School Year: **2025-26**

# 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 | May 13, 2025 | OUSD School Board on June 26, 2025 |

## 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
The plan is used to guide instruction for all students.

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 will address targeted improvement in these subgroups: English Learners(EL), Socio-Economically Disadvantaged(SED), and Students with Disabilities(SWD). 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, improve student outcomes and increase services.

Fairview Elementary School has engaged all stakeholders through out the year in 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. Fairview School is aware of the district LCAP goals, and California School Dashboards, and continues to increase and improve the services 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 67 respondents of 815
90% of parents feel the school encourages them to be active partners with the school in educating their child
91% of parents feel welcome to participate at the school
92% of parents feel the school promotes academic success for all students
93% of parents feel the school is a safe place
91% 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 74 of 145 students took the survey.
84% of the students believe that adults on campus care about them, listen to their needs, and make an effort to get to know them.
82% of students feel they are treated fairly when breaking school rules.
94% of students feel safe at school
78% of students feel safe to and from school.
59% 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 (22 staff members took the survey)
21% of staff feel the school promotes trust and collegiality amount staff
33% of staff feel the school is a safe place

Our ELAC parent survey from 23/24 (the 24/25 survey takes place in late April)
69% of parents reported they feel their child's English Language Development is being supported
Parents asked for some training on how to help their child in reading.

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 principal has done 20 informal walkthroughs a week. 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 need, 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. Site banking days will be determined by each site. 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. Fairview has worked with Curriculum Associates to provide more in-depth training to our teachers on the functions of the I-Ready program. This program provides differentiated instruction to students and our teachers are learning through PD how to maximize that learning.

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
UFLI Foundations

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
UFLI Foundations

## 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. We have also added math interventions for students.

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 10 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 each year.

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, 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 (English only students scored at 63.9 below standard while ELs scored at 115.9 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 Hispanic students is inequity within Fairview's CAASPP Data in Math. (English only students are at 77.8 points below standard while English Learners scored 122.6 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **American Indian** | 1.32% | 1.61% | 1.59% | 6 | 7 | 7 |
| **African American** | 0.44% | 0.23% | % | 2 | 1 | |
| **Asian** | 1.54% | 1.84% | 1.59% | 7 | 8 | 7 |
| **Filipino** | 0.22% | 0.23% | 0.23% | 1 | 1 | 1 |
| **Hispanic/Latino** | 71.43% | 71.66% | 71.14% | 325 | 311 | 313 |
| **Pacific Islander** | % | 0% | % | 0 | 0 | |
| **White** | 24.62% | 22.81% | 23.86% | 112 | 99 | 105 |
| **Multiple/No Response** | 0.44% | 1.61% | 1.59% | 2 | 7 | 7 |
| | | | **Total Enrollment** | 455 | 434 | 440 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| **Grade3** | 159 | 145 | 143 |
| **Grade 4** | 144 | 145 | 148 |
| **Grade 5** | 152 | 144 | 149 |
| **Total Enrollment** | 455 | 434 | 440 |

**Conclusions based on this data:**

1. We decreased overall enrollment by 21 students from the previous school year.
2. Grade level cohort sizes have remained stable.
3. Hispanic/Latino population is stable.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **English Learners** | 175 | 150 | 155 | 40.3% | 38.5% | 35.2% |
| **Fluent English Proficient (FEP)** | 18 | 31 | 41 | 7.7% | 4.0% | 9.3% |
| **Reclassified Fluent English Proficient (RFEP)** | 8 | 14 | | 1.6% | 1.8% | |

**Conclusions based on this data:**

1. The number and percentage of RFEP students has increased in 23/24.
2. The number and percentage of English Learners decreased by 25 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 Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 150 | 145 | 146 | 146 | 142 | 141 | 146 | 142 | 141 | 97.3 | 97.9 | 96.6 |
| Grade 4 | 138 | 144 | 147 | 137 | 138 | 141 | 137 | 138 | 141 | 99.3 | 95.8 | 95.9 |
| Grade 5 | 149 | 138 | 147 | 147 | 132 | 141 | 147 | 132 | 141 | 98.7 | 95.7 | 95.9 |
| All Grades | 437 | 427 | 440 | 430 | 412 | 423 | 430 | 412 | 423 | 98.4 | 96.5 | 96.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2336. | 2356. | 2352. | 3.42 | 6.34 | 4.26 | 8.22 | 14.08 | 14.18 | 28.08 | 26.76 | 26.24 | 60.27 | 52.82 | 55.32 |
| Grade 4 | 2401. | 2387. | 2405. | 6.57 | 5.07 | 7.80 | 12.41 | 13.77 | 14.18 | 29.20 | 18.84 | 23.40 | 51.82 | 62.32 | 54.61 |
| Grade 5 | 2437. | 2434. | 2428. | 6.80 | 8.33 | 4.26 | 17.01 | 22.73 | 18.44 | 24.49 | 18.18 | 21.28 | 51.70 | 50.76 | 56.03 |
| All Grades | N/A | N/A | N/A | 5.58 | 6.55 | 5.44 | 12.56 | 16.75 | 15.60 | 27.21 | 21.36 | 23.64 | 54.65 | 55.34 | 55.32 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 6.85 | 6.34 | 8.51 | 49.32 | 52.82 | 53.90 | 43.84 | 40.85 | 37.59 |
| Grade 4 | 6.57 | 5.80 | 7.80 | 60.58 | 55.80 | 60.28 | 32.85 | 38.41 | 31.91 |
| Grade 5 | 7.48 | 6.82 | 7.09 | 64.63 | 52.27 | 61.70 | 27.89 | 40.91 | 31.21 |
| All Grades | 6.98 | 6.31 | 7.80 | 58.14 | 53.64 | 58.63 | 34.88 | 40.05 | 33.57 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 0.00 | 4.93 | 2.84 | 31.51 | 39.44 | 39.01 | 68.49 | 55.63 | 58.16 |
| Grade 4 | 2.94 | 1.45 | 3.55 | 49.26 | 44.20 | 48.23 | 47.79 | 54.35 | 48.23 |
| Grade 5 | 4.76 | 7.58 | 2.13 | 48.98 | 46.97 | 47.52 | 46.26 | 45.45 | 50.35 |
| All Grades | 2.56 | 4.61 | 2.84 | 43.12 | 43.45 | 44.92 | 54.31 | 51.94 | 52.25 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 5.48 | 5.63 | 4.96 | 71.23 | 67.61 | 65.96 | 23.29 | 26.76 | 29.08 |
| **Grade 4** | 6.57 | 5.07 | 7.80 | 75.18 | 67.39 | 67.38 | 18.25 | 27.54 | 24.82 |
| **Grade 5** | 6.80 | 5.30 | 6.38 | 72.79 | 68.18 | 66.67 | 20.41 | 26.52 | 26.95 |
| **All Grades** | 6.28 | 5.34 | 6.38 | 73.02 | 67.72 | 66.67 | 20.70 | 26.94 | 26.95 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| **Grade 3** | 3.42 | 3.52 | 4.26 | 52.74 | 63.38 | 57.45 | 43.84 | 33.10 | 38.30 |
| **Grade 4** | 8.03 | 5.80 | 2.84 | 66.42 | 58.70 | 72.34 | 25.55 | 35.51 | 24.82 |
| **Grade 5** | 4.76 | 6.82 | 4.26 | 57.14 | 60.61 | 63.12 | 38.10 | 32.58 | 32.62 |
| **All Grades** | 5.35 | 5.34 | 3.78 | 58.60 | 60.92 | 64.30 | 36.05 | 33.74 | 31.91 |

**Conclusions based on this data:**

1. We are above the 95% threshold for participation rate (96.1 for 23/24).
2. The number of students that are below standard has remained the same from 55.34 to 55.32%.

# 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 Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 150 | 146 | 146 | 146 | 144 | 145 | 146 | 144 | 145 | 97.3 | 98.6 | 99.3 |
| Grade 4 | 138 | 144 | 147 | 135 | 142 | 145 | 135 | 142 | 145 | 97.8 | 98.6 | 98.6 |
| Grade 5 | 149 | 138 | 147 | 147 | 135 | 143 | 147 | 135 | 143 | 98.7 | 97.8 | 97.3 |
| All Grades | 437 | 428 | 440 | 428 | 421 | 433 | 428 | 421 | 433 | 97.9 | 98.4 | 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 Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2348. | 2373. | 2361. | 2.05 | 4.86 | 1.38 | 9.59 | 13.19 | 13.79 | 19.86 | 27.08 | 25.52 | 68.49 | 54.86 | 59.31 |
| Grade 4 | 2407. | 2395. | 2414. | 2.22 | 2.11 | 4.14 | 11.11 | 12.68 | 13.10 | 35.56 | 26.76 | 33.10 | 51.11 | 58.45 | 49.66 |
| Grade 5 | 2414. | 2420. | 2413. | 2.04 | 2.96 | 3.50 | 7.48 | 6.67 | 4.90 | 17.69 | 25.93 | 22.38 | 72.79 | 64.44 | 69.23 |
| All Grades | N/A | N/A | N/A | 2.10 | 3.33 | 3.00 | 9.35 | 10.93 | 10.62 | 24.07 | 26.60 | 27.02 | 64.49 | 59.14 | 59.35 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 5.48 | 9.72 | 6.21 | 30.82 | 38.89 | 36.55 | 63.70 | 51.39 | 57.24 |
| Grade 4 | 5.19 | 2.82 | 7.59 | 48.15 | 39.44 | 43.45 | 46.67 | 57.75 | 48.97 |
| Grade 5 | 3.40 | 2.22 | 5.59 | 37.41 | 40.74 | 37.76 | 59.18 | 57.04 | 56.64 |
| All Grades | 4.67 | 4.99 | 6.47 | 38.55 | 39.67 | 39.26 | 56.78 | 55.34 | 54.27 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 4.11 | 6.25 | 3.45 | 52.74 | 59.72 | 53.79 | 43.15 | 34.03 | 42.76 |
| Grade 4 | 2.96 | 5.63 | 6.21 | 59.26 | 52.11 | 54.48 | 37.78 | 42.25 | 39.31 |
| Grade 5 | 1.36 | 2.22 | 2.10 | 45.58 | 54.81 | 49.65 | 53.06 | 42.96 | 48.25 |
| All Grades | 2.80 | 4.75 | 3.93 | 52.34 | 55.58 | 52.66 | 44.86 | 39.67 | 43.42 |

**Conclusions based on this data:**

1. Students in all grade levels and all subgroups are scoring lower in math than in ELA. This data still suggests that we need to add more math interventions for students.
2. The number of students that are below standard remained the same 59.14% to 59.35%
3. We are well above the 95% threshold for participation rate (98.4 for 23/24).

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 1460.9 | 1482.4 | 1484.0 | 1468.2 | 1488.1 | 1494.1 | 1453.1 | 1476.1 | 1473.4 | 54 | 48 | 57 |
| 4 | 1507.4 | 1494.0 | 1506.7 | 1507.8 | 1499.5 | 1514.0 | 1506.6 | 1488.1 | 1498.8 | 53 | 53 | 46 |
| 5 | 1521.6 | 1530.2 | 1522.4 | 1522.2 | 1529.6 | 1525.9 | 1520.5 | 1530.3 | 1518.5 | 57 | 48 | 51 |
| All Grades | | | | | | | | | | 164 | 149 | 154 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 3.70 | 16.67 | 12.28 | 18.52 | 18.75 | 35.09 | 46.30 | 47.92 | 36.84 | 31.48 | 16.67 | 15.79 | 54 | 48 | 57 |
| 4 | 18.87 | 13.21 | 23.91 | 41.51 | 37.74 | 47.83 | 24.53 | 28.30 | 15.22 | 15.09 | 20.75 | 13.04 | 53 | 53 | 46 |
| 5 | 26.32 | 37.50 | 21.57 | 31.58 | 22.92 | 45.10 | 26.32 | 25.00 | 17.65 | 15.79 | 14.58 | 15.69 | 57 | 48 | 51 |
| All Grades | 16.46 | 22.15 | 18.83 | 30.49 | 26.85 | 42.21 | 32.32 | 33.56 | 24.03 | 20.73 | 17.45 | 14.94 | 164 | 149 | 154 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 14.81 | 31.25 | 43.86 | 40.74 | 35.42 | 28.07 | 24.07 | 22.92 | 15.79 | 20.37 | 10.42 | 12.28 | 54 | 48 | 57 |
| 4 | 43.40 | 49.06 | 63.04 | 35.85 | 26.42 | 19.57 | 7.55 | 11.32 | 4.35 | 13.21 | 13.21 | 13.04 | 53 | 53 | 46 |
| 5 | 43.86 | 54.17 | 41.18 | 38.60 | 27.08 | 37.25 | 5.26 | 4.17 | 11.76 | 12.28 | 14.58 | 9.80 | 57 | 48 | 51 |
| All Grades | 34.15 | 44.97 | 48.70 | 38.41 | 29.53 | 28.57 | 12.20 | 12.75 | 11.04 | 15.24 | 12.75 | 11.69 | 164 | 149 | 154 |

| Written Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 0.00 | 6.25 | 3.51 | 11.11 | 14.58 | 12.28 | 38.89 | 43.75 | 43.86 | 50.00 | 35.42 | 40.35 | 54 | 48 | 57 |
| 4 | 11.32 | 1.89 | 4.35 | 28.30 | 20.75 | 32.61 | 24.53 | 37.74 | 30.43 | 35.85 | 39.62 | 32.61 | 53 | 53 | 46 |
| 5 | 5.26 | 18.75 | 5.88 | 31.58 | 22.92 | 27.45 | 33.33 | 29.17 | 43.14 | 29.82 | 29.17 | 23.53 | 57 | 48 | 51 |
| All Grades | 5.49 | 8.72 | 4.55 | 23.78 | 19.46 | 23.38 | 32.32 | 36.91 | 39.61 | 38.41 | 34.90 | 32.47 | 164 | 149 | 154 |

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 37.04 | 25.00 | 33.33 | 42.59 | 60.42 | 52.63 | 20.37 | 14.58 | 14.04 | 54 | 48 | 57 |
| 4 | 60.38 | 37.74 | 54.35 | 28.30 | 47.17 | 32.61 | 11.32 | 15.09 | 13.04 | 53 | 53 | 46 |
| 5 | 22.81 | 45.83 | 23.53 | 61.40 | 41.67 | 64.71 | 15.79 | 12.50 | 11.76 | 57 | 48 | 51 |
| All Grades | 39.63 | 36.24 | 36.36 | 44.51 | 49.66 | 50.65 | 15.85 | 14.09 | 12.99 | 164 | 149 | 154 |

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 18.52 | 35.42 | 50.00 | 57.41 | 47.92 | 39.29 | 24.07 | 16.67 | 10.71 | 54 | 48 | 56 |
| 4 | 33.96 | 45.28 | 60.87 | 50.94 | 41.51 | 26.09 | 15.09 | 13.21 | 13.04 | 53 | 53 | 46 |
| 5 | 68.42 | 70.83 | 66.67 | 15.79 | 14.58 | 23.53 | 15.79 | 14.58 | 9.80 | 57 | 48 | 51 |
| All Grades | 40.85 | 50.34 | 58.82 | 40.85 | 34.90 | 30.07 | 18.29 | 14.77 | 11.11 | 164 | 149 | 153 |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 0.00 | 6.25 | 1.75 | 31.48 | 31.25 | 33.33 | 68.52 | 62.50 | 64.91 | 54 | 48 | 57 |
| 4 | 9.43 | 1.89 | 2.17 | 52.83 | 35.85 | 56.52 | 37.74 | 62.26 | 41.30 | 53 | 53 | 46 |
| 5 | 3.51 | 27.08 | 7.84 | 57.89 | 35.42 | 58.82 | 38.60 | 37.50 | 33.33 | 57 | 48 | 51 |
| All Grades | 4.27 | 11.41 | 3.90 | 47.56 | 34.23 | 48.70 | 48.17 | 54.36 | 47.40 | 164 | 149 | 154 |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| 3 | 5.56 | 10.42 | 0.00 | 59.26 | 72.92 | 80.70 | 35.19 | 16.67 | 19.30 | 54 | 48 | 57 |
| 4 | 13.21 | 24.53 | 23.91 | 58.49 | 45.28 | 63.04 | 28.30 | 30.19 | 13.04 | 53 | 53 | 46 |
| 5 | 21.05 | 29.17 | 21.57 | 59.65 | 50.00 | 56.86 | 19.30 | 20.83 | 21.57 | 57 | 48 | 51 |
| All Grades | 13.41 | 21.48 | 14.29 | 59.15 | 55.70 | 67.53 | 27.44 | 22.82 | 18.18 | 164 | 149 | 154 |

**Conclusions based on this data:**

1. Overall Language: The level for All Students decreased for level 4 from 22.15% to 18.83%
2. Only 3.9% of students are well-developed in reading.
3. Writing Domain: The level of well developed students decreased from 21.48% to 14.29%

# School and Student Performance Data

## Student Population

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

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

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

| 2023-24 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **440** | **87.5%** | **35.2%** | **0.2%** |
| 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. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 155 | 35.2% |
| **Foster Youth** | 1 | 0.2% |
| **Homeless** | 16 | 3.6% |
| **Socioeconomically Disadvantaged** | 385 | 87.5% |
| **Students with Disabilities** | 63 | 14.3% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 0 | 0.0% |
| **American Indian** | 7 | 1.6% |
| **Asian** | 7 | 1.6% |
| **Filipino** | 1 | 0.2% |
| **Hispanic** | 313 | 71.1% |
| **Two or More Races** | 7 | 1.6% |
| **Pacific Islander** | 0 | 0.0% |
| **White** | 105 | 23.9% |

**Conclusions based on this data:**

1. Socioeconomically disadvantaged is our largest subgroup at 85.7%

2. We have a large Hispanic population (71.7%).
3. English learners have decreased from 38.5% to 34.6% of our total population.

# School and Student Performance Data

## Overall Performance

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

**2024 Fall Dashboard Overall Performance for All Students**

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Red | **Chronic Absenteeism**<br>Orange | **Suspension Rate**<br>Yellow |
| **Mathematics**<br>Orange | | |
| **English Learner Progress**<br>Blue | | |

**Conclusions based on this data:**

1. Math and ELA are still low relative to the state average.
2. Chronic absenteeism has been reduced by
3. The suspension rate needs to be lowered.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

**2024 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 1 | 4 | 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.

**2024 Fall Dashboard English Language Arts Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Red | Orange | No Performance Color |
| 70.8 points below standard | 91.0 points below standard | 0 Students |
| Maintained 2.0 points | Increased 10.0 points | |
| 412 Students | 157 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Red |
| Less than 11 Students | 117.8 points below standard | 78.1 points below standard |
| 1 Student | Declined 22.4 points | Maintained 0.8 points |
| | 22 Students | 371 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 122.4 points below standard | Less than 11 Students | Less than 11 Students |
| Increased 8.2 points | 0 Students | 5 Students |
| 64 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| Less than 11 Students | Less than 11 Students | 76.4 points below standard |
| 8 Students | 1 Student | Increased 9.0 points |
| | | 293 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| Less than 11 Students | 0 Students | 62.6 points below standard |
| 7 Students | | Declined 21.4 points |
| | | 100 Students |

**Conclusions based on this data:**

1. English Language Arts Performance for All Students/Student Group: 72.8 points below standard.
2. English Language Arts Data Comparisons for English Learners: Current English Learners are 101 points below standard.
3. English Language Arts Data Comparisons for English Learners: English only Learners are 59 points below standard.

# School and Student Performance Data

## Academic Performance
## Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

| 2024 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 2 | 3 | 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.

**2024 Fall Dashboard Mathematics Performance for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Orange | Red | No Performance Color |
| 85.2 points below standard | 102.1 points below standard | 0 Students |
| Declined 3.7 points | Maintained 0.8 points | |
| 418 Students | 163 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| Less than 11 Students | 121.2 points below standard | 90.9 points below standard |
| 1 Student | Declined 17.8 points | Declined 4.6 points |
| | 25 Students | 377 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Red | No Performance Color | No Performance Color |
| 132.0 points below standard | Less than 11 Students | Less than 11 Students |
| Declined 15.7 points | 0 Students | 5 Students |
| 64 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| Less than 11 Students | Less than 11 Students | 93.1 points below standard |
| 8 Students | 1 Student | Maintained 2.4 points |
| | | 299 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| Less than 11 Students | 0 Students | 69.8 points below standard |
| 7 Students | | Declined 10.7 points |
| | | 100 Students |

**Conclusions based on this data:**

1. Mathematics Performance for All Students/Student Group: 81.5 points below standard.
2. Mathematics Data Comparisons for English Learners: Current English Learners are 101.3 points below standard.
3. Mathematics Data Comparisons for English Learners: English Only are 72.5 points below standard.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| **English Learner Progress** | **Long-Term English Learner Progress** |
| | |
| Blue | No Performance Color |
| 72.3% making progress. | making progress. |
| Number Students: 141 Students | Number Students: 0 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| **Decreased One ELPI Level** | **Maintained ELPI Level 1, 2L, 2H, 3L, or 3H** | **Maintained ELPI Level 4** | **Progressed At Least One ELPI Level** |
| 7.1% | 20.6% | 1.4% | 70.9% |

**Conclusions based on this data:**

1. 61% are making progress and have a "high" performance level.
2. 32% maintained the level.
3. 61% progressed at least one level.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

| 2024 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Long-Term English Learners** |
| Orange | Orange | No Performance Color |
| 10.7% Chronically Absent | 7.2% Chronically Absent | 0 Students |
| Maintained 0.1 | Increased 1.6 | |
| 466 Students | 166 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| No Performance Color | No Performance Color | Orange |
| Fewer than 11 students - data not displayed for privacy | 7.4% Chronically Absent | 11.4% Chronically Absent |
| 1 Student | Declined 16.1 | Maintained 0.2 |
| | 27 Students | 420 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Yellow | No Performance Color | No Performance Color |
| 9.1% Chronically Absent | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| Maintained 0 | 2 Students | 7 Students |
| 77 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy | 10% Chronically Absent |
| 9 Students | 1 Student | Maintained 0.4 |
| | | 330 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| Fewer than 11 students - data not displayed for privacy | 0 Students | 10.3% Chronically Absent |
| 10 Students | | Declined 1.4 |
| | | 107 Students |

**Conclusions based on this data:**

1. Chronic Absenteeism for All Students/Student Group is has decreased from 30.6% to 10.6%.
2. Hispanic Chronic Absenteeism by Race/Ethnicity has decreased from 26.5% to 9.6%.
3. White Chronic Absenteeism by Race/Ethnicity has decreased from 40.2% to 11.7%.

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

**2024 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 2 | 1 | 2 | 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.

**2024 Fall Dashboard Suspension Rate for All Students/Student Group**

| All Students | English Learners | Long-Term English Learners |
|---|---|---|
| Yellow | Green | No Performance Color |
| 4% suspended at least one day | 1.2% suspended at least one day | 0 Students |
| Declined 2.3% | Declined 2.5% | |
| 470 Students | 169 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Yellow |
| Fewer than 11 students - data not displayed for privacy | 11.1% suspended at least one day | 4.2% suspended at least one day |
| 1 Student | Increased 5.2% | Declined 2.5% |
| | 27 Students | 424 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| Orange | No Performance Color | No Performance Color |
| 6.5% suspended at least one day | Fewer than 11 students - data not displayed for privacy | Fewer than 11 students - data not displayed for privacy |
| Declined 6.3% | 2 Students | 8 Students |
| 77 Students | | |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color | No Performance Color | Green |
| 8.3% suspended at least one day | Fewer than 11 students - data not displayed for privacy | 3% suspended at least one day |
| 12 Students | 1 Student | Declined 2.2% |
| | | 330 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color | No Performance Color | Orange |
| Fewer than 11 students - data not displayed for privacy | 0 Students | 6.5% suspended at least one day |
| 10 Students | | Declined 2.6% |
| | | 107 Students |

**Conclusions based on this data:**

1. Suspension Rate for All Students/Student Group declined from 12.6% to 6.3%.
2. Hispanic  Suspension Rate by Race/Ethnicity declined from 10.4% to 5.2%.
3. White Suspension Rate by Race/Ethnicity declined from 20% to 9.2%.

# 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:  All students at OUSD will demonstrate growth toward meeting or exceeding standards in ELA.

# Goal 1

Increase overall student growth in English Language Arts. The Goal will be schoolwide, with specific strategies and actions concentrated on focus on the following subgroups, including Students with Disabilities' (SWD), EL, Socioeconomically Disadvantaged (SED) and English Learners.

## 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. Inequity gaps exist among our Students with Disabilities' (SWD),Socioeconomically Disadvantaged (SED), English Learners.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| State Priority 4: Pupil Achievement<br>CAASPP | 23/24<br>23% of all students met or exceeded standards<br>3rd 20.4% met or exceeded standards<br>4th 19% met or exceeded standards<br>5th 31% met or exceeded standards | Increase the percentage of students who meet or exceed standards by 2%<br>ALL students 25%<br>3rd: 22.4%<br>4th: 21%<br>5th: 33% |
| State Priority 4: Pupil Achievement<br>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<br>Local Benchmarks (iReady) | 2023/24 Tri 2 data<br><br>Averages:<br>3rd: 472<br>4th  486<br>5th: 523 | Increase the averages for each grade level by at least 2%<br><br>3rd: 482<br>4th: 486<br>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)

(SED, EL, SWD) Professional Development and training in Glad strategies-

Strategy/Activity

Create GLAD strategy lessons in all classrooms with all students specifically particularly the SED, EL and SWD 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) |
|---|---|
| 10,000 | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Extra duty teacher project time as deemed by admin. |

## 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 English Learners, SWD and SED students.

Strategy/Activity

(SED, EL, SWD) Small group instruction using I-Ready data

**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<br>4000-4999: Books And Supplies<br>supplemental intervention materials |

## Strategy/Activity 3

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

All Students with a concentration on ELs,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) |
|---|---|
| 500 | Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>Educational Literacy Night 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, SWD and SED students.

Strategy/Activity

(SED, EL, SWD) After school tutoring available for all students (Title I ), and 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) |
|---|---|
| 5000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Before and after school tutoring. |

## 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, SWD and SED students.

Strategy/Activity

(SED, EL, SWD) Implementing interventions with integrity with regular review of data to adjust student 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) |
|---|---|

| | |
|---|---|
| 93563 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1 FTE Intervention Teacher |
| 37125 | Title I<br>3000-3999: Employee Benefits<br>1 FTE Intervention Teacher |

## Strategy/Activity 6

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

Strategy/Activity

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

| Amount(s) | Source(s) |
|---|---|

## 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, SWD and SED students.

Strategy/Activity

Support pillar III of the DI Program by supporting the event of Dia De Los Ninos.

**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 | District Funded<br>4000-4999: Books And Supplies<br>materials needed: note if Title III becomes available then it will go back to that funding source. |

## 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, SWD and SED students.

Strategy/Activity

K-5 Literacy Coach

**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 |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

# ANALYSIS

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

23/24 Analysis
In 23/24, our overall 3rd grade ELA proficiency for CAASPP increased from 12% to 20% .
our overall 4th grade ELA proficiency for CAASPP maintained from 19% to 19%.
our overall 5th grade ELA proficiency for CAASPP increased from 24% to 31%.

For I-Ready, our 3rd graders dropped from 23% to 17% and our 4th graders dropped from 12% to 8%.

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

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

There were no major differences.  All activities were implemented.

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 are continuing this school year with expectations of fidelity with our I-Ready program. We are continuing the 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 continue to offer WIN  5 days a week for all students.

# 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:  All students at OUSD will demonstrate growth toward meeting or exceeding standards in mathematics.

# Goal 2

Increase overall student growth in math. The goal will be schoolwide, with specific strategies and actions concentrated on focus the following student groups, including Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) and English Learners.

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| State Priority 4: Pupil Achievement<br>CAASPP | 23/24 Data:<br>14% of all students met or exceeded standards;<br>3rd grade: 18%<br>4th grade: 15%<br>5th grade: 10% | Increase the percentage of students who meet or exceed standards by 2%<br>All students: 16%<br>3rd grade: 20%<br>4th grade: 17%<br>5th grade: 12% |
| State Priority 4: Pupil Achievement<br>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<br>Local Benchmarks (iReady) | 2023/24 Tri 2 data<br><br>Averages:<br>3rd: 418<br>4th  426<br>5th: 444 | Increase the averages for each grade level by at least 2%<br><br>3rd: 427<br>4th: 435<br>5th: 453 |
| State Priority 4: Pupil Achievement<br>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, SWD and SED students.

Strategy/Activity

After school tutoring available for all 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 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Tutoring - Same as goal 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,  SWD and SED students.

Strategy/Activity

(SED, EL, SWD) Small group instruction using I-Ready data

**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) |
|---|---|
| 7650 | Title I<br>4000-4999: Books And Supplies<br>supplemental intervention materials - Do The Math intervention program. |

## 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, SWD and SED students.

Strategy/Activity

(SED, EL, SWD) Review and update assessments and pacing guides for consistency and equity.

**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<br>1000-1999: Certificated Personnel Salaries<br>Teacher Project time - Same as goal 1 |

## 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,  SWD and SED students.

Strategy/Activity

District Math Coach

**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 |

## 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,  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) |
| --- | --- |
| 500 | Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>purchase educational, snacks, water and needed materials |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

# ANALYSIS

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

23/24 Analysis
In 23/24, our overall 3rd grade math proficiency for CAASPP decreased from 18% to 15%.
our overall 4th grade math proficiency for CAASPP increased from 15% to 17%.
our overall 5th grade math proficiency for CAASPP decreased from 10% to 8%

For I-Ready, our 4% of our 3rd graders were at or above grade level  3% of our 4th graders were at or above grade level and 2% of our 5th graders were at or above grade level.

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

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

No major differences occurred.  All activities were implemented.

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 are continuing the year with expectations of fidelity with our I-Ready program. Teachers continue the 75 minutes of daily math instruction and 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:  All students at OUSD will demonstrate growth toward meeting or exceeding standards in English Language Development.

# 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

The need to increase our students overall performance in ELD as measured by the ELPAC scores.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Priority 4: Pupil Achievement Language Proficiency (Data Quest) | In 23/24, our ELPAC scores were as follows:<br>Level 1: 17.45%<br>Level 2: 33.56%<br>Level 3: 26.85%<br>Level 4: 22.15%<br><br>Our ELPI dashboard data is 63.3% of our EL students are making their annual growth | Increase the number of students making annual growth to 70% |
| Priority 4: Pupil Achievement Language Proficiency | In 23/24 our reclassification rate was 5% | The percentage of students who are reclassified will increase 5% over the previous year. |
| Priority 4: Pupil Achievement CAASPP | 2024 Data for EL:<br>ELA - EL Students were 118.9 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

SED, EL, SWD) Professional Development and training in Glad strategies- Banking Days and Staff Meetings

**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 2

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

English Learners

Strategy/Activity

(SED, EL, SWD) After school tutoring available for all 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 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Same as in Goal 1 |

## 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<br>None Specified<br>EL Coordinator to assist with this activity. |

## 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<br>None Specified<br>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<br>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

Access to Math and Literacy Coaches.

**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 7
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

### Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s) Source(s)

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

# ANALYSIS

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

23/24 Analysis

We decreased our overall proficiency of our EL students meeting level 4 from 22.15% to 18.83%
Level 1: 14.94%%
Level 2: 24.03%
Level 3: 42.21%
Level 4: 18.83%

Of our 149 ELs, 17 were reclassified as English proficient. This amounts to 15% 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.

There were no major differences in the implementation of our strategies or activities.

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 continue to offer 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. Our ELD/WIN is 45 minutes daily. All ELD groups are using the district ELD curriculum designed with Benchmark which addresses all four of the language domains. We are also offering PD on best practices for ELD students for both direct and supportive instruction.

# 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:  OUSD will promote parent and family engagement through building relationships, educational partnerships, input, and transparent communication.

# 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 February 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.<br>The 2024 Math Game Night had 120 students attend with their parents. | Our goal would be to increase this by 10% |
| Priority 3: Parental Involvement | The California School Parent Survey from February 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 student groups, specifically Students with Disabilities (SWD), English Learners, Socioeconomically Disadvantaged (SED).

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<br>4000-4999: Books And Supplies<br>Water and snacks |
| 500 | Title I<br>4000-4999: Books And Supplies<br>Educational Support materials for parents to help students at home |

## 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) |
|---|---|
| 0 | Title I Part A: Parent Involvement<br>1000-1999: Certificated Personnel Salaries |

| | |
|---|---|
| | Same as in Goal 1 - Literacy Night, SEL night, etc. |

## 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 student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and English Learners.

Strategy/Activity

Parent Engagement: Annual fun 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) |
|---|---|
| 700 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>Fun Prizes, materials, snack and water- parent engagement funds from (Supplemental Concentration Funds) |

## 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<br>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 all 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) |
|---|---|
| 550 | Other<br>4000-4999: Books And Supplies<br>snack and materials for the event-parent engagement funds from Supplemental Concentration |

## 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 | Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>snack and educational materials |

## 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) |
| --- | --- |
| 1800 | LCFF - Supplemental<br>4000-4999: Books And Supplies<br>snack and materials for the event- parent engagement funds from Supplemental Concentration. |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

# ANALYSIS

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

23/24 Analysis
We continue to host Family Math Night, Family Game Night and our Color Run in conjunction with our Parent Club.  We also participate and support Día De Los Muertos and Literacy Night with other schools in the district.

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

There were no significant differences in implementation.

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 create more opportunities for parent involvement such as classroom volunteers, coffee and lemonade with the principal, and projects at school that could include parents.

# 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: OUSD will create a student-centered school environment where all students feel safe, included, and supported.
LCAP Goal 4: OUSD will maintain or improve all additional local control state priorities and compliance items.

# 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<br>Facilities in good repair | Facilities Inspection Tool (FIT) indicates "Good" | Facilities Inspection Tool (FIT) indicates "Good." |
| Priority 5: Pupil Engagement<br>Attendance Rate | The attendance rate for the 23/24 school year was 94.93%. | Maintain attendance rate above 95%. |
| Priority 5: Pupil Engagement<br>Chronic Absenteeism Rate | The chronic absentee rate for 2023/24 was 9.7%.<br>Our Socioeconomically Disadvantage chronic absentee rate for 22/23 was 9.5% | Decrease the chronic absentee rate by 5% and have our Socioeconomically Disadvantage student group be no higher than our other student groups. |
| Priority 6: School Climate<br>Suspension Rate | The suspension rate for 2023/24 was 6.3%.<br>The suspension rate for students with disabilities was 12.8%. | 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<br>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<br>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)

Strategy/Activity

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

## 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 bookmarks, pencils, certificates, planners.

**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) |
|---|---|
| 350 | Title I<br>4000-4999: Books And Supplies |

## 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) |
|---|---|
| 400 | Other<br>4000-4999: Books And Supplies<br>Attendance Incentives - site discretionary |

## 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) |
|---|---|
| 500 | Other<br>2000-2999: Classified Personnel Salaries<br>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) |
| --- | --- |
| 600 | Other<br>4000-4999: Books And Supplies<br>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.  SEL Coach is creating SEL videos for teacher use throughout the year to reinforce PBIS strategies.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
| --- | --- |
| | District Funded |

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

# ANALYSIS

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

23/24 Analysis

Our PBIS committee meets regularly to develop and implement positive behavior and celebrate on a weekly and monthly basis. Our chronic absenteeism rate dropped to 10.3%, significantly lower that the prior year's 30%. Our suspension rate declined from 12.6% to 6.3%.

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

Staff will continue to focus on positive reinforcements and a Tier II implementation of PBIS.

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.

With our continued intentional focus on PBIS through our SEL coach, this  will allow Fairview to move the PBIS program into Tier II implementation. Regular reminders of the use of the PBIS strategies throughout the campus by all adults will help meet the goals set by site council. In addition, We continue to benefit from the involvement of the SRO in conjunction with Orland Police Department.  We also have the Discovery Room Program to support students in their understand and effective use of the SEL skills that will increase their success as a student.  This is done with both push in and pull out support,

# 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 | $145688 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $162,038.00 |

## 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 | $145,688.00 |
| Title I Part A: Parent Involvement | $1,500.00 |

Subtotal of additional federal funds included for this school: $147,188.00

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 | $10,300.00 |
| LCFF - Supplemental | $2,500.00 |
| None Specified | $0.00 |
| Other | $2,050.00 |

Subtotal of state or local funds included for this school: $14,850.00

Total of federal, state, and/or local funds for this school: $162,038.00

# 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 | 10,300.00 |
| LCFF - Supplemental | 2,500.00 |
| None Specified | 0.00 |
| Other | 2,050.00 |
| Title I | 145,688.00 |
| Title I Part A: Parent Involvement | 1,500.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 108,563.00 |
| 2000-2999: Classified Personnel Salaries | 500.00 |
| 3000-3999: Employee Benefits | 37,125.00 |
| 4000-4999: Books And Supplies | 15,850.00 |
| None Specified | 0.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 10,000.00 |
| 4000-4999: Books And Supplies | District Funded | 300.00 |

| | | |
|---|---|---|
| None Specified | District Funded | 0.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 2,500.00 |
| None Specified | None Specified | 0.00 |
| 2000-2999: Classified Personnel Salaries | Other | 500.00 |
| 4000-4999: Books And Supplies | Other | 1,550.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 98,563.00 |
| 3000-3999: Employee Benefits | Title I | 37,125.00 |
| 4000-4999: Books And Supplies | Title I | 10,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Parent Involvement | 0.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 1,500.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 147,988.00 |
| Goal 2 | 8,150.00 |
| Goal 3 | 0.00 |
| Goal 4 | 4,050.00 |
| Goal 5 | 1,850.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Jim Scribner | Principal<br>Other School Staff |
| Jill Blevins | Classroom Teacher |
| Jiorgina Romo | Classroom Teacher |
| Laura Shannon | Other School Staff |
| Miranda Coughlin | Parent or Community Member |
| Sarah Billings | Parent or Community Member |
| Coreen De Leon | Parent or Community Member |
| Amy Niess | Classroom Teacher |
| Araceli Garcia | Parent or Community Member |
| Martha Smith | 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 May 13, 2025.

Attested:

| | |
| --- | --- |
| | Principal, Jim Scribner on 5.13.2025 |
| | SSC Chairperson, Martha Smith on 5.13.2025 |

# 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/

Developed by the California Department of Education, January 2019