



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairview School	Elementary	11754816007470	April 16, 2026	Orland Unified School Board on

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

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

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

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

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

Schoolwide Program

The plan is used to guide instruction for all students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

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

Schoolwide Program

The plan is used to guide instruction for all students.

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 throughout 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 toward 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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, 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 discusses 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 and compacts 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 reviews the final survey results and the updated SPSA. OUSD's EL Coordinators meet 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.

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

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 55.4 points below standard while EL students scored at 121.2 points 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 whether or not our EL students are being equitably served.

One resource inequity we have identified for Hispanic students is inequity within Fairview's CAASPP Data in Math. (English-only students scored at 70.5 points below standard while English Learners scored at 111.8 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 basic math facts.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2025 Dashboard shows that improvement is needed in English Language Arts, Mathematics, English Learner Progress, and Science.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The 2025 Dashboard shows that improvement is needed in English Language Arts for our English Learners (ELs), Hispanic, and Socioeconomically Disadvantaged (SED) students. Improvement is needed in Mathematics for our Students with Disabilities (SWD) population. In addition to ELA and Math, Fairview needs to improve our English Learner progress as we declined by 17.1% from 23/24 to 24/25. While the Science state test is new still, Fairview has room to improve with our EL and Hispanic students in science.

Fairview provides daily intervention instruction in reading, math, and Designated ELD (D-ELD) to work to improve student progress and performance on state testing.

Other Needs

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

Surveys are used to determine areas of strength and needs for growth. Fairview Elementary facilitated two different surveys, bullying and the California Healthy Kids Survey, at the start of the 2025 calendar year, . The surveys were open to parents, staff, and 5th grade students, with various opportunities for parents and staff to complete the survey at school outside of the school day.

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

A total of 22 respondents of approximately 850

84% of parents feel the school encourages them to be active partners with the school in educating their child

60% of parents feel welcome to participate at the school
76% of parents feel the school promotes academic success for all students
79% of parents feel the school is a safe place
58% of parents feel the school enforces rules equally
12% of parents feel that they are not provided information about their child's placement in academic groups
12% of parents feel that the school could send more communication about the parent's role in their child's school

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

A total of 54 respondents of 157

71% of students believe that adults on campus care about them, listen to their needs, and make an effort to get to know them.

64% of students feel they are treated fairly when breaking school rules

70% of students feel safe at school

64% of students feel safe going to and from school

55% 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 surveys:

A total of 10 respondents of approximately 45 staff members

88% of staff feel the school promotes trust and collegiality among staff

89% of staff feel the school is a safe place

78% of staff feel the school is a supportive and inviting place for students to learn

89% of staff feel the school emphasizes helping students academically when they need it

89% of staff feel the school uses objective data in decision making

The following is some of the information from our 24/25 ELAC parent survey given in April:

A total of 25 ELAC parents completed the survey

Parents shared a need for more books to help their student(s) practice reading

Event to help parents learn how to access the Aeries Parent Portal

Support with helping their child with social emotional needs

Support with helping their child with reading and math

Teachers are surveyed each year regarding the PD they feel they need, and the district tries to offer those topics during the August UP Days. Staff also provides input for PD offered during District and Site Banking Days.

The school's Leadership Team, PBIS Team, and School Site Council will look at the areas mentioned to celebration and discuss the areas of concern to begin working on various solutions and ideas for helping students and parents with their concerns.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.61%	1.59%	1.31%	7	7	6
African American	0.23%	%	0.44%	1		2
Asian	1.84%	1.59%	2.18%	8	7	10
Filipino	0.23%	0.23%	%	1	1	
Hispanic/Latino	71.66%	71.14%	69.43%	311	313	318
Pacific Islander	0%	%	%	0		
White	22.81%	23.86%	24.67%	99	105	113
Two or More Races	1.61%	1.59%	1.97%	7	7	9
Not Reported	0%	%	%	0		
Total Enrollment				434	440	458

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade3	145	143	155
Grade 4	145	148	151
Grade 5	144	149	152
Total Enrollment	434	440	458

Conclusions based on this data:

1. We increased overall enrollment by 18 students from the previous school year.
2. Grade level cohort sizes have remained stable and grew proportionally.
3. Hispanic/Latino population is stable.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	150	155	166	34.6%	35.2%	36.2%
Fluent English Proficient (FEP)	31	41	48	7.1%	9.3%	10.5%
Reclassified Fluent English Proficient (RFEP)	14	17	25	3.2%	3.90%	5.50%

Conclusions based on this data:

1. The number and percentage of RFEP students greatly increased from 23/24 to 24/25.
2. The number and of English Learners increased by 11 students.
3. The number of FEP students remains steady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	145	146	154	142	141	148	142	141	148	97.9	96.6	96.1
Grade 4	144	147	152	138	141	146	138	141	146	95.8	95.9	96.1
Grade 5	138	147	155	132	141	153	132	141	153	95.7	95.9	98.7
All Grades	427	440	461	412	423	447	412	423	447	96.5	96.1	97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2356.	2352.	2354.	6.34	4.26	8.11	14.08	14.18	11.49	26.76	26.24	20.95	52.82	55.32	59.46
Grade 4	2387.	2405.	2401.	5.07	7.80	8.22	13.77	14.18	16.44	18.84	23.40	21.92	62.32	54.61	53.42
Grade 5	2434.	2428.	2437.	8.33	4.26	7.19	22.73	18.44	13.07	18.18	21.28	27.45	50.76	56.03	52.29
All Grades	N/A	N/A	N/A	6.55	5.44	7.83	16.75	15.60	13.65	21.36	23.64	23.49	55.34	55.32	55.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.34	8.51	4.73	52.82	53.90	59.46	40.85	37.59	35.81
Grade 4	5.80	7.80	6.85	55.80	60.28	58.90	38.41	31.91	34.25
Grade 5	6.82	7.09	5.88	52.27	61.70	56.21	40.91	31.21	37.91
All Grades	6.31	7.80	5.82	53.64	58.63	58.17	40.05	33.57	36.02

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.93	2.84	4.05	39.44	39.01	38.51	55.63	58.16	57.43
Grade 4	1.45	3.55	2.05	44.20	48.23	48.63	54.35	48.23	49.32
Grade 5	7.58	2.13	4.58	46.97	47.52	52.29	45.45	50.35	43.14
All Grades	4.61	2.84	3.58	43.45	44.92	46.53	51.94	52.25	49.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.63	4.96	6.76	67.61	65.96	60.81	26.76	29.08	32.43
Grade 4	5.07	7.80	2.74	67.39	67.38	69.18	27.54	24.82	28.08
Grade 5	5.30	6.38	9.15	68.18	66.67	67.32	26.52	26.95	23.53
All Grades	5.34	6.38	6.26	67.72	66.67	65.77	26.94	26.95	27.96

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.52	4.26	6.08	63.38	57.45	60.81	33.10	38.30	33.11
Grade 4	5.80	2.84	9.59	58.70	72.34	58.90	35.51	24.82	31.51
Grade 5	6.82	4.26	6.54	60.61	63.12	60.13	32.58	32.62	33.33
All Grades	5.34	3.78	7.38	60.92	64.30	59.96	33.74	31.91	32.66

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

Conclusions based on this data:

1. We continue to stay above the 95% threshold for participation rate (97% for 24/25).
2. The percentage of students that are below standard has remained the same from 55.32% to 55.03%.
3. The percentage of students who are above standard increased in Writing and Listening with the greatest increase in Research/Inquiry, while there was a decrease in Reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	146	146	154	144	145	152	144	145	152	98.6	99.3	98.7
Grade 4	144	147	152	142	145	149	142	145	149	98.6	98.6	98
Grade 5	138	147	155	135	143	153	135	143	153	97.8	97.3	98.7
All Grades	428	440	461	421	433	454	421	433	454	98.4	98.4	98.5

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2373.	2361.	2375.	4.86	1.38	5.26	13.19	13.79	11.18	27.08	25.52	31.58	54.86	59.31	51.97
Grade 4	2395.	2414.	2408.	2.11	4.14	3.36	12.68	13.10	14.77	26.76	33.10	26.17	58.45	49.66	55.70
Grade 5	2420.	2413.	2425.	2.96	3.50	2.61	6.67	4.90	6.54	25.93	22.38	22.88	64.44	69.23	67.97
Grade 11															
All Grades	N/A	N/A	N/A	3.33	3.00	3.74	10.93	10.62	10.79	26.60	27.02	26.87	59.14	59.35	58.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.86	0.69	6.58	43.06	45.52	46.71	52.08	53.79	46.71
Grade 4	3.52	5.52	6.04	33.80	38.62	35.57	62.68	55.86	58.39
Grade 5	2.22	0.00	3.27	26.67	23.08	33.33	71.11	76.92	63.40
Grade 11									
All Grades	3.56	2.08	5.29	34.68	35.80	38.55	61.76	62.12	56.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.72	6.21	6.58	38.89	36.55	44.08	51.39	57.24	49.34
Grade 4	2.82	7.59	4.03	39.44	43.45	41.61	57.75	48.97	54.36
Grade 5	2.22	5.59	2.61	40.74	37.76	44.44	57.04	56.64	52.94
All Grades	4.99	6.47	4.41	39.67	39.26	43.39	55.34	54.27	52.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	6.25	3.45	4.61	59.72	53.79	54.61	34.03	42.76	40.79
Grade 4	5.63	6.21	3.36	52.11	54.48	57.05	42.25	39.31	39.60
Grade 5	2.22	2.10	3.27	54.81	49.65	45.10	42.96	48.25	51.63
All Grades	4.75	3.93	3.74	55.58	52.66	52.20	39.67	43.42	44.05

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

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 decreased slightly at 59.35% to 58.59%.
3. We are well above the 95% threshold for participation rate, and this figure remains consistent.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	1482.4	1484.0	1484.3	1488.1	1494.1	1484.8	1476.1	1473.4	1483.3	48	57	64
4	1494.0	1506.7	1506.9	1499.5	1514.0	1513.0	1488.1	1498.8	1500.1	53	46	54
5	1530.2	1522.4	1515.5	1529.6	1525.9	1510.8	1530.3	1518.5	1519.8	48	51	43
All Grades										149	154	161

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	16.67	12.28	12.50	18.75	35.09	37.50	47.92	36.84	28.13	16.67	15.79	21.88	48	57	64
4	13.21	23.91	22.22	37.74	47.83	42.59	28.30	15.22	16.67	20.75	13.04	18.52	53	46	54
5	37.50	21.57	20.93	22.92	45.10	37.21	25.00	17.65	27.91	14.58	15.69	13.95	48	51	43
All Grades	22.15	18.83	18.01	26.85	42.21	39.13	33.56	24.03	24.22	17.45	14.94	18.63	149	154	161

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	31.25	43.86	28.13	35.42	28.07	35.94	22.92	15.79	20.31	10.42	12.28	15.63	48	57	64
4	49.06	63.04	48.15	26.42	19.57	33.33	11.32	4.35	3.70	13.21	13.04	14.81	53	46	54
5	54.17	41.18	39.53	27.08	37.25	41.86	4.17	11.76	4.65	14.58	9.80	13.95	48	51	43
All Grades	44.97	48.70	37.89	29.53	28.57	36.65	12.75	11.04	10.56	12.75	11.69	14.91	149	154	161

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	0.00	3.51	4.69	12.50	12.28	21.88	42.86	43.86	43.75	44.64	40.35	29.69	56	57	64
4	1.59	4.35	1.85	20.63	32.61	31.48	38.10	30.43	35.19	39.68	32.61	31.48	63	46	54
5	8.62	5.88	6.98	8.62	27.45	25.58	53.45	43.14	46.51	29.31	23.53	20.93	58	51	43
All Grades	8.72	4.55	4.35	19.46	23.38	26.09	36.91	39.61	41.61	34.90	32.47	27.95	149	154	161

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	25.00	33.33	25.00	60.42	52.63	53.13	14.58	14.04	21.88	48	57	64
4	37.74	54.35	44.44	47.17	32.61	37.04	15.09	13.04	18.52	53	46	54
5	45.83	23.53	20.93	41.67	64.71	65.12	12.50	11.76	13.95	48	51	43
All Grades	36.24	36.36	30.43	49.66	50.65	50.93	14.09	12.99	18.63	149	154	161

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	35.42	50.00	46.88	47.92	39.29	35.94	16.67	10.71	17.19	48	56	64
4	45.28	60.87	51.85	41.51	26.09	33.33	13.21	13.04	14.81	53	46	54
5	70.83	66.67	62.79	14.58	23.53	23.26	14.58	9.80	13.95	48	51	43
All Grades	50.34	58.82	52.80	34.90	30.07	31.68	14.77	11.11	15.53	149	153	161

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	6.25	1.75	4.69	31.25	33.33	40.63	62.50	64.91	54.69	48	57	64
4	1.89	2.17	1.85	35.85	56.52	51.85	62.26	41.30	46.30	53	46	54
5	27.08	7.84	6.98	35.42	58.82	53.49	37.50	33.33	39.53	48	51	43
All Grades	11.41	3.90	4.35	34.23	48.70	47.83	54.36	47.40	47.83	149	154	161

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
3	10.42	0.00	7.81	72.92	80.70	76.56	16.67	19.30	15.63	48	57	64
4	24.53	23.91	12.96	45.28	63.04	70.37	30.19	13.04	16.67	53	46	54
5	29.17	21.57	6.98	50.00	56.86	79.07	20.83	21.57	13.95	48	51	43
All Grades	21.48	14.29	9.32	55.70	67.53	75.16	22.82	18.18	15.53	149	154	161

Conclusions based on this data:

1. Overall Language: The level for All Students for level 4 remained steady at 18%.
2. The percentage of students who are well-developed in reading increased from 3.9% to 4.35%.
3. Writing Domain: The level of well developed students has continued to decrease to 9.32% from 14.29%. The data tells us that we need to continue with our ELD and D-ELD interventions with a strong writing component.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
458	85.6%	36.2%	0.4%
Total Number of Students enrolled in Fairview Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	166	36.2%
Foster Youth	2	0.4%
Homeless	8	1.7%
Socioeconomically Disadvantaged	392	85.6%
Students with Disabilities	75	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	6	1.3%
Asian	10	2.2%
Filipino	0	0.0%
Hispanic	318	69.4%
Two or More Races	9	2%
Pacific Islander	0	0.0%
White	113	24.7%

Conclusions based on this data:

1. Socioeconomically disadvantaged remains our largest subgroup at 85.6%.

2. Our population is largely Hispanic at 69.4%.
3. With our increase in overall enrollment, our population of English learners has increased from to 34.6% to 36.2%.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Math and ELA are still low relative to the state average, with small gains made from previous years.
- Chronic absenteeism has been declined by 1.8%.
- The suspension rate has declined by 1.8% but still needs to decline over the next few years.

School and Student Performance Data

Academic Performance English Language Arts

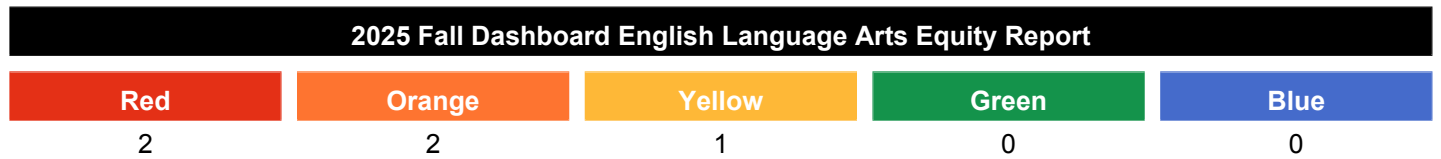
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 66.7 points below standard Increased 4.1 points 432 Students	English Learners  Red 88.9 points below standard Maintained 2.1 points 172 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Orange 73 points below standard Increased 5.1 points 369 Students

Students with Disabilities  Orange 116.2 points below standard Increased 6.2 points 80 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 73.7 points below standard Maintained 2.7 points 296 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 55.6 points below standard Increased 7 points 109 Students

Conclusions based on this data:

1. English Language Arts Performance for All Students/Student Group increased from 72.8 points below standard to 66.7 points below standard.
2. English Language Arts Data Comparisons for English Learners: Current English Learners are 88.9 points below standard, which is an increase from last year at 101 points below standard. There is still room for improvement.
3. English Language Arts Data Comparisons for English Learners: English only Learners are 55.6 points below standard, an increase from last year.

School and Student Performance Data

Academic Performance Mathematics

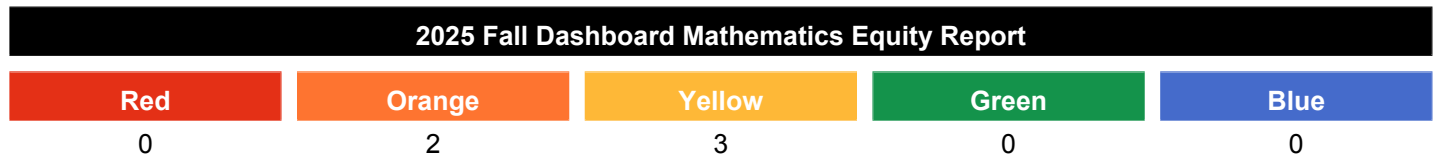
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 77.8 points below standard Increased 7.5 points 436 Students	English Learners  Yellow 92.7 points below standard Increased 9.4 points 179 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Yellow 82.4 points below standard Increased 8.5 points 374 Students

Students with Disabilities  Orange 126.5 points below standard Increased 5.5 points 78 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 81.1 points below standard Increased 12 points 302 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 68.5 points below standard Maintained 1.2 points 108 Students

Conclusions based on this data:

1. Mathematics Performance for All Students/Student Group decreased from 81.5 points below standard to 77.8 points below standard.
2. Mathematics Data Comparisons for English Learners: Current English Learners have increased from 101.3 points below standard to 92.7 points below standard.
3. Mathematics Data Comparisons for English Learners: English Only maintained at 68.5 points below standard.

School and Student Performance Data

Academic Performance Science

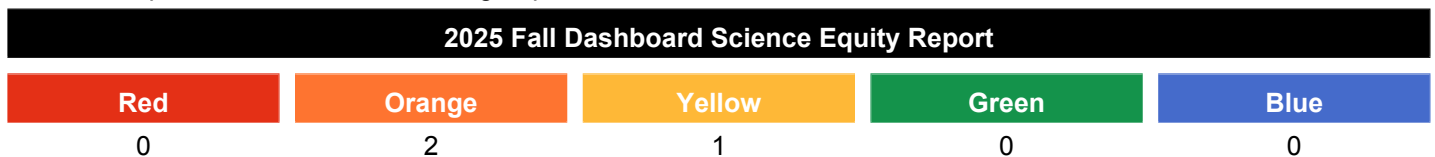
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 41.9 science points Increased 2.9 points 147 Students	English Learners  Orange 37.4 science points Maintained -0.2 points 53 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Yellow 40.3 science points Increased 2.4 points 125 Students

Students with Disabilities  No Performance Color 33.2 science points Increased 3.4 points 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 39.8 science points Maintained 1.4 points 97 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 45.4 science points Increased 5.4 points 35 Students

Conclusions based on this data:

1. Science performance for All Students increased by 2.9 points, SED students by 2.4 points, and English Only by 5.4 points..
2. Science performance for English Learners and Hispanic students maintained.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
55.3 making progress.	making progress.
Number Students: 152 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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.8%	32.9%	2.6%	52.6%

Conclusions based on this data:

1. 55.3% of our EL students are making progress.
2. EL students who maintained the level increased by 12.3%.
3. EL students who progressed at least one level decreased from 61% to 52.6%.

School and Student Performance Data

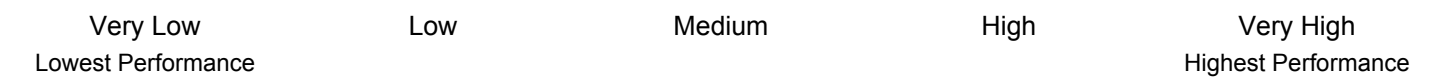
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

8.9% Chronically Absent

Declined 1.8

481 Students

English Learners



Green

5.2% Chronically Absent

Declined 2

172 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Socioeconomically Disadvantaged



Green

9.4% Chronically Absent

Declined 2.1

416 Students

Students with Disabilities  Orange 17.4% Chronically Absent Increased 8.4 86 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 8.1% Chronically Absent Declined 1.9 332 Students
Two or More Races  No Performance Color 18.2% Chronically Absent 0 11 Students	Pacific Islander  No Performance Color 0 Students	White  Green 9.2% Chronically Absent Declined 1.1 120 Students

Conclusions based on this data:

1. Chronic Absenteeism for All Students/Student Group has continued to decrease from 10.6% to 8.9%. The data shows that Fairview's efforts to support all students with attendance has had a positive effect on our chronic absenteeism rate.
2. Hispanic and English Learner Chronic Absenteeism have both decreased from 9.6% to 8.1% and 7.2% to 5.2% respectively.
3. White Chronic Absenteeism has continued to decreased from 11.7% to 9.2%.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

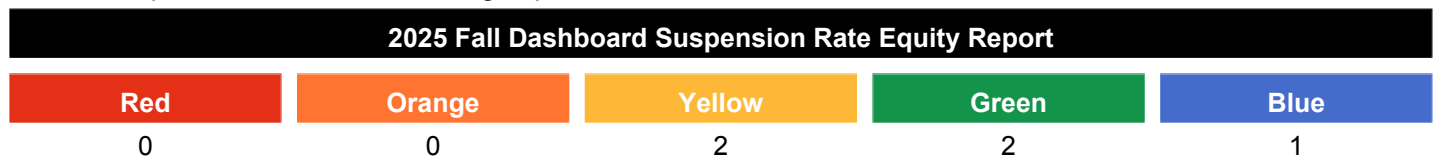
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 2.3% suspended at least one day Declined 1.8% 488 Students	 Blue 0% suspended at least one day Declined 1.2% 177 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color 9.1% suspended at least one day Declined 2% 11 Students	 Green 2.6% suspended at least one day Declined 1.6% 421 Students

Students with Disabilities  Yellow 4.7% suspended at least one day Declined 1.8% 86 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 0% suspended at least one day Declined 8.3% 11 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 1.5% suspended at least one day Declined 1.6% 338 Students
Two or More Races  No Performance Color 0% suspended at least one day 11 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 5% suspended at least one day Declined 1.5% 120 Students

Conclusions based on this data:

1. Suspension Rate for All Students/Student Group declined from to 6.3% to 2.3%.
2. Hispanic Suspension Rate by Race/Ethnicity declined from 5.2% to 1.5%.
3. White Suspension Rate by Race/Ethnicity declined from 9.2% to 5%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students at OUSD will demonstrate growth toward meeting or exceeding standards in ELA.

Identified Need

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

Fairview is still working on increases for overall performance in ELA as measured on the CAASPP assessment, 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	23/24 23% of all students met or exceeded standards 3rd 20.4% met or exceeded standards 4th 19% met or exceeded standards 5th 31% met or exceeded standards 24/25 21.48% of all students met or exceeded standards 3rd 19% met or exceeded standard 4th 24% met or exceeded standard 5th 20% met or exceeded standard	Increase the percentage of students who meet or exceed standards by 2% ALL students 23.5% 3rd: 21% 4th: 26% 5th: 22%
State Priority 4: Pupil Achievement CAASPP	English Learners (ELs) are 121.2 below standard while the White student group is 68.5 below standard on the California Dashboard data	EL Data data will be no more than 30 points higher than the White student group
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2023/24 Tri 2 data Averages: 3rd: 472 4th 486 5th: 523	Increase the averages for each grade level by at least 2% 3rd: 21% 4th: 13% 5th: 13%

	2024/25 Tri 2 data Averages: 14% of all students met or exceeded standards 3rd: 19% 4th: 11% 5th: 11%	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	After school tutoring for ELA and SLA available for all students (Title I), and EL students	All Students with a concentration on EL, SWD and SED students.	5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Extra duty teacher project time as deemed by the admin. The total was created based on this formula: The number of certificated teachers (X), times (X hours of release time per year) times \$65.00 (rate of hourly pay including benefits).
1.2	(SED, EL, SWD) Targeted small group intervention using I-Ready (Board adopted), CBM, and AR data. Intervention and ELD teachers use supplemental intervention materials and progress assessments.	All Students with a concentration on English Learners, SWD and SED students.	7900 Title I Part A: Allocation 4000-4999: Books And Supplies UPDATES: 4/2026 Renaissance STAR/AR \$7,108.50 Balance used for Headset purchases
1.3	"Teacher Project Time:" Update current ELD lessons and create lessons incorporating GLAD strategies in all classrooms with all students, particularly the SED, EL and SWD students.	(SED, EL, SWD) Professional Development and training in Glad strategies and IEP accommodations and modifications	6000 District Funded 1000-1999: Certificated Personnel Salaries Record on the timesheet as "Teacher Project Time" from Learning Recovery Emergency Block Grant (LREBG) to cover this "Teacher Project Time" Resource code 7435. The number of certificated teachers (X), times (X hours of release time per year) times \$65.00 (rate of hourly pay including benefits). Record on the timesheet as "Teacher Project Time" from Learning Recovery

			Emergency Block Grant (LREBG) to cover this "Teacher Project Time" Resource code 7435
1.4	"Teacher Project Time:" Udate and create pacing guides and common assessments	All students	4000 District Funded 1000-1999: Certificated Personnel Salaries Record on the timesheet as "Teacher Project Time" from Learning Recovery Emergency Block Grant (LREBG) to cover this "Teacher Project Time" Resource code 7435 j. The number of certificated teachers (X), times (X hours of release time per year) times \$65.00 (rate of hourly pay including benefits). Record on the timesheet as "Teacher Project Time" from Learning Recovery Emergency Block Grant (LREBG) to cover this "Teacher Project Time" Resource code 7435
1.5	Provide a "Partners in Learning" to provide parents with support to help their child.	All Students with a concentration on EL, SWD and SED students.	500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Educational Math/Literacy Night materials (Same as Goal 2)
1.6	(SED, EL, SWD) Implementing interventions with integrity with regular review of data to adjust student groups.	All Students with a concentration on EL, SWD and SED students.	93563 Title I 1000-1999: Certificated Personnel Salaries 1 FTE Intervention Teacher 37125 Title I 3000-3999: Employee Benefits 1 FTE Intervention Teacher
1.7			
1.9	K-5 Literacy Coach	All Students with a concentration on EL, SWD and SED students.	0 District Funded 1000-1999: Certificated Personnel Salaries 1 FTE Intervention Teacher

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

24-25 Analysis

In 24-25, Fairview overall 3rd grade ELA proficiency for CAASPP decreased from 20% to 19%

Fairview overall 4th grade ELA proficiency for CAASPP increased from 19% to 24%

Fairview overall 5th grade ELA proficiency for CAASPP decreased from 31% to 20%

For I-Ready, our 3rd graders increased from 17% to 19% at or above grade level and our 4th graders increased from 8% to 11% at or above grade level.

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

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 as described.

No major differences are noted from previous years. After school tutoring in reading continues. The use of the district Literacy Coach has helped with student-centered coaching in classrooms and providing reading intervention support to teachers.

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 (D5) activities. This time also allows for students who receive SAI and ELD to receive additional small group reading support in addition to their ELD minutes and our lowest EL students 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 2

Title and Description of School Goal

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

Mathematics

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students at OUSD will demonstrate growth toward meeting or exceeding standards in mathematics.

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	23/24 Data: 14% of all students met or exceeded standards; 3rd grade: 18% 4th grade: 15% 5th grade: 10% 24/25 Data: 10% of all students met or exceed standards; 3rd grade: 5% 4th grade: 3% 5th grade: 2%	Increase the percentage of students who meet or exceed standards by 2% All students: 12% 3rd grade: 7% 4th grade: 5% 5th grade: 4%
State Priority 4: Pupil Achievement CAASPP	Hispanic students are 81.1 points below standard while White students are 68.5 points below standard on the California Dashboard data	Hispanic data will be no more than 10 points higher than the White student group
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2023/24 Tri 2 data Averages: 3rd: 418 4th: 426 5th: 444 24/25 Tri 1 Data	Increase the averages for each grade level by at least 2% 3rd: 13% 4th: 16% 5th: 14%

	Averages: 3rd: 11% 4th: 14% 5th: 12%	
State Priority 4: Pupil Achievement Local Benchmarks (DMA)		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	After school math tutoring available for all students	All Students with a concentration on ELs, SWD and SED students.	0 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Same Budget Expenditure as Goal 1
2.2	(SED, EL, SWD) "Do the Math": Small group instruction using I-Ready data	All Students with a concentration on EL, SWD and SED students.	1200 Title I Part A: Allocation 4000-4999: Books And Supplies Digital Licensed for Supplemental intervention materials - "Do The Math intervention program."
2.3	(SED, EL, SWD) Review and update assessments and pacing guides for consistency and equity.	All Students with a concentration on EL, SWD and SED students.	0 District Funded 1000-1999: Certificated Personnel Salaries Teacher Project time - Same as goal 1
2.7	K-5 District Math Coach	All Students with a concentration on EL, SWD and SED students.	0 District Funded 1000-1999: Certificated Personnel Salaries 1 FTE Intervention Teacher
2.8	Provide a "Family Math Night" to provide parents with support to help their child.	All Students with a concentration on EL, SWD and SED students.	500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Educational Math/Literacy Night materials (Same as Goal 1) Purchase educational materials, snacks, and water

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

24/25 Analysis

In 24/25, Fairview overall 3rd grade math proficiency for CAASPP decreased from 18% to 5%.

Fairview overall 4th grade math proficiency for CAASPP increased from 15% to 3%.

Fairview overall 5th grade math proficiency for CAASPP decreased from 10% to 2%

For I-Ready, 11% of our 3rd graders were at or above grade level, 14% of our 4th graders were at or above grade level, and 12% 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.

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. Small group math intervention has increased for each grade level to 2 days each week with a rotation to account for Monday & Friday holidays throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Language Development

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All students at OUSD will demonstrate growth toward meeting or exceeding standards in English Language Development.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4: Pupil Achievement Language Proficiency (Data Quest)	In 24/25, our ELPAC scores were as follows: Level 1: 18% Level 2: 30.3% Level 3: 35.4% Level 4: 16.3% Our ELPI dashboard data shows 55.3% 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 24/25, our reclassification rate was 14%	The percentage of students who are reclassified will increase 5% over the previous year.
Priority 4: Pupil Achievement CAASPP	24/25 Data for EL: ELA - EL Students were 88.9 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.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	(SED, EL, SWD) Professional Development and training in Glad strategies - Banking Days and Staff Meetings	English Learners	0 None Specified None Specified This PD and planning will be a directed by our site EL Plan and school-wide goals.
3.2	(SED, EL, SWD) After school tutoring available for all students	Immigrant Students	750 Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries This is additional funding to support English Learners with after-school tutoring in ELA/SLA and math. This is to work in conjunction with Goal 1 and Goal 2 after-school tutoring
3.3	Monitor progress of English Learners and Reclassified students biannually using the ELlevation "EL Progress Monitoring Form" and use to review EL Data during the PLC process	English Learners and Reclassified students	0 District Funded None Specified EL Coordinator to assist with this activity.
3.4	ELD Coordinator: Help lower DELD classes, monitor student progress, and complete site paperwork	English Learners	0 District Funded None Specified 1.0 FTE ELD Coordinator
3.5	Bilingual Services Specialist - to help translate documents, talk with parents and support EL students	English Learners	0 District Funded None Specified
3.6	Access to Math and Literacy Coaches for use of Integrated ELD strategies	English Learners	0 None Specified None Specified
3.7	After School Tutoring for all students	English Learners	3,688 Title III 1000-1999: Certificated Personnel Salaries This is additional funding to support English Learners with after-school tutoring in ELA/SLA and math. This is to work in conjunction with Goal 1 and Goal 2 after-school tutoring. This would be at the rate of \$65 extra-duty rate, including benefits.
3.8			
3.10			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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.

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 4

Title and Description of School Goal

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

Parent Involvement

Increase opportunities and invitations for parent involvement and engagement

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: OUSD will promote parent and family engagement through building relationships, educational partnerships, input, and transparent communication.

Identified Need

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

Fairview is always working on various ways to engage parents and to invite them to be on campus and more involved with their students educational outcomes. There is a need for more parent participation in the annual California School Parent Survey to provide input on continued school improvement. We plan new parent and family engagement activities each year, as well as revise current events to draw in more families.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement	The California School Parent Survey from February 2025 shows 84% of parents agree or strongly agree that the school encourages active parent participation.	Our goal would be to increase this to 90%
Priority 3: Parental Involvement	Increase parent involvement at school events. The 2024/25 Math Game Night had 100 students attend with their parents or family members.	Our goal would be to increase this by 10%
Priority 3: Parental Involvement	The California School Parent Survey from February 24/25 shows 60% of the parents feel welcome on campus .	Our goal would be to increase this to 95%
Priority 3: Parental Involvement	We only had 22 parents take The California School Parent Survey out of 815 parents which is about 2.5% of Fairview's parents/guardians.	Our goals would be increase to 25% of our parents (approximately have 200 parents)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Annual Back to School Night (Title I Parent Meeting and Classroom Presentations)	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.	200 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Water and snacks 500 Title I Part A: Allocation 4000-4999: Books And Supplies Educational Support materials for parents to help students at home
4.2	Parent Engagement 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: I-Ready, literacy nights (one focused on ELA and one focused on Math), and technology training	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.	0 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Same as in Goal 1 - Literacy Night, SEL night, etc.
4.3	Parent Engagement Activity: Annual Math Game Night	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.	700 LCFF - Supplemental 4000-4999: Books And Supplies Fun Prizes, materials, snacks, and water- parent engagement funds from (Supplemental Concentration Funds)
4.4	Weekly Bulletin posted on website, Facebook, and sent via Aeires	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.	0 None Specified None Specified
4.5	Parent Engagement Activity: Dia de los Muertos	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities	500 District Funded 4000-4999: Books And Supplies Parent Engagement Funds from Supplemental

		(SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.	Concentration: Snacks and materials for the event
4.6	Parent Engagement Activity: Each trimester, the principal will hold a parent/principal social either before school or at the end of the school day (i.e. Lemonade with the Principal, Anti-Bullying Presentation, and Popsicles with the Principal).	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.	300 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Snacks and educational materials
4.7	Parent Engagement Activity: Hold a Fall and Spring parent engagement event like: Bingo, a dance, etc.	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students.	1600 LCFF - Supplemental 4000-4999: Books And Supplies Parent Engagement Funds from Supplemental Concentration: Snacks and materials for the event
4.8	Parent Engagement Activity: Family Movie Night	The goal will be school-wide, with specific strategies and actions with a concentrated focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and Hispanic students. Chromebooks will be available for parents to complete the annual survey to provide input.	200 LCFF - Supplemental None Specified Parent Engagement Funds from Supplemental Concentration: Snacks and materials for the event
4.9	Parent Engagement Activity: Bullying Information Presentation	The goal will be schoolwide with a focus on ATSI student groups, including Students with Disabilities (SWD), EL, Socioeconomically Disadvantaged (SED) and English Learners. Chromebooks will be available for parents to complete the annual survey to provide input.	0 Title I Part A: Parent Involvement None Specified

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

UPDATE:

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.

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

UPDATE:

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.

UPDATE:

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 5

Title and Description of School Goal

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

Student Centered School Culture and Climate

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

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 focused subgroups, including Students with Disabilities (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. A focus at Fairview this year has been on building a positive staff culture that organically trickles down to student culture on campus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Facilities in good repair	Facilities Inspection Tool (FIT) indicates "Good"	Facilities Inspection Tool (FIT) indicates "Good."
Priority 5: Pupil Engagement Attendance Rate	The attendance rate for the 24/25 school year was 95.49%.	Maintain attendance rate above 95%.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The chronic absentee rate for 2024/25 was 8.9%. Our Socioeconomically Disadvantage chronic absentee rate for 24/25 was 9.4%	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 Suspension Rate	The suspension rate for 24/25 was 2.3%. The suspension rate for students with disabilities was 4.7%.	Decrease our suspension rate by 5% for all students and see that our Hispanic data is not higher than other student groups.
Priority 6: School Climate Parent Survey	2024/2025 annual parent survey will be used as a baseline.	Overall parent satisfaction will increase. The number of parents completing the survey will increase.
Priority 8: Other Pupil Outcomes Physical Fitness Test	In 2017-2018, 25% of 5th grade students met at least 4 of the 6 standards on the Physical Fitness Test (Data after 17/18 has not been	30% of 5th grade students will meet 4 of 6 standards on the Physical Fitness Test.

submitted to the state so we have no official data)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Weekly perfect attendance incentive (bookmarks, pencils, certificates, planners)	All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)	400 Title I Part A: Allocation 4000-4999: Books And Supplies
5.2	Purchase incentives for positive attendance, including banner to hang in the cafeteria	All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)	1000 Lottery: Instructional Materials 4000-4999: Books And Supplies Attendance Incentives - student recognition/site discretionary Positive Attendance recognition banner
5.3	Class at each grade level with the highest percentage of attendance eats lunch with the principal.	All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)	0 None Specified None Specified
5.4	Continue to implement PBIS, including beginning of the year rotations for teaching behavior expectations, and ongoing support and reteaching throughout the year. SEL team members will share with staff strategies and research throughout the school year.	All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)	0 Lottery: Instructional Materials 2000-2999: Classified Personnel Salaries
5.5	Positive Office Referrals made by staff with students being able to go to the Principal's office for a positive phone call home & brag tag	All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)	400 Lottery: Instructional Materials 4000-4999: Books And Supplies Brag tags & photo paper bought from site discretionary funds
5.6	Continue with the evidence-based PBIS program and support from the SEL Instructional Coach and SEL Aide. SEL Coach is creating SEL videos for teacher use throughout the year to reinforce PBIS strategies.	All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)	0 None Specified None Specified
5.7	Blue Slip & Blue Shirt Fridays when student names are drawn from the week's Blue Slips turned into the office. Students drawn win a prize.	All Students with a concentrated focus on Socioeconomically Disadvantaged (SED)	200 Lottery: Instructional Materials 4000-4999: Books And Supplies Photo paper bought by site discretionary funds
5.8	Twice a trimester, staff members participate in culture building activities (Duck, Duck, Goose and Conversation Questions)	All staff	200 Lottery: Instructional Materials None Specified

			Beads, ducks, incentives
5.9	Dia De Los Ninos - Support pillar III of the DI Program	All Students with a concentration on EL, SWD and SED students.	700 District Funded None Specified Materials and supplies to support Dia de los Ninos

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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 than the prior year's 30%. Our suspension rate declined from 12.6% to 6.3%.

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$145688
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$167,126.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$130,688.00
Title I Part A: Allocation	\$15,000.00
Title I Part A: Parent Involvement	\$1,500.00
Title III	\$3,688.00
Title III Immigrant Education Program	\$750.00

Subtotal of additional federal funds included for this school: \$151,626.00

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	\$11,200.00
LCFF - Supplemental	\$2,500.00
Lottery: Instructional Materials	\$1,800.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$15,500.00

Total of federal, state, and/or local funds for this school: \$167,126.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	11,200.00
LCFF - Supplemental	2,500.00
Lottery: Instructional Materials	1,800.00
None Specified	0.00
Title I	130,688.00
Title I Part A: Allocation	15,000.00
Title I Part A: Parent Involvement	1,500.00
Title III	3,688.00
Title III Immigrant Education Program	750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	113,001.00
2000-2999: Classified Personnel Salaries	0.00
3000-3999: Employee Benefits	37,125.00
4000-4999: Books And Supplies	15,900.00
None Specified	1,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	10,000.00
4000-4999: Books And Supplies	District Funded	500.00
None Specified	District Funded	700.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,300.00

None Specified	LCFF - Supplemental	200.00
2000-2999: Classified Personnel Salaries	Lottery: Instructional Materials	0.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,600.00
None Specified	Lottery: Instructional Materials	200.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	93,563.00
3000-3999: Employee Benefits	Title I	37,125.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	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
None Specified	Title I Part A: Parent Involvement	0.00
1000-1999: Certificated Personnel Salaries	Title III	3,688.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	154,088.00
Goal 2	1,700.00
Goal 3	4,438.00
Goal 4	4,000.00
Goal 5	2,900.00

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
Sheila Mathrole	Principal Other School Staff
Korin Lusardi	Classroom Teacher
Diane Weatherman	Classroom Teacher
Laura Shannon	Other School Staff
Miranda Coughlin	Parent or Community Member
Calley Pfyl	Parent or Community Member
April Calderon	Parent or Community Member
Amy Niess	Classroom Teacher
Marisol Gonzalez	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, Sheila Mathrole 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 (LCAP) process.

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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