999: Books And Supplies

**Strategy/Activity 7**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified  
None Specified

**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

- 20-21 Analysis
- Strategy/Activity #1 - ongoing
- Strategy/Activity #2 - ongoing
- Strategy/Activity #3 - n/a due to COVID restrictions.
- Strategy/Activity #4 - ongoing
- Strategy/Activity #5 - n/a
- Strategy/Activity #6 - n/a due to COVID restrictions.
- Strategy/Activity #7 - ongoing

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

None at this time.

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.

Due to COVID-19 and the shutdown, there is a lack of data to determine many of these outcomes as we were unable to get more parent involvement as we couldn't have more parent involvement opportunities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

LCAP Goal 2: Increase knowledge, application, and implementation for social and emotional learning strategies and promote positive school cultures and student adaptive skills.

LCAP Goal 4: OUSD will maintain or improve current levels of performance in all other areas identified as State Priorities.

## Goal 5

All students will have a safe and supportive school culture, climate and learning environment that encourages physical, mental and emotional health.

## Identified Need

Fairview continues to look at SEL and PBIS strategies for all students to create a safe and secure campus.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Facilities in good repair	Facilities Inspection Tool (FIT) indicates "fair."	Facilities Inspection Tool (FIT) indicates "fair."
Priority 5: Pupil Engagement Attendance Rate	The attendance rate for the 2018-2019 school year was 92.3%.	Maintain attendance rate above 94%.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The chronic absentee rate for 2018-19 was 7%.	Decrease the chronic absentee rate by 0.5%.
Priority 6: School Climate Suspension Rate	The suspension rate for 2018-19 was 1.8%.	Maintain suspension rate less than 3%.
Priority 6: School Climate Parent Survey	2018-2019 parent survey will be used as a baseline.	Overall parent satisfaction will increase. The number of parents completing the survey will increase.
Priority 8: Other Pupil Outcomes Physical Fitness Test	In 2017-2018, 25% of 5th grade students met at least 4 of the 6 standards on the Physical Fitness Test.	30% of 5th grade students will meet 4 of 6 standards on the Physical Fitness Test.

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

### Strategy/Activity 1

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

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

All Students

Strategy/Activity

Implement Attendance Improvement Plans (AIP) for eligible students

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified  
None Specified

### Strategy/Activity 2

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

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

All Students

Strategy/Activity

Weekly perfect attendance incentive

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

Title I  
None Specified

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

Purchase incentives for positive attendance

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500

Source(s)

Other  
4000-4999: Books And Supplies  
Attendance Incentives

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

Continue to implement PBIS, including beginning of the year rotations ad ongoing support throughout the year. SEL team members will share with staff strategies and research throughout the school year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500

Source(s)

Other  
4000-4999: Books And Supplies  
Incentives

**Strategy/Activity 5**

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

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

All Students

Strategy/Activity

Positive Office Referrals made by staff-students get to go to the Principal's office for a positive phone call home, bracelet, and selfie with the principal

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500

Source(s)

Other  
4000-4999: Books And Supplies  
Bracelets, photo paper

# Annual Review

## SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

#### 20-21 Analysis

Strategy/Activity #1-3 - Due to COVID restrictions and the changes in attendance, most of these types of incentives were put on hold.

Strategy/Activity #4 - Implemented to a slight degree due to COVID restrictions.

Strategy/Activity #5 - Implemented to a slight degree due to COVID restrictions.

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

None at this time.

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.

Due to COVID-19 and the shutdown, there is a lack of data to determine many of these outcomes as we were unable to get more parent involvement as we couldn't have more parent involvement opportunities.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$140,689.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$147,988.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$300.00
Title I Part A: Allocation	\$140,688.00

Subtotal of additional federal funds included for this school: \$140,988.00

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 (\$)
District Funded	\$0.00
None Specified	\$0.00
Other	\$7,000.00

Subtotal of state or local funds included for this school: \$7,000.00

Total of federal, state, and/or local funds for this school: \$147,988.00



# 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
District Funded	0.00
None Specified	0.00
Other	7,000.00
Title I	300.00
Title I Part A: Allocation	140,688.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	102,563.00
3000-3999: Employee Benefits	37,125.00
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	4,000.00
None Specified	300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	District Funded	0.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	3,000.00
5000-5999: Services And Other Operating Expenditures	Other	4,000.00

None Specified	Title I	300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	102,563.00
3000-3999: Employee Benefits	Title I Part A: Allocation	37,125.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	143,988.00
Goal 2	300.00
Goal 3	0.00
Goal 4	1,900.00
Goal 5	1,800.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Tony Moebes	Principal
Cheryl Tuato'o	Classroom Teacher
Barbara Marzolf	Classroom Teacher
Laura Shannon	Other School Staff
Jessica Medina-Sanchez	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 April 4, 2022.

Attested:



Principal, Tony Moebes on 4/4/22



SSC Chairperson, Barbara Marzolf on 4/4/22

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.



## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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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