School Year: **2023-24**

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	4-25-2023	

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
Additional Targeted Support and Improvement

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.

Fairview Elementary School has been identified for ATSI and will address targeted improvement in these subgroups: English Learners, Hispanics, Socio-Economically Disadvantaged, and Students with Disabilities. The purpose of this plan will be to identify inequities for these subgroups, outline the plan for effectively meeting the ESSA requirements to align with our LCAP, and improve student outcomes.

Fairview Elementary School 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 school has made significant gains toward 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, and 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, and

accountability, and can recognize that our school site plan and district LCAP encompass 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 20 respondents of 813
72% of parents feel the school encourages them to be active partners with the school in educating their child
93 % of parents feel welcome to participate at the school
87% of parents feel the school promotes academic success for all students
72% of parents feel the school is a safe place
71% of parents feel the school enforces rules equally

The following are some of the results from the student survey (5th grade only):
A total of 87 of the 144 students took the survey.
72% of the students believe that adults on campus care about them, listen to their needs, and make an effort to get to know them.
48% of students feel they are treated fairly when breaking school rules.
78% of students feel safe at school
82% of students feel safe to and from school.
60% of students report that they are called bad names or are a target of mean jokes

The following are some of the results from the staff survey (8 staff members took the survey)
25% of staff feel the school promotes trust and collegiality amount staff
76% of staff feel the school is a safe place

Our ELAC parent survey from 21-22 (the 22-23 survey takes place in late April)
83% of parents reported they feel their child's English Langauge Development is being supported
Parents asked for some training on antibullying for them and their child

Teachers are surveyed each year on the PD they feel the need and the district tries to offer those topics on the August UP Days, and staff can also address these during the Site Banking Days.

The school's Leadership Team, PBIS team, and School Site Council will look at these areas of celebration and discuss in length 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 at 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 the 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. Grade levels use assessments as a collaborative tool to monitor student progress toward state standards and district standards by reviewing results, modifying instructional practices, and modifying the emphasis of the curriculum to meet students' needs.

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

The staff utilizes common curriculum-embedded and district 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 often used are 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 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 best or evidence based practices in English Language Arts, Mathematics, English Language Learner, SEL and School Safety.

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

All teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related with OPD presenting information on Run Hide Fight and the SMART team presenting on Threat Assessment: What to look for. The second portion of the day site principals led a session around School Culture and District Expectations. Over the next two days, teachers chose sessions based on their needs, interest, and grade span. Breakout sessions included Social Emotional Learning (and support) Restorative Justice Practices, Dyslexia, using Technology to engage students, and PLC Best Practices review and processes. In addition to those, there were sessions conducted by our teachers on small group instruction, Technology Updates, and EL BE GLAD strategies.
OUSD has 7 "banking" days throughout the school year to continue to provide learning opportunities for teachers. The district banking days will focus on PLC best practices, Sites goals, and data cycles. The District Site Leadership Team will learn the processes and then take these back to their sites to practice. The goal is to have uniform processes for running PLCs and reviewing data throughout the District.
OUSD has different focus team groups in the District and several groups plan to attend conferences to deepen their knowledge to gain useful strategies to share with their school sites. In addition to these teams, we have 4 Instructional coaches available to teachers to support in Math, Technology and SEL practices.
Over the summer we had 13 elementary teachers take a weeklong session from Multi-Sensory Education: Comprehensive Orton-Gillingham to gain more knowledge around teaching phonics and literacy to students. Secondary staff have also attended some PD that they needed. The District will continue to support and encourage teachers to attend course-specific professional development. One hurdle that remains is the lack of substitutes so we will be limited on how many staff can attend things at one time.
In addition to the above Fairview has PD on iReady Reading and Math and I-station.

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, language arts, and DELD. 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.
Materials that are used to achieve standards-based instructional goals are:

Language Arts:
Benchmark Advance (English language)
Benchmark Adelante (Spanish language)
iReady Reading
iStation (Dual Immersion Program: Spanish)
IMSE

Math:
Go Math! (English language)
Go Math! (Spanish language)
iReady Math (English language)

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 using evidence based instructional strategies. Students also have access to two intervention teachers to help provide small group more intensive targeted needs. Students are leveled into groups and then get specific instruction in areas of need.

Evidence-based educational practices to raise student achievement

All strategic and intensive interventions are research-based and are standards-aligned.
Language Arts:
Benchmark Advance (English language)
Benchmark Adelante (Spanish language)
Read Naturally
IMSE Phonics strategies
SIPPS
iReady Reading
iStation (Dual Immersion Program: Spanish)
BE GLAD instructional strategies

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 welcome 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. The local community provides parent education programs, adult school programs, mental health resources, 4-H, Boy and Girls Scouting, and Head Start.

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 are given multiple opportunities to participate in the planning and evaluation of categorical programs through a variety of avenues. Parents participate on the School Site Council, English Learner Advisory Committee, and the District English Learner Advisory Committee. Parents learn about the Title I program during parent conferences and the Annual Title I Parent Meeting. Parents are surveyed by the school and/or district on a variety of issues including the effectiveness of the Title I parent Involvement program and the academic program.

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.

Fiscal support (EPC)

The school's general and categorical funds are coordinated and allocated to support the implementation of the specified school goals as stated in the School Plan and the district LCAP. The SPSA expenditures detail the implementation of the school goals which are in alignment with the Essential Program Components. The school's general and categorical budgets and SPSA demonstrate an ongoing commitment to improving student achievement and school reform.

Educational Partner 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 8 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 one 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.

Fairview targets our EL and Hispanic students by seeking input at our ELAC meetings. Our ELAC is made up of parents and staff. Our full-time bilingual specialist is present to provide translation and answer any questions from the parents. The ELAC meets four times each year and provides input on English Learner programs. During regularly scheduled ELAC meetings in October, December, February, and April, ELAC members are provided an opportunity to provide feedback on school programs. During our April meeting, the ELAC committee reviewed the final survey results and the updated SPSA. We also have an EL Taskforce that meets monthly to analyze data and processes to improve the delivery of EL support within the classroom.

Fairview targets our SED stakeholders by providing child care at multiple events, providing evening events to support working parents, providing snacks at events, and providing scholarships, as needed, for student-funded activities (field trips, athletics). We also have a site social worker that is able to identify and offer resources to families who are socio-economically disadvantaged.

Fairview targets our SWD stakeholders by actively involving parents/caregivers in all aspects of IEP planning and implementation. We also have an annual "Glenn County Special Olympiad" and invite the students, parents, and the greater community to attend.

Resource Inequities

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

Fairview Elementary School students in grades 3-5 have been identified as a school in ATSI based on the state guidelines for this through the Every Student Succeeds Act (ESSA). Local education agencies with schools that meet that criterion for ATSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. Fairview Elementary School meets these criteria in ELs, Hispanic population, socio-economically disadvantaged, and students with disabilities

Through our needs assessment, site, and districtwide data we have found these resource inequities:

One resource inequity we have identified for ELs is inequity within Fairview's CAASPP ELA Data (White students scored at 40.2 below standard while ELs scored at 101.7 below standard), showing that our ELs are not performing to the level that their counterparts are performing. To address this we will look into our reading intervention groupings and review if our ELs are being equitably serviced.

One resource inequity we have identified for students with disabilities is suspensions (ELs at 8.6% of students suspended at least once while SWD was at 18.1%). To address these inequities we will look into specific needs such as seeing if behavior plans are being written and then followed by the staff, as identified for the student through their IEP.

One resource inequity we have identified for our socio-economically disadvantaged population is chronic absenteeism (31.5%). To address these inequities we will go back to using positive recognition and incentives for coming to school

One resource inequity we have identified for Hispanic students is inequity within Fairview's CAASPP Data in Math. (White students are at 73 points below standard while Hispanics scored 99.3 points below standard.) To address these inequities we will ensure all math interventions will devote ten minutes in each session to the evidence-based strategy, building fluent retrieval of arithmetic facts.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	1.32%	1.61%	5	6	7
African American	0.4%	0.44%	0.23%	2	2	1
Asian	2.4%	1.54%	1.84%	11	7	8
Filipino	%	0.22%	0.23%		1	1
Hispanic/Latino	70.7%	71.43%	71.66%	321	325	311
Pacific Islander	%	%	0%			0
White	25.1%	24.62%	22.81%	114	112	99
Multiple/No Response	%	0.44%	1.61%		2	7
			Total Enrollment	454	455	434

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade3	141	159	145
Grade 4	149	144	145
Grade 5	164	152	144
Total Enrollment	454	455	434

Conclusions based on this data:

1. We increased overall enrollment by 1 student from the previous school year.
2. Grade level cohort sizes have remained stable.
3. Hispanic/Latino population has continued to rise.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	183	175	150	40.30%	38.5%	34.6%
Fluent English Proficient (FEP)	35	18	31	7.70%	4.0%	7.1%
Reclassified Fluent English Proficient (RFEP)	3			1.6%		

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 decreased by 8 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	137	150		134	146		134	146		97.8	97.3	
Grade 4	151	138		145	137		145	137		96.0	99.3	
Grade 5	164	149		156	147		153	147		95.1	98.7	
All Grades	452	437		435	430		432	430		96.2	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2340.	2336.		3.73	3.42		9.70	8.22		25.37	28.08		61.19	60.27	
Grade 4	2389.	2401.		5.52	6.57		10.34	12.41		22.07	29.20		62.07	51.82	
Grade 5	2442.	2437.		6.54	6.80		18.30	17.01		24.84	24.49		50.33	51.70	
All Grades	N/A	N/A	N/A	5.32	5.58		12.96	12.56		24.07	27.21		57.64	54.65	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.99	6.85		54.48	49.32		42.54	43.84	
Grade 4	6.21	6.57		55.86	60.58		37.93	32.85	
Grade 5	7.84	7.48		54.25	64.63		37.91	27.89	
All Grades	5.79	6.98		54.86	58.14		39.35	34.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.27	0.00		40.15	31.51		57.58	68.49	
Grade 4	2.76	2.94		44.14	49.26		53.10	47.79	
Grade 5	4.61	4.76		50.66	48.98		44.74	46.26	
All Grades	3.26	2.56		45.22	43.12		51.52	54.31	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.24	5.48		68.66	71.23		29.10	23.29	
Grade 4	4.14	6.57		68.97	75.18		26.90	18.25	
Grade 5	3.27	6.80		77.12	72.79		19.61	20.41	
All Grades	3.24	6.28		71.76	73.02		25.00	20.70	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.22	3.42		59.70	52.74		35.07	43.84	
Grade 4	4.14	8.03		68.28	66.42		27.59	25.55	
Grade 5	5.88	4.76		66.67	57.14		27.45	38.10	
All Grades	5.09	5.35		65.05	58.60		29.86	36.05	

Conclusions based on this data:

1. We are well above the 95% threshold for participation rate (98.49 for 21-22).
2. The number of students that are below standard has decreased from 57.64 to 54.65.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	137	150		132	146		132	146		96.4	97.3	
Grade 4	151	138		141	135		141	135		93.4	97.8	
Grade 5	164	149		156	147		154	147		95.1	98.7	
All Grades	452	437		429	428		427	428		94.9	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2350.	2348.		4.55	2.05		9.85	9.59		20.45	19.86		65.15	68.49	
Grade 4	2391.	2407.		1.42	2.22		12.06	11.11		24.82	35.56		61.70	51.11	
Grade 5	2404.	2414.		1.95	2.04		5.84	7.48		16.23	17.69		75.97	72.79	
All Grades	N/A	N/A	N/A	2.58	2.10		9.13	9.35		20.37	24.07		67.92	64.49	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	2.74		35.61	36.99		61.36	60.27	
Grade 4	3.55	1.48		31.91	35.56		64.54	62.96	
Grade 5	0.65	2.04		27.27	29.25		72.08	68.71	
All Grades	2.34	2.10		31.38	33.88		66.28	64.02	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	9.85	5.48		30.30	30.82		59.85	63.70	
Grade 4	2.13	5.19		34.75	48.15		63.12	46.67	
Grade 5	1.95	3.40		35.71	37.41		62.34	59.18	
All Grades	4.45	4.67		33.72	38.55		61.83	56.78	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	4.11		54.55	52.74		42.42	43.15	
Grade 4	3.55	2.96		49.65	59.26		46.81	37.78	
Grade 5	3.25	1.36		48.70	45.58		48.05	53.06	
All Grades	3.28	2.80		50.82	52.34		45.90	44.86	

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 number of students that are below standard has decreased from 67.92 to 64.49.
3. We are well above the 95% threshold for participation rate (97.9 for 21-22).

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 3	1471.6	1460.9	1476.5	1468.2	1466.2	1453.1	56	54
Grade 4	1494.8	1507.4	1498.5	1507.8	1490.6	1506.6	63	53
Grade 5	1512.1	1521.6	1511.1	1522.2	1512.6	1520.5	58	57
All Grades							177	164

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
3	5.36	3.70	25.00	18.52	48.21	46.30	21.43	31.48	56	54
4	7.94	18.87	42.86	41.51	34.92	24.53	14.29	15.09	63	53
5	12.07	26.32	36.21	31.58	39.66	26.32	12.07	15.79	58	57
All Grades	8.47	16.46	35.03	30.49	40.68	32.32	15.82	20.73	177	164

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
3	19.64	14.81	37.50	40.74	28.57	24.07	14.29	20.37	56	54
4	30.16	43.40	47.62	35.85	14.29	7.55	7.94	13.21	63	53
5	36.21	43.86	46.55	38.60	12.07	5.26	5.17	12.28	58	57
All Grades	28.81	34.15	44.07	38.41	18.08	12.20	9.04	15.24	177	164

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	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
3	0.00	0.00	12.50	11.11	42.86	38.89	44.64	50.00	56	54
4	1.59	11.32	20.63	28.30	38.10	24.53	39.68	35.85	63	53
5	8.62	5.26	8.62	31.58	53.45	33.33	29.31	29.82	58	57
All Grades	3.39	5.49	14.12	23.78	44.63	32.32	37.85	38.41	177	164

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
3	19.64	37.04	57.14	42.59	23.21	20.37	56	54
4	38.71	60.38	54.84	28.30	6.45	11.32	62	53
5	15.52	22.81	75.86	61.40	8.62	15.79	58	57
All Grades	25.00	39.63	62.50	44.51	12.50	15.85	176	164

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
3	30.36	18.52	57.14	57.41	12.50	24.07	56	54
4	41.27	33.96	49.21	50.94	9.52	15.09	63	53
5	63.16	68.42	35.09	15.79	1.75	15.79	57	57
All Grades	44.89	40.85	47.16	40.85	7.95	18.29	176	164

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
3	3.57	0.00	41.07	31.48	55.36	68.52	56	54
4	1.61	9.43	51.61	52.83	46.77	37.74	62	53
5	5.17	3.51	58.62	57.89	36.21	38.60	58	57
All Grades	3.41	4.27	50.57	47.56	46.02	48.17	176	164

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
3	3.57	5.56	53.57	59.26	42.86	35.19	56	54
4	1.59	13.21	69.84	58.49	28.57	28.30	63	53
5	5.17	21.05	77.59	59.65	17.24	19.30	58	57
All Grades	3.39	13.41	67.23	59.15	29.38	27.44	177	164

Conclusions based on this data:

1. Overall Language: The level for All Students increased for level 4 from 8.47% to 16.41%
2. Only 4.27% of students are well-developed in reading.
3. Writing Domain: The level of well developed students increase from 3.39% to 13.41%.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
455	**89.7**	**38.5**	**0.4**
Total Number of Students enrolled in Fairview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	175	38.5
Foster Youth	2	0.4
Homeless	11	2.4
Socioeconomically Disadvantaged	408	89.7
Students with Disabilities	58	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	6	1.3
Asian	7	1.5
Filipino	1	0.2
Hispanic	325	71.4
Two or More Races	2	0.4
Pacific Islander		
White	112	24.6

Conclusions based on this data:

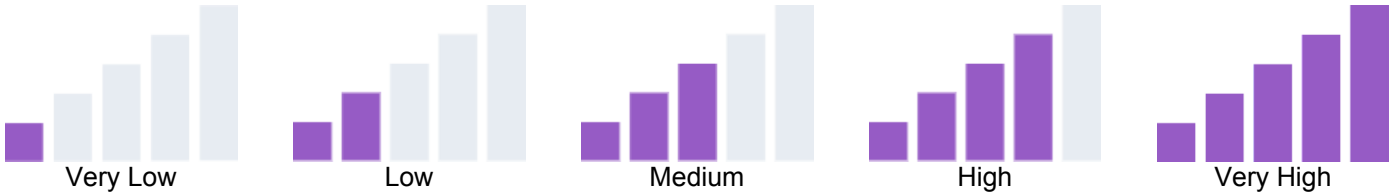
1. Socioeconomically disadvantaged is our largest subgroup at 89.7%
2. We have a large Hispanic population (71.4%).
3. English learners are 38.5% of our total population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Very Low	Chronic Absenteeism: Very High	Suspension Rate: Very High
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Math and ELA is still a concern.
2. Chronic absenteeism is very high
3. The suspension rate is very high.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

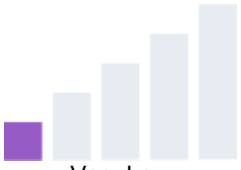
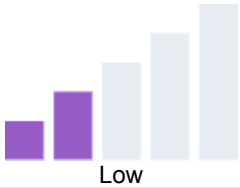
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
4	1	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
75.9 points below standard	101.7 points below standard	0 Students
418 Students	169 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
114.0 points below standard	76.5 points below standard	124.9 points below standard
13 Students	383 Students	62 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student	No Performance Level 5 Students	No Performance Level 6 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 89.4 points below standard 304 Students	No Performance Level 2 Students		 Low 41.9 points below standard 100 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.9 points below standard 148 Students	23.0 points below standard 21 Students	59.9 points below standard 238 Students

Conclusions based on this data:

1. English Language Arts Performance for All Students/Student Group: 75.9 points below standard
2. English Language Arts Data Comparisons for English Learners: Current English Learners are 112.9% below standard
3. English Language Arts Data Comparisons for English Learners: English only Learners are 59.9% below standard

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

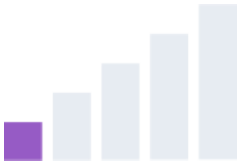
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
91.4 points below standard	106.0 points below standard	0 Students
416 Students	169 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
127.3 points below standard	94.2 points below standard	125.2 points below standard
13 Students	381 Students	62 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	 No Performance Level 5 Students	 No Performance Level 6 Students	 No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 99.3 points below standard 303 Students	 No Performance Level 2 Students		 Low 73.0 points below standard 100 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.0 points below standard 148 Students	56.4 points below standard 21 Students	82.8 points below standard 236 Students

Conclusions based on this data:

1. Mathematics Performance for All Students/Student Group: 91.4% points below standard
2. Mathematics Data Comparisons for English Learners: Current English Learners are 113.0 points below standard
3. Mathematics Data Comparisons for English Learners: English Only are 82.8 points below standard

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
50.3 making progress towards English language proficiency
Number of EL Students: 157 Students
Performance Level: 3

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.

2022 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
10.8%	38.9%	0.0%	50.3%

Conclusions based on this data:

1. 50.3% are making progress and have a "high" performance level.
2. 38.9% maintained the level.
3. 50.3% progressed at least one level.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

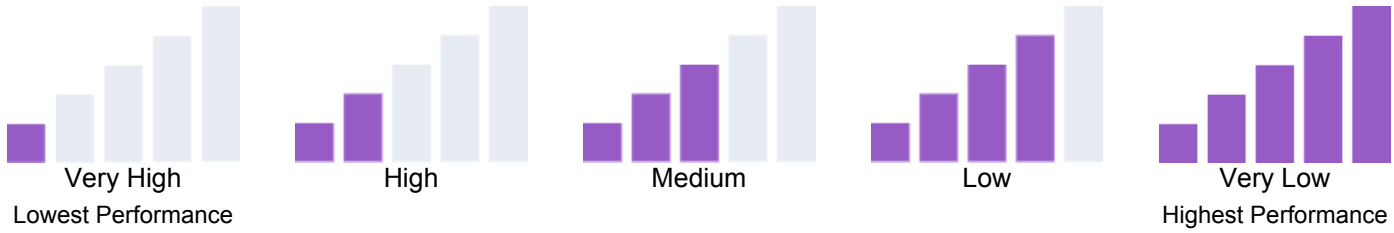
1. N/A
2. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

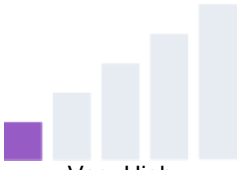
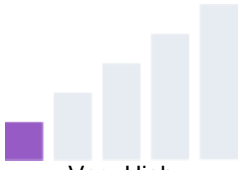
2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
30.6% Chronically Absent	21.2% Chronically Absent	Less than 11 Students
471 Students	184 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
50% Chronically Absent	31.5% Chronically Absent	29.6% Chronically Absent
14 Students	429 Students	71 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
2 Students	6 Students	7 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
26.5% Chronically Absent	Less than 11 Students		40.2% Chronically Absent
336 Students	2 Students		117 Students

Conclusions based on this data:

1. Chronic Absenteeism for All Students/Student Group is very high 30.6%
2. Hispanic Chronic Absenteeism by Race/Ethnicity is very high at 26.5%
3. White Chronic Absenteeism by Race/Ethnicity is very high at 40.2%

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A
2. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

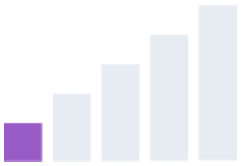
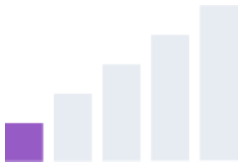
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
12.6% suspended at least one day	8.6% suspended at least one day	Less than 11 Students
483 Students	187 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
14.3% suspended at least one day	12.5% suspended at least one day	18.1% suspended at least one day
14 Students	440 Students	72 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
2 Students	6 Students	7 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		Very High
10.4% suspended at least one day	Less than 11 Students		20% suspended at least one day
345 Students	2 Students		120 Students

Conclusions based on this data:

1. Suspension Rate for All Students/Student Group is very high at 12.6%
2. Hispanic Suspension Rate by Race/Ethnicity is very high at 10.4%
3. White Suspension Rate by Race/Ethnicity is very high at 20%

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. The Goal will be schoolwide, with specific strategies and actions concentrated on focus on ASTI subgroups, including Students with Disabilites (SWD), EL, Socioeconmically Disadvataged (SED) and Hispanic students.

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. There is a large inequity gap between our English Learner student group and our White student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	21-22 11% of the students met or exceeded standards 3rd 12 % met or exceeded standards 4th 19% met or exceeded standards 5th 24% met or exceeded standards	Increase the percentage of students who meet or exceed standards by 2% ALL students 13% 3rd: 14% 4th: 21% 5th: 26%
State Priority 4: Pupil Achievement CAASPP	English Learners (ELs are 101.7 below standard while the White student group is 41.9 below standard on the California Dashboard data	EL Data data will be no more than 30 points higher than the White student group
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2022-23 Tri 2 data Averages: 3rd: 472 4th 486 5th: 523	Increase the averages for each grade level by at least 2% 3rd: 482 4th: 486 5th: 523

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 with a concentration on ELs, Hispanics, SWD and SED 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)
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 with a concentration on ELs, Hispanics, SWD and SED 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 1000-1999: Certificated Personnel Salaries Professional Development for teachers to improve academic outcomes for struggling learners in core subject areas.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Provide 1 Family Literacy night for parents around how they can help their child at home

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)
	Title I Part A: Allocation 4000-4999: Books And Supplies Same amount as goal 4 Purchase snack, water and needed 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 with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Identify essential standards, vocabulary, writing needs 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)	Source(s)
2500	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 with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Use state and district adopted English Language Arts/ELD 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)	Source(s)
	District Funded 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED 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)
0	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 Students with a concentration on ELs, Hispanics, SWD and SED students.

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 with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Classroom teachers will provide small group, levelized 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)
	District Funded 1000-1999: Certificated Personnel Salaries District TOSA

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Provide Tier 2 intervention using an evidence based program - something like Read Naturally

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)
1500	Title I Part A: Allocation 4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED students. During IELD all students needing support in language will benefit and during DELD EL student will benefit.

Strategy/Activity

We will ensure IELD and DELD uses the evidence-based strategies found in BE GLAD such as: Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities (the CDC- Cognitive Content Dictionary chart.) Sentence Unpacking (such as the BE GLAD patterning chart), Integrate oral and written English language instruction into content-area teaching (We align with our ELA Program Benchmark) Interventions that focused on educational practices, such as pre-teaching vocabulary words or cooperative learning strategies. (BE GLAD cooperative writing and expect groups)

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)
700	Title I Part A: Allocation 4000-4999: Books And Supplies poster paper, post its, markers

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Utilize a school-wide CCSS benchmarking assessment in ELA and ensure the evidence based on-line intervention program, iReady is used weekly and assessment given 3 times a year. Offer STAR Reading in addition to iReady to staff who would also like to use this.

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 5000-5999: Services And Other Operating Expenditures iReady Subscription
7500	Other

	5000-5999: Services And Other Operating Expenditures STAR Reading and Accelerated Reader- carry over funds - may not be here next year

Annual Review

SPSA Year Reviewed: 2022-23

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.

21-22 Analysis
In 21-22, our overall 3rd grade ELA proficiency for CAASPP dropped from 28% to 12% .
our overall 4th grade ELA proficiency for CAASPP dropped from 34% to 19% .
our overall 5th grade ELA proficiency for CAASPP dropped from 40% to 24% .

For I-Ready, our 3rd graders dropped from 24% to 23% and our 4th graders dropped from 14% to 12%.

STAR reading data is not being included as STAR was not a mandated assessment and was applied sporadically.

The CA Dashboard is still not reporting all data as a result of the pandemic so no information is reported from the dashboard.

Covid prohibited us from executing our activities as planned due to a lack of sub coverage and limited face-to-face contact with students.

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

We were unable to complete Activity 4 and 8 with any fidelity at all. Activity 4 was hampered due to a lack of sub coverage and Activity 8 was due to the inability to mix students due to Covid in order to provide small group instruction as needed. Some portions of Activity 3 were provided but were limited due to Covid.

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.

As we move toward "normal" following the pandemic, we are beginning our year with expectations of fidelity with our I-Ready program. Teachers have been given an additional 30 minutes incorporated into their ELA block for Daily 5 activities. This time also allows for students who are dual certified in resource and ELD to receive additional small group reading support in addition to their ELD minutes and our lowest ELDs are receiving additional small group reading support in addition to their ELD minutes. STAR and CBM are optional and as needed so that students can

access I-Ready with fidelity and targeted skill remediation. We have increased WIN to 5 days a week.

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. The goal will be schoolwide, with specific strategies and actions concentrated on focus on ASTI student groups, including Students with Disabilites (SWD), EL, Socioeconmically Disadvataged (SED) and Hispanic students.

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. There is a large inequity gap between our Hispanic student group and our White student group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2021-22Data: 11% of students met or exceeded standards; 3rd grade: 12% 4th grade: 13% 5th grade: 10%	Increase the percentage of students who meet or exceed standards by 2% All students: 13% 3rd grade: 14% 4th grade: 15.% 5th grade: 12%
State Priority 4: Pupil Achievement CAASPP	Hispanics are 99.3 below standard while White is 73 below standard on the California Dashboard data	Hispanic data will be no more than 10 points higher than the White student group
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2022-23 Tri 2 data Averages: 3rd: 418 4th 426 5th: 444	Increase the averages for each grade level by at least 2% 3rd: 427 4th: 435 5th: 453
State Priority 4: Pupil Achievement Local Benchmarks (DMA)	Tri 3 data available in May - will add then	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Provide intervention support by the teachers

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 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 with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Use evidence-based instructional strategy by devoting 10 minutes to building fluency retrieval of basic arithmetic facts and use iReady weekly to target student needs

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 Use items teachers already have access to and use of iReady

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED 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 4

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED 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 2

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Utilize a school-wide CCSS benchmarking assessment in Math and ensure the evidence based on-line intervention program, iReady is used weekly and assessment given 3 times a year. Offer STAR Math in addition to iReady to staff who would also like to use this.

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)
	Other 5000-5999: Services And Other Operating Expenditures STAR Math carry over funds - may not be here next year Part of goal 1 activity 11

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Focus on Math PD. 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)

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Vertical District Math Team. 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

	5000-5999: Services And Other Operating Expenditures Purchase iReady

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Provide 1 Family Math literacy night to provide parents with support to help their child

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)
	Title I Part A: Allocation 4000-4999: Books And Supplies Duplicate Expenditure- see Goal 1 Activity 3 - purchase snacks, water and needed materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students with a concentration on ELs, Hispanics, SWD and SED students.

Strategy/Activity

Use of the instuctional math coach to help development assessments, demonstrate lessons, and support teacher growth in the area of math

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: 2022-23

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.

21-22 Analysis
In 21-22, our overall 3rd grade math proficiency for CAASPP dropped from 19% to 12% .
our overall 4th grade math proficiency for CAASPP dropped from 20% to 13% .
our overall 5th grade math proficiency for CAASPP increased from 9% to 10% .

For I-Ready, our 3rd graders increased from 7% to 8% and our 4th graders increased from 8%-11%.

STAR math data is not being included as STAR was not a mandated assessment and was applied sporadically.

The CA Dashboard is still not reporting all data as a result of the pandemic so no information is reported from the dashboard.

Covid prohibited us from executing our activities as planned due to a lack of sub coverage and limited face-to-face contact with students.

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

Covid limited some of the face-to-face and small group instruction for both students and the staff. As a result, Activities 1,3, 4, 6 and 7 had some impact.

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.

As we move toward "normal" following the pandemic, we are beginning our year with expectations of fidelity with our I-Ready program. Teachers have been scheduled for 75 minutes of math instruction. We continue to make math the focus of our PLCs, primarily in number sense.

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 DELD and IELD 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 (Data Quest)	In 21-22, our ELPAC was as follows: Level 1: 21% Level 2: 32% Level 3: 30% Level 4: 17% Our ELPI dashboard data is 50.3% of our EL students are making their annual growth	Increase the number of students making annual growth to 60%
Priority 4: Pupil Achievement Language Proficiency	In 21-22 our reclassification rate was 5%	The percentage of students who are reclassified will increase 5% over the previous year.
Priority 4: Pupil Achievement CAASPP	2022 Data for EL: ELA - EL Students were 101 points below standard	The goal is to lower this so ELs are no more than 20 points higher than our white student group so we can start to close the achievement gap.

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)	Source(s)
0	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. We will also look at evidence-based strategies found in BE GLAD such as: Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities (the CDC- Cognitive Content Dictionary chart.) Sentence Unpacking (such as the BE GLAD patterning chart), Integrate oral and written English language instruction into content-area teaching (We align with our ELA Program Benchmark) Interventions that focused on educational practices, such as pre-teaching vocabulary words or cooperative learning strategies. (BE GLAD cooperative writing and expect groups)

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	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 and also look at EL Data during the PLC process.

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	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- to help lower DELD classes, monitor student progress, and complete site paperwork

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- to help translate documents, talk with parents and suport EL 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)	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 for newcomers - Rosetta Stone or something similar

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

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Work more closely with the after-school program, SPARK, on how they can support our EL 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) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

Look at our daily schedule to see how we can provide more support during the school day to our EL students in addition to their DELD time. (Something like D5)

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)

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner

Strategy/Activity

We will ensure DELD uses the evidence-based strategies found in BE GLAD such as: Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities (the CDC- Cognitive Content Dictionary chart.) Sentence Unpacking (such as the BE GLAD patterning chart), Integrate oral and written English language instruction into content-area teaching (We align with our ELA Program Benchmark) Interventions that focused on educational practices, such as pre-teaching vocabulary words or cooperative learning strategies. (BE GLAD cooperative writing and expect groups)

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)
	same as goal 1 activity 10 - no extra cost

Annual Review

SPSA Year Reviewed: 2022-23

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.

21-22 Analysis

For overall proficiency, we had 16.46% of our EL students meet level 4 which is an increase of over 9%.
Level 1: 21.34%
Level 2: 32.31%
Level 3: 29.87%
Level 4: 16.46%

Of our 162 ELs, 15 were reclassified as English proficient. This amounts to 1% of our EL students.

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

Continuity with instruction was key in 21-22. Covid and changes in staffing affected daily practices. Not all ELD groups were using the ELD lessons.

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

We have added an extra 30 minutes during our ELA block for intervention teachers to work with the lowest 30 ELs in each grade level with reading support. We have also increased our ELD/WIN time by 5 minutes daily as well as requiring daily (previously 4x per week.). All ELD groups are using the district ELD curriculum designed with Benchmark which addresses all four of the language domains.

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	The California School Parent Survey from Februray 2023 shows 72% of parents agree or strongly agree that the school encourages active parent participation.	Our goal would be to increase this to 75%
Priority 3: Parental Involvement	Increase parent involvement as school events. The 2023 Math Game Night had 85 students attend with their parents.	Our goal would be to increase this by 10%
Priority 3: Parental Involvement	The California School Parnet Surveyfrom Februray 2023 shows 93% of the parents feel welcome on campus	Our goal would be to increase this to 95%
Priority 3: Parental Involvement	We only had 20 parents take The California School Parent Survey out of 813 parents which is about 2%	Our goals would be increase to 25% of our parents (approx have 200 parent take it)

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)

The goal will be schoolwide, with specific strategies and actions concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic 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)	Source(s)
200	Title I Part A: Parent Involvement 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)

The goal will be schoolwide, with specific strategies and actions concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.

Strategy/Activity

Provide training on the tools available to parents to support our curriculum and classroom instruction. Parents at SSC noted training in these areas would be helpful: iReady, literacy nights (one focused on ELA and one focused on Math) and technology training

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)
200	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Pay a few teachers to create the PD presentation if whole group
400	Title I Part A: Parent Involvement 4000-4999: Books And Supplies snack and drinks at the PD session
100	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

	buy materials needed to support parents on the PD topic
100	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Provide child care during the PD

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

The goal will be schoolwide, with specific strategies and actions concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.

Strategy/Activity

Parent Engagement: Annual Math Game 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)	Source(s)
500	Other 4000-4999: Books And Supplies Prizes and materials- parent engagement funds from DO
200	Other 4000-4999: Books And Supplies Water/Snacks- parent engagement funds from DO

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

The goal will be schoolwide, with specific strategies and actions concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic 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)	Source(s)
0	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)

The goal will be schoolwide, with specific strategies and actions concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.

Strategy/Activity

Parent engagement activity -Dia de los Muertos

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)
400	Other 4000-4999: Books And Supplies snack and materials for the event-parent engagement funds from DO

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

The goal will be schoolwide, with specific strategies and actions concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.

Strategy/Activity

Each Trimester the principal will hold a parent/principal social either before or at the end of the school day.

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	Other 4000-4999: Books And Supplies snack and materials for the event- parent engagement funds from DO

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

The goal will be schoolwide, with specific strategies and actions concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.

Strategy/Activity

Hold a Fall and Spring parent engagement event like: Bingo, movie night, a dance.....

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)
1100	Other 4000-4999: Books And Supplies snack and materials for the event- parent engagement funds from DO

Annual Review

SPSA Year Reviewed: 2022-23

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.

21-22 Analysis
Due to a change in leadership, the relationship and efficacy of the goal of parent involvement is difficult to determine. Our PTO, however, did collaborate to facilitate a very successful Color Run fundraiser.

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

Due to Covid, Activity 3 and 5 were severely limited.

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.

Moving forward, Coffee with the principal will be reevaluated. We will work with school site council to brainstorm opportunities for parent involvement.

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. The goal will be schoolwide, with specific strategies and actions concentrated on focus subgroups, including Students with Disabilites (SWD), EL, Socioeconomically Disadvantaged(SED) and Hispanic students. One resource inequity we have identified for students with disabilities is suspensions and another resource inequity we have identified for our socio-economically disadvantaged population is chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Facilities in good repair	Facilities Inspection Tool (FIT) indicates "Good"	Facilities Inspection Tool (FIT) indicates "Good."
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 2012-22 was 30.6%. Our Socioeconomically Disadvantage chronic asbsentee rate for 21-22 was 31.5%	Decrease the chronic absentee rate by 10% and have our Socioeconomically Disadvantage student group be no higher than our other student groups.
Priority 6: School Climate Suspension Rate	The suspension rate for 2021-22 was 12.6%. Our Hispanic supsension rate is 10.4%	Decrease our suspension rate by 5% for all students and see that our Hispanic data is not higher than other student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 (Data in 21-22 was not submitted to the state so we have no official data)	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 with a concentrated focus on Socioeconomically Disadvantaged (SED)

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)	Source(s)
0	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 with a concentrated focus on Socioeconomically Disadvantaged (SED)

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)	Source(s)
300	Title I Part A: Allocation 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 with a concentrated focus on Socioeconomically Disadvantaged (SED)

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)	Source(s)
500	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 with a concentrated focus on Socioeconomically Disadvantaged (SED)

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)	Source(s)
300	Other 2000-2999: Classified Personnel Salaries Pay classified to come and "teach" the rotations from site discretionary funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)

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)	Source(s)
500	Other 4000-4999: Books And Supplies Bracelets, photo paper bought from site discretionary funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)

Strategy/Activity

Continue with the evidence-based PBIS program and support from the SEL Instructional Coach and Behavioral Aide.

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)

All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)

Strategy/Activity

Provide professional development around de-escalation

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: 2022-23

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.

21-22 Analysis

Due to the lack of leadership, many of the follow-through items related to school climate were not facilitated. Our PBIS committee continued to meet regularly to develop and implement positive behavior
and celebrations of students including monthly assemblies. Our chronic absenteeism rate was 15.8% which is consistent with the district rate, less than the county rate, and slightly higher than the statewide rate. Our suspension rate was higher than the district rate, the county rate and significantly higher than the statewide rate. Our positive feedback on parent involvement dropped from 75% to 69% in 21-22. Our FIT report continues to be a work in progress. There is no statewide data on PE for 21-22 due to Covid.

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

A lack of leadership led to teachers being forced to focus on corrective measures more so than positive reinforcements.

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.

New leadership and a renewed focus on PBIS as well as a new SEL coach will allow Fairview to look at ways to move the PBIS program into Tier II implementation. Consistency with program roll out will also help meet the goals set by site council. In addition, We have added an SRO in conjunction with Orland Police Department and will add a behavioral aide to help support our students with the high socio-emotional needs.

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	$141,688.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$152,988.00

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 Part A: Allocation	$140,688.00
Title I Part A: Parent Involvement	$1,000.00

Subtotal of additional federal funds included for this school: $141,688.00

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	$11,300.00

Subtotal of state or local funds included for this school: $11,300.00

Total of federal, state, and/or local funds for this school: $152,988.00

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

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
None Specified	0.00
Other	11,300.00
Title I Part A: Allocation	140,688.00
Title I Part A: Parent Involvement	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	101,363.00
2000-2999: Classified Personnel Salaries	300.00
3000-3999: Employee Benefits	37,125.00
4000-4999: Books And Supplies	6,400.00
5000-5999: Services And Other Operating Expenditures	7,500.00
None Specified	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
None Specified	None Specified	0.00

2000-2999: Classified Personnel Salaries	Other	300.00
4000-4999: Books And Supplies	Other	3,500.00
5000-5999: Services And Other Operating Expenditures	Other	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	101,063.00
3000-3999: Employee Benefits	Title I Part A: Allocation	37,125.00
4000-4999: Books And Supplies	Title I Part A: Allocation	2,200.00
None Specified	Title I Part A: Allocation	300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	300.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	147,888.00
Goal 3	0.00
Goal 4	3,500.00
Goal 5	1,600.00

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

3 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tracy Sailsbery	Principal Other School Staff
Jill Blevins	Classroom Teacher
Christine Booth	Classroom Teacher
Laura Shannon	Other School Staff
Jessica Medina-Sanchez	Parent or Community Member
Sarah Morse	Parent or Community Member
Lilly Villa	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 25, 2023.

Attested:

	Principal, Tracy Sailsbery on 4-25-2023
	SSC Chairperson, Laura Shannon on 4-25-2023

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.

Educational Partner 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.

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.

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.

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.

Educational Partner 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 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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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.

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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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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