



Fairbanks Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora)

10/08/2025

2:30 PM

Location (Ubicación)

Zoom


Zoom Link (Enlace de Zoom)

<https://zoom.us/j/94977700565?pwd=aVlxMWx1eWRtcUQ5RIQ3NEh0Tmlvdz09>

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Consuelo Prado (Year 2)	Yes (Si)
Parent	Esmeralda Saavedra (Year 2)	No
Parent	Frances Reynaga (Year 1)	Yes (Si)
Parent	Elizabeth Foreman (Year 1)	Yes (Si)
Parent	Ana Diaz (Year 1)	Yes (Si)
Alternates (Alternativos):		Yes (Si)
*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) *Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Sara Tolle		Yes (Si)
Teacher: <i>Maestro(a):</i> Denise Chew (Year 2)		Yes (Si)
Teacher: <i>Maestro(a):</i> Walter Ulrich (Year 2)		Yes (Si)
Teacher: <i>Maestro(a):</i> Sabrina Balkind (Year 2)		Yes (Si)
Other Staff: <i>Otro Personal:</i> Kiana Davis (Year 2)		Yes (Si)
Alternates: <i>Alternativos:</i>		No
*Teachers must be the majority *Los maestros deben ser mayoría		





AGENDA

ITEM <i>ARTÍCULO</i>	Facilitator <i>Facilitador(a)</i>	Minutes <i>Minutas</i>
Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> Quorum <i>Quórum (50% +1)</i>	Chairperson <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 2:35 PM Total Members in Attendance: 9 <i>Total de Miembros Presentes:</i> Quorum: Yes (Si) <i>Quórum:</i>
Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> No comments
Review Agenda <i>Repasar Agenda</i>	Chairperson <i>Presidente</i>	Summary of Comments <i>(Resumen de Comentarios)</i> no comments
Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> link to previous minutes from 5.21.25 https://docs.google.com/document/d/1G8JDeUPRX49akgzjOpgVRZAYhK17MwnSV4GJTyT23bo/edit?usp=sharing 1  Previous Minutes	Chairperson <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona</i> : Walter Ulrich Second <i>Se secundó</i> : Consuelo Prado In favor <i>A favor</i> : 9 Oppose <i>En contra</i> : 0 Abstain <i>En abstención</i> : 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>



Council Business *Asuntos del Consejo*

<p>New Members (Nuevos Miembros)</p> <p>Welcome Ana Diaz as a new member of our School Site Council</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>
<p>Elect Officers (Elegir a Funcionarios)</p> <p>Chairperson:</p> <p>Vice Chairperson:</p> <p>Secretary:</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>Chairperson: Frances Reynaga Vice Chairperson: Ana Diaz Secretary- Kiana Davis</p>
<p>Member Training (Formación de Miembros)</p> <p>VIDEO: https://youtu.be/5SSjxMYMZWs</p> <p>LINK: https://docs.google.com/presentation/d/1QxAuHEwxrYnDRW-jo2_qCklyMvRZp3AFGDVAjZhUOmY/edit?usp=sharing</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>All 9 members watched the video</p>

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*

<p>Bylaws (Reglamentos)</p> <p>https://docs.google.com/document/d/1_MGXxiuYTLh81-NXcKt7w2D0RTOhUh1c/edit?usp=sharing&oui d=100845053972096495893&rtpof=true&sd=tr ue</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Frances Reynaga</p> <p>Person <i>Persona:</i> Sabrina Balkind Second <i>Se secundó:</i> Denise Chew In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> N/A</p>
<p>Parent Involvement (Participación de Padres)</p> <p>https://docs.google.com/document/d/1p6tAbZO5vvQgldyJA2-TmQt_xzBDyaFI1ogFiEwWEzo/edit?usp=shar ing</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Parent Involvement</p> <p>Person <i>Persona:</i> Consuelo Prado Second <i>Se secundó:</i> Frances Reynaga In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> N/A</p>
<p>School Compact (Compacto Escolar)</p> <p>https://docs.google.com/document/d/1U967V6Eb0cXdwYJiafH8RTpi_VQkcseNm7ZQYrvoq_M/edit?usp=sharing</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> School Compact</p> <p>Person <i>Persona:</i> Consuelo Prado Second <i>Se secundó:</i> Walter Ulrich In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>Site Safety Plan (Plan de Seguridad del Centro)</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Site Safety Plan</p> <p>Person <i>Persona:</i> Denise Chew Second <i>Se secundó:</i> Sabrina Balkind In favor <i>A favor :</i> 9 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

Document Review: *Revisión y de Documentos*

<p>Other</p> <p>Attendance Incentive for 2025-2026</p> <p>https://docs.google.com/document/d/1x4LMrtYA2PujJ0QbAGWJgxZkVKJYgTJqxdgn7OHznjg/edit?usp=sharing</p> <p>ASB Family Events for 2025-2026</p> <p>https://docs.google.com/document/d/1yhxogQOH8uWTlquyNN6N8X6uxwD7CNHQyyQTwij3t68/edit?usp=sharing</p> <p>1  Attachment</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>agree to adopt the draft of Attendance Incentive Plan</p> <p>Sabrina Balkind motion to approve. Frances Reynaga second to approve.</p> <p>9 in favor 0 oppose</p> <p>Motion: Pass</p>
<p>Other</p> <p>ELAC Meeting Slides from 10.8.25 morning meeting and CAASPP data</p> <p>https://docs.google.com/presentation/d/17stAIA9sY7-oUE-_ThNAVjucApoaR6_lqJkBipeYCRY/edit?usp=sharing</p>	<p>Chairperson <i>Presidente</i></p>	<p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i></p> <p>n/a</p>
School Plan For Student Achievement (SPSA) <i>Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)</i>		
<p>SPSA Draft</p> <p>This a PDF version of the SPSA for 2025-2026</p> <p>1  Attach Document</p>	<p>Chairperson <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> SPSA Draft</p> <p>Person <i>Persona</i>: Sabrina Balkind Second <i>Se secundó</i>: Consuelo Prado In favor <i>A favor</i> : 9 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> N/A</p>

Other Business: <i>Otros Asuntos:</i>		
ELAC Reporting <i>Informes ELAC</i>	Chairperson <i>Presidente</i>	Summary of Reporting (<i>Resumen de Informes</i>) shared ELAC slides
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	Chairperson <i>Presidente</i>	Summary of Presentation (<i>Resumen de Presentación</i>) n/a
Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> n/a
Adjournment: <i>Aplazamiento:</i>	Chairperson <i>Presidente</i>	Time: Hora: 3:12 PM

Next meeting date: <i>Fecha de próxima reunión:</i>	11/19/2025	2:30 PM
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Fairbanks Elementary School Site Council Agenda/Minutes

Date & Time: May 21, 2025 2:30 PM

Location: Zoom [LINK](#)



2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
Parent ▾ : <i>Consuelo Prado (Year 1)</i>	Present ▾
Parent ▾ : <i>Esmeralda Saavedra (Year 1)</i>	Absent ▾
Parent ▾ : <i>Phang Lor (Year 2)</i>	Absent ▾
Parent ▾ : <i>Frances Reynaga (Year 2)</i>	Absent ▾
Parent ▾ : <i>Elizabeth Foreman (Year 2)</i>	Absent ▾
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i>	
Staff: Principal or Designee/Teachers/Other Staff	Present
Principal/Designee: <i>Sara Tolle</i>	Present ▾
Teacher: <i>Denise Chew (Year 1)</i>	Present ▾
Teacher: <i>Sabrina Balkind (Year 1)</i>	Present ▾
Teacher: <i>Walter Ulrich (Year 1)</i>	Present ▾
Other Staff: <i>Kiana Davis (Year 1)</i>	Present ▾
<i>*Teachers must be the majority</i>	

AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	Principal/Chairperson	This meeting is called to order at May 21, 2025 2:30 PM PDT
Quorum (50% +1)		Total Members in Attendance: 6 ▾ Quorum: Yes ▾
Public Comment (2 minutes per speaker)	Principal/Chairperson	Summary of Discussion No public comment
Review Agenda	Principal/Chairperson	Summary of Comments/Questions

		No comment or questions
Review / approve minutes from last meeting LINK to the minutes: https://docs.google.com/document/d/1dcUOFuj7tw_-B9WdT1KDgCO8F8YDjYs8md6r4RX_I1Y/edit?usp=sharing	Principal/Chairperson	I move to approve the minutes: Sabrina Balkind Second: Denise Chew In favor: 6 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
<ul style="list-style-type: none"> School Plan For Student Achievement (SPSA) 		
Review & Approve: <ul style="list-style-type: none"> 2025-2026 SPSA ▾ 	Principal/Chairperson	I move to approve the 2025-2026 SPSA: Consuelo Prado Second: Sabrina Balkind In favor: 6 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
Other Business:		
<ul style="list-style-type: none"> Not Combined ▾ ELAC/Parent Meeting Summary End of the Year School Events 	Principal/Chairperson	Summary of Discussion Discussed Summitt K-12 Roll out Celebrated Reclassifications Discussed EL and ELPAC trends and growth
<ul style="list-style-type: none"> Additional Information/New Business/Discussion 	Principal/Chairperson	Summary of Comments/Questions
Adjournment	Principal/Chairperson	Time: May 21, 2025 3:01
Next meeting date: Fall 2025		



Fairbanks Elementary School School Site Council Bylaws

ARTICLE I

Duties of the School Site Council:

The School Site Council, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.



Fairbanks Elementary School School Site Council Bylaws

ARTICLE II

Members

Section A: Composition

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✓ Principal/Designee
- ✓ Classroom teachers
- ✓ “Other” school staff members (non classroom teaching staff)
- ✓ Parents or community members
- ✓ Students (secondary)

The school principal/designee is a required member of the council. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent and/or community members selected shall equal the number of school members selected.

Section B: Term of Office

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member’s current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic votes/ballots shall not be permitted.**

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.



Fairbanks Elementary School School Site Council Bylaws

Section F: Vacancy

Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.
- The term will be for the remaining time left in the vacated seat.

ARTICLE III

Elections of Council Members

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held in *August or as soon as permissible*:
 - Nominations and elections are conducted by the certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - A ballot will be used that includes a write in option.
- “Other” staff elections will be held in *August or as soon as permissible*.
 - The “other” position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
 - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff. If the form is digital, a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
 - A ballot will be used that includes a write in option.
- Parent/Community Member representative elections will be conducted in *September or as soon as permissible*.
 - Nominations and elections will be conducted by the *school office staff*.
 - Nominations will be accepted through the first *week of September or as soon as permissible*.
 - A ballot will be used with a write in option.



Fairbanks Elementary School School Site Council Bylaws

-If the form is digital, a member of the office staff will be a collaborator on the digital form and will assist in the verification of nominations and election results.

All election ballots and result records will be maintained at the school site for a period of three (3) years.

ARTICLE IV

Officers

Section A: Officers

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes and sign ins of regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Perform other such duties as are assigned by the chairperson or the council.

Section B: Election and Terms of Office

The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers

Any officer may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy



Fairbanks Elementary School School Site Council Bylaws

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

ARTICLE V

Committees

Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee.* No sub-committee may exercise the authority of the council.

Section B: Terms of Office

The council shall determine the terms of office for members of a committee.

Section C: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum

A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology/phone/etc.

ARTICLE VI

Meetings of the Council

Section A: Meetings

The council shall meet according to the schedule to fulfill SSC requirements (*at least 4 times per school year*). Special meetings of the council may be called by the chairperson or by a majority vote of the council.

Section B: Place of Meetings

The council shall hold its regular meetings at a facility provided by the school, unless such a facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings



Fairbanks Elementary School School Site Council Bylaws

1. Written public notice (agenda) of all meetings shall be posted at appropriate place accessible to the public, at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues: The school office and the School or District Webpage.
4. All required notices shall be delivered to council and committee members no less than 72 hours of the meeting, personally, or by mail/or via email.

Section D: Quorum

The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established. Members may attend via technology/phone/etc. A 15 minute window of wait time will be allotted to establish a quorum.

Section E: Conduct of Meetings

Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with *Robert's Rules of Order* or adoption thereof approved by the council.

Section F: Meetings Open to the Public

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII

Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.



Fairbanks Elementary School



TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

2025-2026

Fairbanks Elementary School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It was distributed to parents in AERIES Communicator.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Fairbanks Elementary School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at Fairbanks Elementary School are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first 2 weeks of school. The principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Flexible parent meetings are offered throughout the school year with the Principal. Some Title I parents are a part of School Site Council and English Learner Advisory Committee.

Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home periodically and Monthly School Newsletters sent through AERIES communicator.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Fairbanks Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as Family Literacy Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, and Family Literacy Night, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at Fairbanks Elementary School. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and

conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, and English Language Advisory Committee parents, such that , Family PBIS Meetings, Family Movie Night, Family Literacy Night, Multicultural Night, May Day Play Day ,and daytime students assemblies that parents are invited to come.

ACCESSIBILITY

Fairbanks Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Fairbanks Elementary School is a family-friendly school, where parent involvement, input and access is highly valued.



Fairbanks Elementary School Home of the Tigers

SCHOOL COMPACT FOR STUDENT SUCCESS

Student Name: _____ Teacher: _____

Dear Parent/Guardian:

In order to provide the best education for your child, it is essential that we work closely with you. You are a very important part of our team. Your support ensures your child's success in school. We encourage you to take an active role in your child's education. Students, families and teachers share responsibilities that we as partners must carry out to achieve student success in school and in life. Teachers have reviewed these responsibilities with students in class. Please review them with your child, sign this agreement, and return to your child's teacher. Thank you for your support.

Student: My education is important. I am the one responsible for my own success. Therefore, I will make every effort

to: · Come to school every day, arrive on time, and be ready to learn

- Complete and return all my assignments and homework on time
- Bring my school Chromebook
- Follow school cell phone policy and use technology appropriately
- Dedicate time at home for studying and reading
- Follow all rules at school: Show Respect, Make Good Decisions and Solve Problems
- Try my best

Parent/Guardian: It is important to encourage my child's learning and success in school. Therefore, I will make every effort

to: · Ensure that my child goes to school every day, arrives on time, and is ready to learn

- Support the school's discipline and dress code policy
- Establish a regular time for homework, review assignments, and ensure that my child reads at home
- Ensure my child gets at least eight hours of sleep every night
- Model to my child the importance of respecting authority and the rights of others
- Know what is in my child's backpack to ensure my child only has school appropriate items at school (for example, no toys or dangerous objects)
- Maintain ongoing communication with teachers and school personnel and be sure to update my contact information with the school
- Limit and supervise screen time (cell phone, tablets, computers, television, video games) and be aware of my child's social media use
- Participate in school governance (SSC, ELAC, etc.), in volunteer opportunities, and in other school activities
- Demonstrate professional conduct and a positive attitude

Teacher: It is important to ensure an optimal educational experience for every child. Therefore, I will make every effort to:

- Provide a challenging, standards-based curriculum to every student
- Provide meaningful classroom assignments and homework
- Provide help to parents to ensure they are able to assist their child complete assignments and homework
- Inform parents of their child's academic and behavior progress throughout the school year and maintain regular communication
- Design effective instruction that will engage all students
- Apply all school rules consistently and fairly to all students
- Demonstrate professional conduct and a positive attitude

Signature / Date Parent/Guardian Signature / Date _____ Student

Signature / Date Principal Signature / Date _____ Teacher



Twin Rivers Unified School District Comprehensive School Safety Plan

SB 187 Compliance Document (Education Code Section 32280-32289.5 and 49390-49395)

2025-2026

School: Fairbanks Elementary School

CDS Code: 34 76505 6032940

School Address: 227 Fairbanks Ave. Sac, CA 95838

School Phone: 916-566-3435

Principal's Name: Sara Tolle

Principal's Email: sara.tolle@trusd.net

Date of Adoption by Board of Trustees: _____

2 Attach evac map & aerial view

Signatures:

Sara Tolle	Principal	
	SSC Chairperson	
	Executive Director	

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Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
 - A) Child abuse reporting procedures
 - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
 - C) Earthquake emergency procedures
 - D) Use of facilities during emergencies
 - E) Suspension and expulsion policies
 - F) Notification of dangerous pupils
 - G) Discrimination, harassment, hate crime reporting
 - H) Dress code policies
 - I) Safe ingress and egress
 - J) School discipline procedures
 - K) Tactical response to criminal incidents
 - L) Prohibition of high-intensity drills
 - M) Reporting dangerous or unlawful activity
 - N) Sudden cardiac arrest response
 - O) Opioid overdose protocol
 - P) Instructional continuity plan
 - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

Comprehensive School Safety Plan Vision

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

School Safety Planning Committee Members (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	Principal or designee	Teacher Rep. of Cert. Employees	Parent	Classified Employee	Other School Staff	Law Enforcement
Name						
Twin Rivers Police						X
Sara Tolle	X					
Kiana Davis				x		
Elton Thomas				x		
Hutiel Gomez				x		
Tina Lehman		x				
Melanie Torres				x		
Correa/Paligo				x	x	

Date reviewed/amended: _____

Date communicated to the public: _____

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

- A) A representative of the local school employee organization
- B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
- C) A representative of each teacher organization at the school site
- D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

Part III: Site Demographics and Assessment of School Safety

Number of Students	347
Number of Staff	55
Number of Disabled Students	2
Number of Disabled Staff	0
Site Square Acreage / Square Footage	13598
Number of Classrooms	17
Number of Other Rooms	3
Number of Parking Lots	2
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	% of Students
Suspensions	3.2
Chronic absence rates	29.4
2024-25 School Climate Report Card (Elementary)	% of Students
School Connectedness	71
Academic Motivation	76

Meaningful Participation	49
Facilities Upkeep	50
Parent Involvement in Schooling	76
Social and Emotional Learning Supports	74
Antibullying Climate	76
Feel Safe at School	67
Cyberbullying	29
Rule Clarity	95

At Fairbanks Elementary School _____, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student's mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District's Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

Part IV: Key Safety Personnel – Incident Command System

Fairbanks Elementary School

Incident Command System Year: 2025-2026

Name	Work Phone	Cell Phone
COMMAND STAFF		
Incident Commander (Principal)		
Primary: Sara Tolle	916-566-3435	916-893-6430
Alternate: Elton Thomas	916-566-3435	916-730-2178
GENERAL STAFF		
OPERATIONS SECTION		
Section Leader: Kiana Davis	916-566-3435	916-806-5012
Alternate: Melanie Torres	916-566-3435	661-662-4172
Accountability Unit		
Unit Leader: Elton Thomas	916-566-3435	916-730-2178
Team 1: Hutiel Gomez	916-566-3435	916-896-6712
Team 2:		
Medical Unit		
Unit Leader: Lynn Paligo	916-566-3435	916-803-9023
Triage Team: Cynthia Correa	916-566-3435	916-803-9023
Treatment Team: Cynthia Correa	916-566-3435	916-803-9023
Search & Rescue Unit		
Unit Leader: Hutiel Gomez	916-566-3435	916-896-6712
Team 1: Sara Tolle	916-566-3435	916-893-6430
Team 2: Tina Lehman	916-566-3435	916-599-3538
PLANNING & INTEL SECTION		
Section Leader: Kiana Davis	916-566-3435	916-806-5012
Alternate:		
Situation Unit		
Unit Leader: Melanie Torres	916-566-3435	661-662-4172
Alternate:		

LOGISTICS SECTION

Section Leader: Elton Thomas

916-566-3435

916-730-2178

Alternate:

Supply Unit

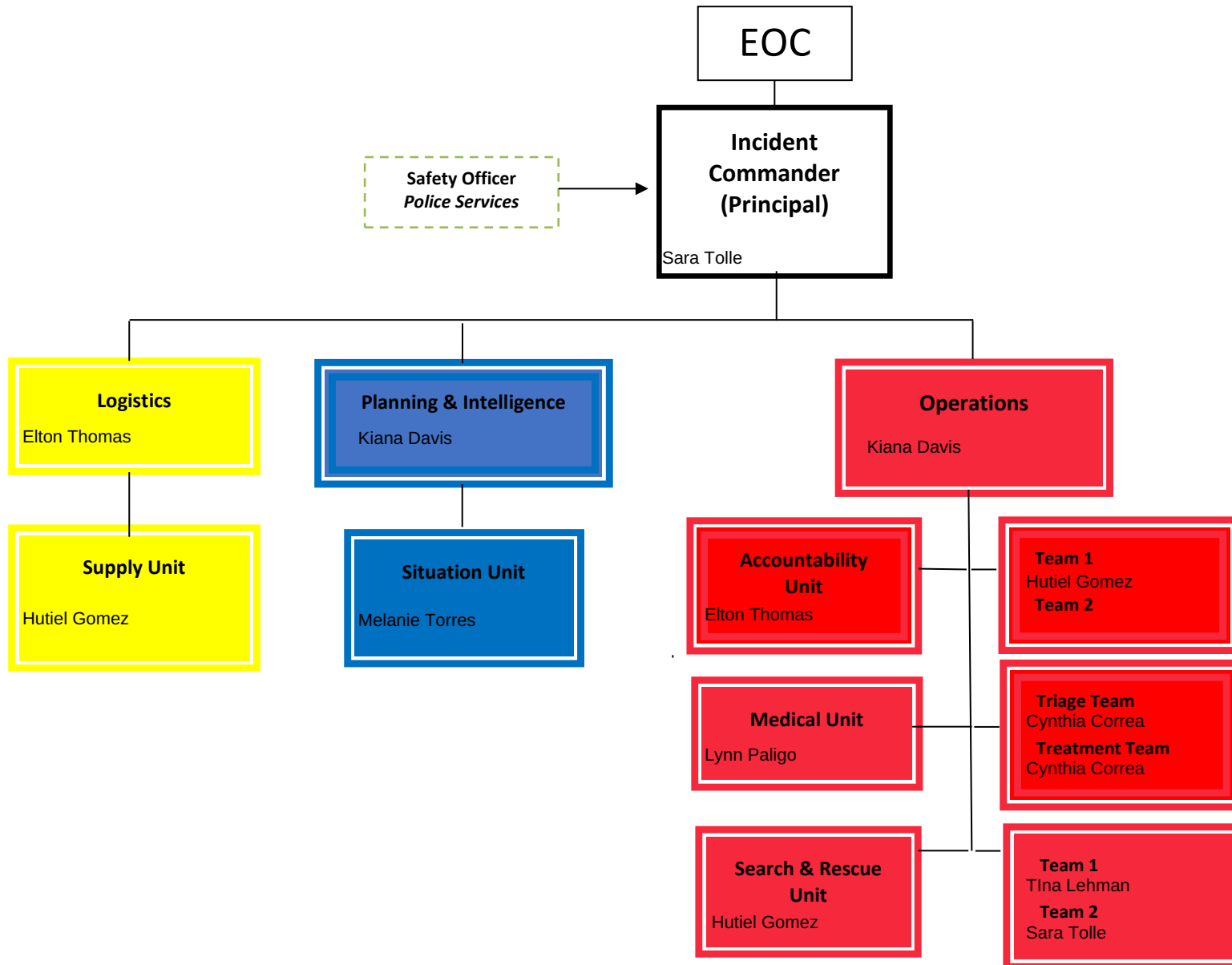
Unit Leader: Hutiel Gomez

916-566-3435

916-896-6712

Alternate:

Incident Command System
Year: 2025-2026



RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
Priorities	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	<p>What are the most important things to focus on immediately?</p> <p>Gain accountability of all students and staff within 10 minutes of the onset of the incident.</p>
Objectives	<p>Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available.</p> <p>Objectives can be thought of as the “big picture” response mechanisms that allow the Incident Commander to address the defined priorities.</p>	<p>How do I address the identified priorities?</p> <ol style="list-style-type: none"> 1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area. 2) Conduct Search and Rescue Operations
Strategies	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	<p>What are the specific resources I need to deploy in order to accomplish the stated objectives?</p> <ol style="list-style-type: none"> 1) Deploy Accountability Team to the Evacuation Assembly Area. 2) Deploy Search and Rescue Teams to selected areas.
Tactics and Tasks	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	<p>What are the specific task directives?</p> <ol style="list-style-type: none"> 1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name. 2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point. 3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.

INCIDENT COMMAND SYSTEM POSITION DESCRIPTIONS

COMMAND STAFF

The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

Incident Commander (IC) (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- ☐ Establishing the incident objectives and priorities that guide incident action planning and operations
- ☐ Approving all response plans and strategies based on expert advice
- ☐ Approving all external messages
- ☐ Determining the operational cycle
- ☐ Assessing the situation
- ☐ Establishing an Incident Command Post (ICP)
- ☐ Establishing or modifying an appropriate organization
- ☐ Ensuring planning meetings are scheduled as required
- ☐ Coordinating activity for all Command and General Staff
- ☐ Coordinating with key people and District officials
- ☐ Approving requests for additional resources or for the release of resources
- ☐ Keeping District administration informed of incident status
- ☐ Approving the use of trainees, volunteers, and auxiliary personnel
- ☐ Order the demobilization of the incident when appropriate.

UNIFIED COMMAND

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

GENERAL STAFF SECTION

OPERATIONS

The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

OPERATIONS SECTION CHIEF:

- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

ACCOUNTABILITY UNIT LEADER

- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

MEDICAL UNIT LEADER

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

SEARCH AND RESCUE UNIT LEADER

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

PLANNING & INTELLIGENCE

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

PLANNING & INTELLIGENCE SECTION CHIEF:

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- ☐ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SITUATION UNIT LEADER

- ☐ Maintain the Incident Command Post status board
- ☐ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- ☐ Document assignments and supply needs
- ☐ Notify the Incident Commander of pertinent information and status changes
- ☐ Establish information requirement
- ☐ Fill EOC information requests
- ☐ Maintains a master record of the incident

LOGISTICS

All incident material support and staffing needs are provided by the Logistics Section.

LOGISTICS SECTION CHIEF:

- ☐ Manage all incident logistics
- ☐ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- ☐ Brief other Section and Unit Leaders as needed
- ☐ Conduct logistical forecasting
- ☐ Identify anticipated and known incident service and support requirements
- ☐ Request additional resources as needed
- ☐ Review and provide input to all plans and planning subsections, as required
- ☐ Supervise requests for additional resources
- ☐ Direct and oversee the activation, operations, and demobilization of the Logistics Section
- ☐ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SUPPLY UNIT LEADER

- ☐ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

Part VI: Threat Reporting Procedures (California Education Code 49393)

1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

2. Definitions

- **Threat or perceived threat:** Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity:** Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee:** All certificated and classified staff, contractors, and governing board members who interact with students.

3. Immediate Response and Reporting Protocol

A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
 - **Report to site administration and**
 - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
 - Track incident response in real-time
 - Coordinate with district and law enforcement partners
 - Document steps taken throughout the incident

4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
 1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
 2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
 3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
 - Conduct a timely investigation
 - Review the California DOJ firearm registry
 - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
 - Counseling referrals
 - SST or IEP team review, if applicable
 - Safety re-entry planning

6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
 - Review the adequacy of the response
 - Ensure all supports and consequences were implemented appropriately
 - Adjust safety protocols if needed

Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.
2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

- A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
- B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
- C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this [link](#).

Off-Site Evacuation Locations

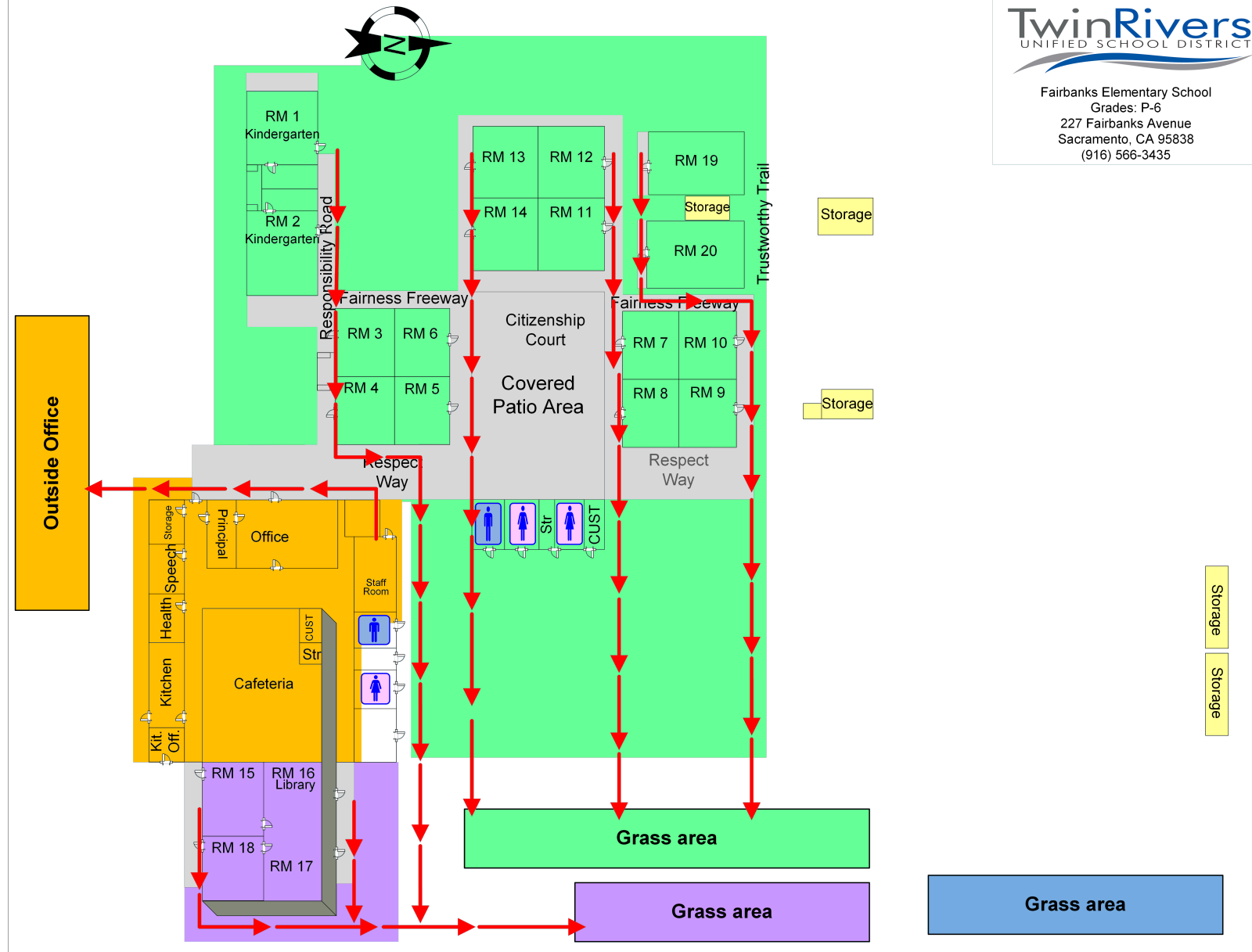
1 st OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	Strawberry Manor Park		
Contact Person:	Sara Tolle	Phone:	916-893-6430
Address:	200 Danville Way, Sacramento, 95838		
Special Conditions of Facility Owner:	n/a		
2 ND OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	Robertsons Community Center		
Contact Person:		Phone:	916-696-6689
Address:	3525 Norwood Ave, Sacramento 95838		
Special Conditions of Facility Owner:	n/a		

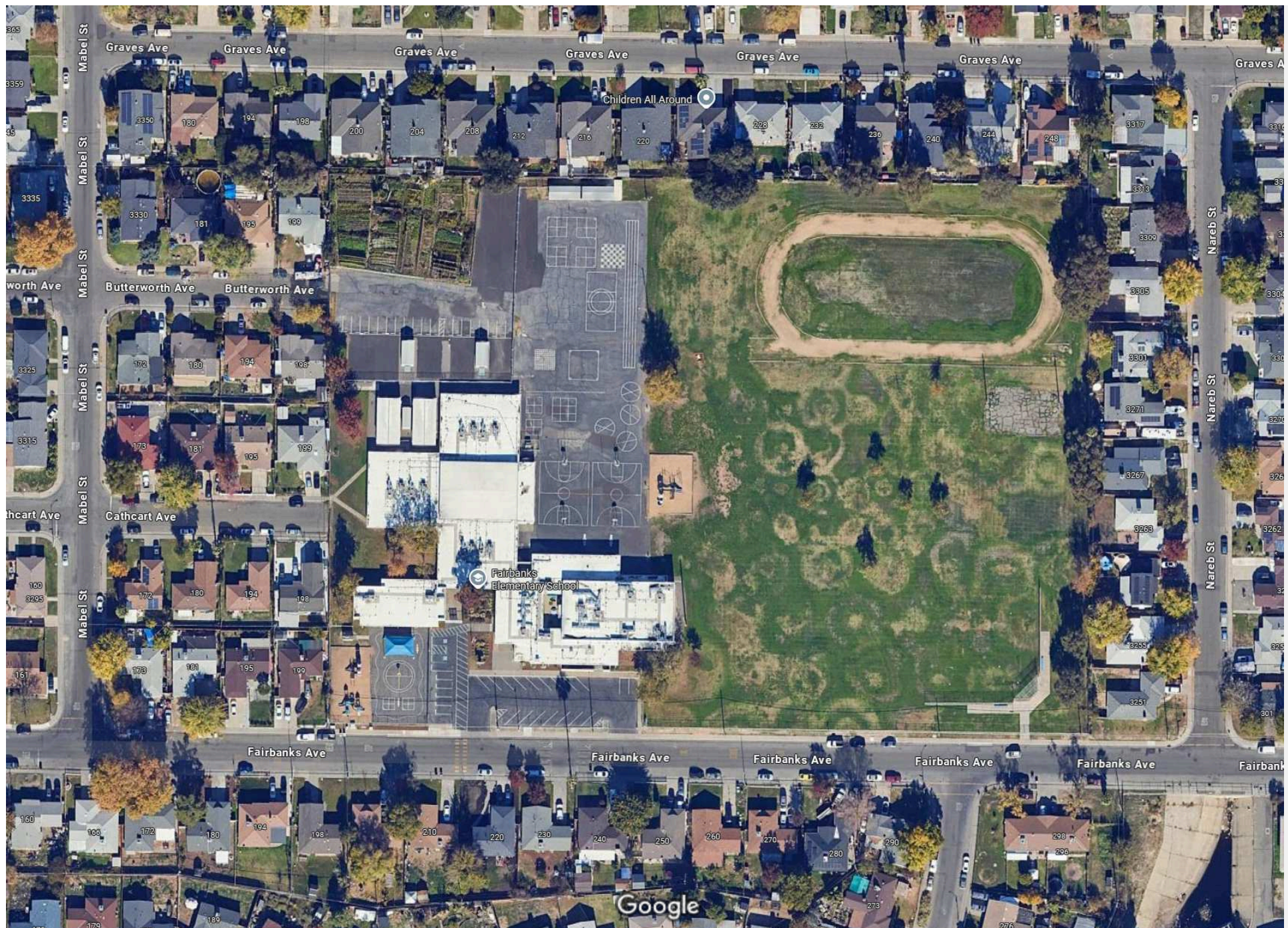
Fairbanks

227 Fairbanks Avenue, Sacramento CA 95838



Fairbanks Elementary School
 Grades: P-6
 227 Fairbanks Avenue
 Sacramento, CA 95838
 (916) 566-3435





Fairbanks Attendance Incentive Plan 2025-2026

Chronic Students: 4-5 Targeted Families

- No more than 4 days absent per month
- Starting in October
- Dinner or family incentive at the end of the month

At Risk Students: pull from this year's data (starting at 6 absences or more)

- Weekly check in charts with Ms. Kiana for 4 weeks
- Incentive every 2 weeks - no absences, no tardies for a full week
- Starting in October
- Phase out stage is still in question

Perfect Attendance Students (monthly): no lates, tardies, absences, early dismissals

- Rewarded monthly
- Half sheet Perfect Attendance certificates (Ms. Kiana will do)
- Perfect attendance medals (check supply room or order)
- Candy or small treat
- Every perfect attendance student will be put into a raffle that will be drawn at the end of every month for a bigger prize (10 winners per raffle)

Classroom Perfect Attendance (2 different incentives):

- Highest percentage per calendar month (done monthly)
 - Popcorn party
 - School tiger mascot for the month
 - Class pic on website
- Perfect Attendance Letters (spelled out) - all students present daily, lates, tardies, ED excluded)
 - Classroom prize undecided

Daily

- **'My Class Has Perfect Attendance Today'** signage outside of door (all students present, lates, tardies, EDs excluded)



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairbanks Elementary	34765056032940	5/21/2025	

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 Fairbanks Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Fairbanks Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The focus of the 2025-2026 SPSA will be on academic achievement of all students, improving the safety and civility of the campus by creating a positive and supportive school climate, and increasing parent involvement in school activities. Our students, staff and community are still overcoming the impact of working through the impact of the pandemic and a full year of distance learning. Our SPSA is crafted with this knowledge in mind. We are aware of learning gaps that need to be filled as well as socio-emotional needs that will need to be met. A great amount of our attention will be placed on rebuilding and supporting both mental health and educational needs.

During the upcoming year we will continue to focus on differentiated small group reading instruction coupled with i-Ready reading intervention. In mathematics, teachers will continue to utilize the SWUN lesson structures and designs including the Beyond the Basic Facts component. We will also continue utilizing the SWUN coach for professional development opportunities, lesson planning and co-teaching opportunities.

We will continue to utilize our MTSS Specialist and team to support students through the SSP process and determine appropriate interventions and next steps.

The PBIS team will continue to be instrumental in supporting the safety and civility of students through schoolwide PBIS lessons taught in all grades around safety, respect and responsibility.

Key funding to support these goals include:

- Funding 1 FTE Family Community Liaison
- Funding 1 noon duty coach to support with PBIS and SEL implementation through student lunch-time activities

In summary, our SPSA reflects the greatest needs of our students based on our mission of inspiring each of our students to extraordinary achievement every day. This is reflected in the priorities and goals we have set. This work includes access and equity for all students toward all learning opportunities.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

This year the needs assessment was conducted using the Thought Exchange survey, as well as with the parent advisory entities of School Site Council (SSC), English Language Advisory Committee (ELAC), Principal Parent (Coffee with Admin meetings), and with staff through whole staff meetings and committees such as the Instructional Leadership Team (ILT), Positive Behavior Intervention & Support (PBIS) Team. Through these digital tools and meetings, families, community members, and staff members were able to provide input on current goals and suggestions for future needs.

Back to School Night / Annual Title I Meeting: 8/27/24

ILT Meeting Date: 9/10/24, 10/8/24, 11/12/24, 12/10/24, 1/14/25, 2/11/25, 3/11/25, 4/8/25, 5/13/25

PBIS Meeting Dates: 9/3/24, 10/1/24, 11/5/24, 12/3/24, 1/7/25, 2/4/25, 3/4/25, 4/1/25, 5/6/25

SSC Meetings: 9/25/24, 11/20/24, 1/29/25, 3/19/25, 5/21/25

ELAC parent meetings: 9/18/24, 11/13/24, 1/29/25, 4/23/25, 5/14/25

The feedback received through the Thought Exchange survey, SSC meetings, ILT meetings, ELAC meetings, PBIS, and staff meetings allowed us to identify areas of strength and need in our current school program. The recommendations make evident that we need: additional academic and behavior/SEL supports for students, increased opportunities for

staff development to build teacher capacity, and increased opportunities for parents to be involved and engaged with the school.

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.

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.

Orange-Language Arts

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.

Chronic Absenteeism

All Student: Yellow

Red: English Learners and Hispanic

Suspension Rate:

All Student: Yellow

No Categories 2 Below

English Learners:

All Student: Yellow

English Language Arts:

All Student: Orange

Red: African American and English Learner

Mathematics:

All Student: Yellow

No Categories 2 Below

Other Needs

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

Parent Engagement is at 30% average for our family events (Back to School Night, Open House Movie Night, Dances, etc.).

We have 32 suspensions this school year 2024-2025, but last year we had 20 (2023-2024). Our PBIS team works hard to develop modules for SEL and behavior support.

206 behavior referrals for this entire school (2024-2025), this is an increase from last school year (2023-2024 was 76).

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Fairbanks Elementary. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.28%	0.82%	1.08%	1	3	4
African American	15.34%	14.17%	15.18%	54	52	56
Asian	33.52%	33.51%	32.79%	118	123	121
Filipino	%	0%	0.27%	0	0	1
Hispanic/Latino	40.34%	36.78%	34.69%	142	135	128
Pacific Islander	0.85%	3%	3.25%	3	11	12
White	4.26%	4.36%	5.42%	15	16	20
Two or More Races	3.69%	5.18%	4.88%	13	19	18
Not Reported	1.70%	2.18%	2.44%	6	8	
Total Enrollment				352	367	369

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	44	35	40
Grade 1	41	46	37
Grade 2	49	48	55
Grade3	53	51	52
Grade 4	50	61	63
Grade 5	60	58	60
Grade 6	55	68	62
Total Enrollment	352	367	369

Conclusions based on this data:

1. Hispanic and Asian student populations continue to be strongly represented and many of these EL students scoring below grade level in both ELA and Math.
2. Overall enrollment totals are increasing from previous school year.

3. Kindergarten enrollment increased by 5 students this school year (2023-2024)

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	114	107	101	30.6%	32.4%	27.4%
Fluent English Proficient (FEP)	22	21	24	6.1%	6.3%	6.5%
Reclassified Fluent English Proficient (RFEP)	13	13	4	4.0%	3.8%	1.4%

Conclusions based on this data:

1. There is a need to increase the number of EL students who reclassify based on this current data.
2. The number of students identified as English Learners is stable with a slight decrease from the prior year.
3. Supplemental services for ELL students will need to continue in 2025-2026.

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.

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	54	54	53	53	51	51	53	51	51	98.1	94.4	96.2
Grade 4	55	61	64	54	59	61	54	59	61	98.2	96.7	95.3
Grade 5	63	63	62	63	62	60	63	62	60	100.0	98.4	96.8
Grade 6	57	70	66	57	68	63	57	68	63	100.0	97.1	95.5
All Grades	229	248	245	227	240	235	227	240	235	99.1	96.8	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2341.	2345.	2339.	3.77	7.84	5.88	11.32	7.84	7.84	26.42	23.53	21.57	58.49	60.78	64.71
Grade 4	2407.	2384.	2406.	7.41	3.39	11.48	24.07	18.64	14.75	20.37	22.03	13.11	48.15	55.93	60.66
Grade 5	2422.	2446.	2416.	6.35	8.06	5.00	14.29	19.35	23.33	22.22	20.97	13.33	57.14	51.61	58.33
Grade 6	2454.	2433.	2474.	5.26	1.47	3.17	19.30	14.71	25.40	26.32	27.94	30.16	49.12	55.88	41.27
All Grades	N/A	N/A	N/A	5.73	5.00	6.38	17.18	15.42	18.30	23.79	23.75	19.57	53.30	55.83	55.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.77	5.88	3.92	58.49	50.98	47.06	37.74	43.14	49.02
Grade 4	3.70	8.47	6.56	62.96	55.93	70.49	33.33	35.59	22.95
Grade 5	7.94	6.45	5.00	55.56	66.13	51.67	36.51	27.42	43.33
Grade 6	8.77	7.35	6.35	50.88	42.65	55.56	40.35	50.00	38.10
All Grades	6.17	7.08	5.53	56.83	53.75	56.60	37.00	39.17	37.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.77	3.92	3.92	35.85	35.29	31.37	60.38	60.78	64.71
Grade 4	3.70	1.69	4.92	53.70	47.46	44.26	42.59	50.85	50.82
Grade 5	4.76	6.45	1.67	36.51	48.39	46.67	58.73	45.16	51.67
Grade 6	0.00	0.00	6.35	42.11	35.29	44.44	57.89	64.71	49.21
All Grades	3.08	2.92	4.26	41.85	41.67	42.13	55.07	55.42	53.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.21	5.88	0.00	60.38	64.71	74.51	26.42	29.41	25.49
Grade 4	5.56	6.78	6.56	59.26	59.32	59.02	35.19	33.90	34.43
Grade 5	9.52	14.52	8.33	68.25	64.52	60.00	22.22	20.97	31.67
Grade 6	5.26	5.88	4.76	70.18	67.65	76.19	24.56	26.47	19.05
All Grades	8.37	8.33	5.11	64.76	64.17	67.23	26.87	27.50	27.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	7.84	3.92	60.38	50.98	60.78	39.62	41.18	35.29
Grade 4	11.11	0.00	8.20	61.11	66.10	59.02	27.78	33.90	32.79
Grade 5	1.59	9.68	8.33	50.79	58.06	56.67	47.62	32.26	35.00
Grade 6	7.02	4.41	6.35	64.91	55.88	66.67	28.07	39.71	26.98
All Grades	4.85	5.42	6.81	59.03	57.92	60.85	36.12	36.67	32.34

Conclusions based on this data:

1. All grades have over 50% not proficient in ELA skills.
2. All grades have over 45% not proficient in writing skills.

3. Listening skills was the area where all grades did the best in terms of non proficient students.

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.

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	54	54	53	53	52	53	53	52	53	98.1	96.3	100
Grade 4	55	61	64	54	61	64	54	61	64	98.2	100.0	100
Grade 5	63	63	62	63	63	62	63	63	62	100.0	100.0	100
Grade 6	57	70	66	57	70	66	57	70	66	100.0	100.0	100
All Grades	229	248	245	227	246	245	227	246	245	99.1	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2368.	2367.	2377.	3.77	1.92	3.77	18.87	19.23	20.75	15.09	19.23	26.42	62.26	59.62	49.06
Grade 4	2431.	2410.	2416.	5.56	4.92	6.25	16.67	13.11	20.31	37.04	26.23	21.88	40.74	55.74	51.56
Grade 5	2412.	2429.	2421.	3.17	7.94	3.23	6.35	9.52	11.29	22.22	22.22	19.35	68.25	60.32	66.13
Grade 6	2447.	2405.	2445.	1.75	0.00	1.52	5.26	10.00	13.64	38.60	17.14	27.27	54.39	72.86	57.58
Grade 11															
All Grades	N/A	N/A	N/A	3.52	3.66	3.67	11.45	12.60	16.33	28.19	21.14	23.67	56.83	62.60	56.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.21	5.77	7.55	37.74	28.85	45.28	49.06	65.38	47.17
Grade 4	9.26	3.28	7.81	46.30	40.98	46.88	44.44	55.74	45.31
Grade 5	3.17	4.76	6.45	31.75	34.92	37.10	65.08	60.32	56.45
Grade 6	3.51	1.43	7.58	38.60	27.14	31.82	57.89	71.43	60.61
Grade 11									
All Grades	7.05	3.66	7.35	38.33	32.93	40.00	54.63	63.41	52.65

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.77	5.77	5.66	35.85	51.92	47.17	60.38	42.31	47.17
Grade 4	9.26	3.28	9.38	51.85	42.62	45.31	38.89	54.10	45.31
Grade 5	0.00	3.17	1.61	36.51	41.27	40.32	63.49	55.56	58.06
Grade 6	0.00	1.43	3.03	42.11	31.43	45.45	57.89	67.14	51.52
All Grades	3.08	3.25	4.90	41.41	41.06	44.49	55.51	55.69	50.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.55	3.85	7.55	45.28	59.62	47.17	47.17	36.54	45.28
Grade 4	7.41	9.84	10.94	59.26	47.54	54.69	33.33	42.62	34.38
Grade 5	3.17	7.94	3.23	46.03	50.79	59.68	50.79	41.27	37.10
Grade 6	5.26	1.43	4.55	68.42	42.86	59.09	26.32	55.71	36.36
All Grades	5.73	5.69	6.53	54.63	49.59	55.51	39.65	44.72	37.96

Conclusions based on this data:

1. All grades had more than 50% students not scoring proficient in math skills based on 23/24.
2. Fourth grade students increased 7% in the category of Communicating Reasoning for at or near standard.
3. Grade 5 students had the highest number of students not scoring proficient according to the data from 23/24.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1452.9	*	1381.7	1449.2	*	1387.1	1461.4	*	1368.6	12	9	13
1	1408.3	*	1362.8	1432.2	*	1361.4	1383.8	*	1364.1	12	8	11
2	1470.8	1457.6	*	1472.0	1467.9	*	1469.2	1446.9	*	14	14	9
3	1476.5	*	1453.5	1485.2	*	1450.3	1467.4	*	1456.2	21	10	18
4	1504.2	1476.0	1470.1	1500.6	1474.6	1462.6	1507.2	1476.9	1476.8	20	29	14
5	1500.8	1521.7	1480.2	1504.3	1514.7	1493.6	1497.0	1528.3	1466.4	21	19	27
6	1509.1	1492.6	1495.8	1506.4	1501.7	1489.2	1511.6	1483.0	1502.0	20	23	19
All Grades										120	112	111

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	*	15.38	41.67	*	15.38	8.33	*	38.46	16.67	*	30.77	12	*	13
1	0.00	*	0.00	8.33	*	27.27	25.00	*	27.27	66.67	*	45.45	12	*	11
2	15.38	7.14	*	46.15	28.57	*	7.69	42.86	*	30.77	21.43	*	13	14	*
3	4.76	*	0.00	28.57	*	16.67	47.62	*	50.00	19.05	*	33.33	21	*	18
4	15.00	3.45	0.00	45.00	34.48	28.57	20.00	37.93	28.57	20.00	24.14	42.86	20	29	14
5	14.29	21.05	11.11	23.81	52.63	37.04	42.86	15.79	22.22	19.05	10.53	29.63	21	19	27
6	15.00	21.74	15.79	30.00	4.35	47.37	20.00	39.13	15.79	35.00	34.78	21.05	20	23	19
All Grades	13.45	10.71	7.21	31.93	30.36	31.53	26.89	33.93	29.73	27.73	25.00	31.53	119	112	111

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	*	7.69	33.33	*	38.46	8.33	*	15.38	25.00	*	38.46	12	*	13
1	8.33	*	9.09	16.67	*	27.27	50.00	*	18.18	25.00	*	45.45	12	*	11
2	38.46	7.14	*	30.77	42.86	*	15.38	50.00	*	15.38	0.00	*	13	14	*
3	23.81	*	16.67	52.38	*	22.22	9.52	*	16.67	14.29	*	44.44	21	*	18
4	40.00	20.69	14.29	30.00	48.28	28.57	15.00	6.90	21.43	15.00	24.14	35.71	20	29	14
5	28.57	42.11	44.44	47.62	42.11	25.93	14.29	5.26	7.41	9.52	10.53	22.22	21	19	27
6	30.00	34.78	47.37	30.00	30.43	26.32	10.00	13.04	5.26	30.00	21.74	21.05	20	23	19
All Grades	29.41	23.21	25.23	36.13	41.07	28.83	15.97	16.96	16.22	18.49	18.75	29.73	119	112	111

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	7.69		*	23.08		*	46.15		*	23.08		*	13
1	*	*	0.00	*	*	18.18	*	*	36.36	*	*	45.45	*	*	11
2	*	7.14	*	*	7.14	*	*	50.00	*	*	35.71	*	*	14	*
3	*	*	0.00	*	*	0.00	*	*	44.44	*	*	55.56	*	*	18
4	*	3.45	0.00	*	10.34	7.14	*	34.48	35.71	*	51.72	57.14	*	29	14
5		15.79	0.00		5.26	14.81		68.42	29.63		10.53	55.56		19	27
6	0.00	0.00	5.26	40.00	13.04	21.05	15.00	17.39	47.37	45.00	69.57	26.32	20	23	19
All Grades	6.72	5.36	2.70	26.05	12.50	14.41	26.89	39.29	38.74	40.34	42.86	44.14	119	112	111

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	*	7.69	41.67	*	69.23	8.33	*	23.08	12	*	13
1	25.00	*	18.18	66.67	*	36.36	8.33	*	45.45	12	*	11
2	38.46	28.57	*	53.85	71.43	*	7.69	0.00	*	13	14	*
3	33.33	*	16.67	47.62	*	50.00	19.05	*	33.33	21	*	18
4	35.00	6.90	7.14	50.00	65.52	64.29	15.00	27.59	28.57	20	29	14
5	9.52	36.84	18.52	76.19	52.63	59.26	14.29	10.53	22.22	21	19	27
6	15.00	13.04	15.79	65.00	56.52	52.63	20.00	30.43	31.58	20	23	19
All Grades	27.73	19.64	17.12	57.98	60.71	55.86	14.29	19.64	27.03	119	112	111

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	*	15.38	41.67	*	38.46	25.00	*	46.15	12	*	13
1	0.00	*	0.00	66.67	*	54.55	33.33	*	45.45	12	*	11
2	15.38	7.14	*	61.54	64.29	*	23.08	28.57	*	13	14	*
3	38.10	*	16.67	47.62	*	44.44	14.29	*	38.89	21	*	18
4	45.00	44.83	42.86	40.00	31.03	21.43	15.00	24.14	35.71	20	29	14
5	57.14	73.68	62.96	33.33	10.53	14.81	9.52	15.79	22.22	21	19	27
6	40.00	52.17	63.16	40.00	26.09	15.79	20.00	21.74	21.05	20	23	19
All Grades	36.13	37.50	36.04	45.38	37.50	33.33	18.49	25.00	30.63	119	112	111

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	*	7.69	75.00	*	69.23	8.33	*	23.08	12	*	13
1	8.33	*	0.00	8.33	*	36.36	83.33	*	63.64	12	*	11
2	0.00	7.14	*	61.54	57.14	*	38.46	35.71	*	13	14	*
3	0.00	*	0.00	38.10	*	27.78	61.90	*	72.22	21	*	18
4	5.00	6.90	0.00	65.00	27.59	28.57	30.00	65.52	71.43	20	29	14
5	9.52	15.79	0.00	33.33	68.42	51.85	57.14	15.79	48.15	21	19	27
6	0.00	8.70	5.26	45.00	17.39	52.63	55.00	73.91	42.11	20	23	19
All Grades	5.04	8.93	1.80	46.22	40.18	46.85	48.74	50.89	51.35	119	112	111

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	75.00	*	30.77	8.33	*	23.08	16.67	*	46.15	12	*	13
1	8.33	*	9.09	16.67	*	54.55	75.00	*	36.36	12	*	11
2	30.77	14.29	*	38.46	64.29	*	30.77	21.43	*	13	14	*
3	4.76	*	0.00	66.67	*	61.11	28.57	*	38.89	21	*	18
4	15.00	10.34	0.00	55.00	44.83	64.29	30.00	44.83	35.71	20	29	14
5	9.52	26.32	3.70	61.90	57.89	48.15	28.57	15.79	48.15	21	19	27
6	20.00	0.00	21.05	55.00	60.87	57.89	25.00	39.13	21.05	20	23	19
All Grades	20.17	16.07	10.81	47.90	52.68	52.25	31.93	31.25	36.94	119	112	111

Conclusions based on this data:

1. Overall we ELPAC tested 1 less student than last year, so our EL population is remaining steady.

2. Grade 6 students had the highest percentage of all grade levels in Level 4 for Oral Language in 23/24 at 47.37%.
3. In the reading domain for 6th grade in 22-23, in the somewhat/moderately score range was 17.39%, in 23-24 6th grade in this same section and domain score was 52.63%.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
369	92.7%	27.4%	0.0%
Total Number of Students enrolled in Fairbanks Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	27.4%
Foster Youth	0	0.0%
Homeless	50	13.6%
Socioeconomically Disadvantaged	342	92.7%
Students with Disabilities	65	17.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	15.2%
American Indian	4	1.1%
Asian	121	32.8%
Filipino	1	0.3%
Hispanic	128	34.7%
Two or More Races	18	4.9%
Pacific Islander	12	3.3%
White	20	5.4%

Conclusions based on this data:

1. Nearly all students come from homes where their status is economically disadvantaged and poverty affects school performance.

2. Culturally diverse student groups indicate the need for the school to offer culturally sensitive and relevant school experiences which build background knowledge of English and mainstream culture in English.
3. Our Hispanic and Asian populations are our highest populations.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		

Conclusions based on this data:

- English Language Arts is critical to students' opportunity and access and significant gains are lacking in moving from low performing to proficient. Aggressive strategies and reassessment of student progress is needed to monitor progress.
- Mathematics is a critical to students' opportunity to access and benefit from higher level courses in middle school and high school. Barrier to math proficiency need to be monitored to consider changes for progress.

3. Trend for improving chronic absences appears positive, as it is in the yellow category and not red or orange.

School and Student Performance Data

Academic Performance English Language Arts

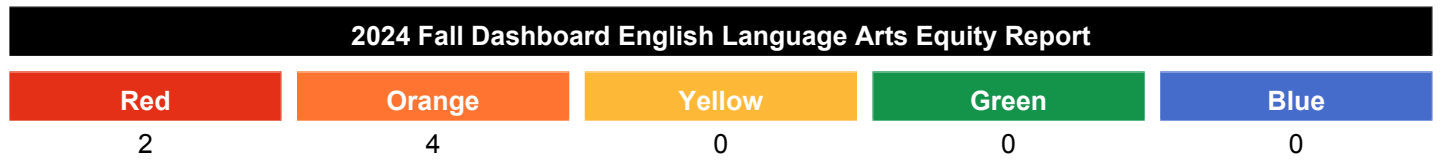
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>70.4 points below standard</div> <div>Increased 11.1 points</div> <div>214 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>88.5 points below standard</div> <div>Declined 7.2 points</div> <div>68 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>85.5 points below standard</div> <div>Increased 44.5 points</div> <div>32 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>73.2 points below standard</div> <div>Increased 11.9 points</div> <div>206 Students</div>

Students with Disabilities  Orange 150.1 points below standard Increased 15.6 points 47 Students	African American  Red 99.4 points below standard Declined 5.1 points 31 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Orange 46.7 points below standard Declined 8.1 points 69 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  Orange 72.3 points below standard Increased 31.6 points 77 Students
Two or More Races  No Performance Color 77.2 points below standard Increased 14.4 points 11 Students	Pacific Islander  No Performance Color Less than 11 Students 8 Students	White  No Performance Color Less than 11 Students 9 Students

Conclusions based on this data:

1. Performance in ELA is consistently low or very low for all subgroups. Effective, research based intervention strategies are needed to increase low performance for each sub-group.
2. Students in the African American sub-group are in red (99.4 points below standard) and greater intervention strategies including focus on reading comprehension and foundational skills is needed to increase students' low performance.
3. Socioeconomically Disadvantaged is now in orange (red 23-24) with an increase of 11.9 points. Slowly but surely moving in the correct direction.

School and Student Performance Data

Academic Performance Mathematics

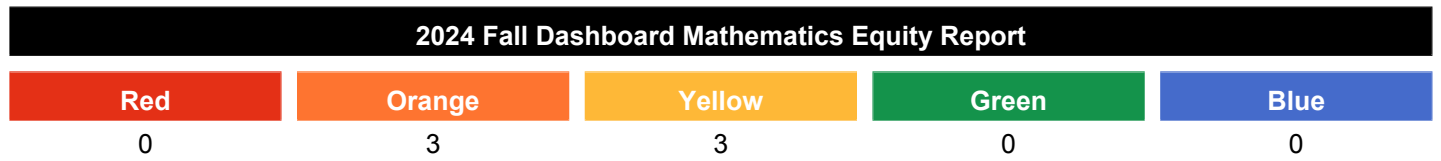
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>81.1 points below standard</div> <div>Increased 13.6 points</div> <div>218 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>91.0 points below standard</div> <div>Increased 3.2 points</div> <div>72 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>103.7 points below standard</div> <div>Increased 43.9 points</div> <div>33 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>82.9 points below standard</div> <div>Increased 15.4 points</div> <div>210 Students</div>

Students with Disabilities  Orange 133.9 points below standard Increased 38.8 points 47 Students	African American  Orange 110.3 points below standard Increased 8.2 points 31 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  Yellow 48.8 points below standard Increased 10.5 points 70 Students	Filipino  No Performance Color Less than 11 Students 0 Students	Hispanic  Orange 95.7 points below standard Increased 16.0 points 80 Students
Two or More Races  No Performance Color 77.3 points below standard Increased 24.5 points 11 Students	Pacific Islander  No Performance Color Less than 11 Students 8 Students	White  No Performance Color Less than 11 Students 9 Students

Conclusions based on this data:

1. We don't have any categories in the red section.
2. Students with Disabilities showed improvements in Mathematics by and increased 38.8 points.
3. All categories showed increase in points, and 3 categories in orange and 3 categories in yellow.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
45% making progress.	making progress.
Number Students: 80 Students	Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	42.5%	0%	45%

Conclusions based on this data:

- English learners progressed at a greater rate than those that decreased and the strategies used to move student up a level should continue.
- English learners who decreased one level should receive additional supplemental support and partnerships with families is recommended (classes to support English at home).
- English learners who maintained proficiency should receive additional classroom support including incentives and encouragment to move up a level on ELPAC measures.

School and Student Performance Data

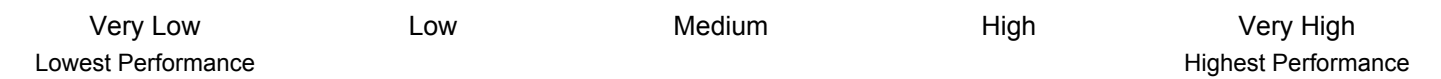
Academic Performance College/Career Report

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

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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 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.

2024 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. NA
- 2. NA
- 3. NA

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

29.4% Chronically Absent

Declined 6.4

411 Students

English Learners



Red

23% Chronically Absent

Increased 4

122 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Homeless



Orange

38.8% Chronically Absent

Declined 13.2

85 Students

Socioeconomically Disadvantaged












Yellow

30.7% Chronically Absent

Declined 6.6

394 Students

Students with Disabilities  Orange 31.7% Chronically Absent Declined 15.9 82 Students	African American  Orange 43.9% Chronically Absent Declined 14.4 66 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Yellow 11.4% Chronically Absent Declined 5.2 123 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Red 33.1% Chronically Absent Increased 0.6 142 Students
Two or More Races  No Performance Color 41.9% Chronically Absent Declined 16.7 31 Students	Pacific Islander  No Performance Color 57.9% Chronically Absent Declined 19 19 Students	White  No Performance Color 21.7% Chronically Absent Declined 38.3 23 Students

Conclusions based on this data:

1. Chronic absent students who need additional monitoring are from all student subgroups and tracking of attendance should continue for these students.
2. Chronic absent students require additional incentives and motivation to attend school and events/activities should continue next year to promote desired results (using attendance school plan and budget).
3. Chronic absent students and their parents may need to receive access to outside resources to address any barriers to attending school every day next school year.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 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. NA

2. NA

3. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

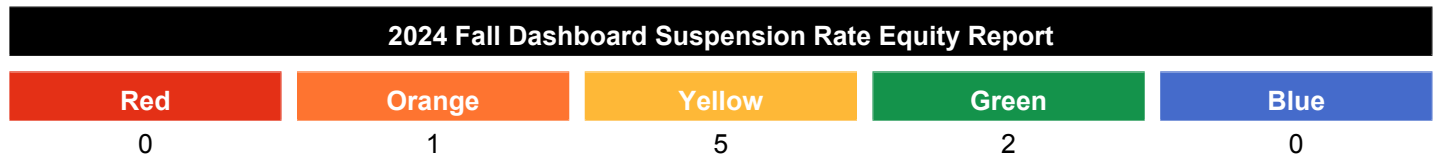
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>3.2% suspended at least one day</div> <div>Declined 3.8%</div> <div>434 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>4.6% suspended at least one day</div> <div>Increased 1%</div> <div>130 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>4% suspended at least one day</div> <div>Declined 7.3%</div> <div>100 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>3.1% suspended at least one day</div> <div>Declined 4.3%</div> <div>415 Students</div>

Students with Disabilities  Yellow 6% suspended at least one day Declined 8.7% 83 Students	African American  Yellow 5.6% suspended at least one day Declined 6.6% 72 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Green 0.8% suspended at least one day Declined 0.7% 123 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 3.3% suspended at least one day Declined 6.1% 152 Students
Two or More Races  Green 2.6% suspended at least one day Declined 4% 38 Students	Pacific Islander  No Performance Color 10.5% suspended at least one day Increased 3.4% 19 Students	White  No Performance Color 4.3% suspended at least one day Declined 4% 23 Students

Conclusions based on this data:

1. African American students decreased suspension rate by 6.6%.
2. Students with Disabilities student representation has the highest suspension rate, so alternatives to suspension need to be developed and implemented to change this trend.
3. Suspension rates have increased since last school year (20 suspensions in 2023-2024 and 32 suspensions in 2024-2025, increase of 12 suspensions). We will continue to work with alternatives and incentives for positive behavior support (PBIS).

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.

Goal 1: Improve Academic Performance and Eliminate Achievement Gap
During the 2025-2026 school year the percentage of students meeting or exceeding standards will increase by 10% or more on CAASPP English Language Arts and Math assessments by June 2026.

During the 2025-2026 school year the percentage of students meeting or exceeding standards will increase by 5% or more when comparing performance data for Trimester 1 and Trimester 2 Benchmarks for both ELA and Math to the previous school year's data (2024-2025).

English Learners will show a 5% increase in the number of students progressing at least one level on the ELPAC assessment by June 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

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.

California School Dashboard data is used to develop the 25/26 SPSA.

California Statewide Assessment dashboard provides performance indicators in meeting performance goals. The 2024 data indicates that English Language Arts is low (70.4 points below standard), mathematics performance is middle (orange) (81.1 points below standard), and English Learner progress showed 45% making progress towards English language proficiency.

Below is CAASPP comparison data from 2022/2023 to 2023-2024

English Language Arts Achievement for CAASPP data indicates percent proficient or advanced:

- Grade 3: 22/23: 16% 23/24: 14%
- Grade 4: 22/23: 22% 23/24: 26%
- Grade 5: 22/23: 28% 23/24: 28%
- Grade 6: 22/23: 16% 23/24: 29%

Math Achievement for CAASPP data indicates percent proficient or advanced:

- Grade 3: 22/23: 21% 23/24: 25%
- Grade 4: 22/23: 18% 23/24: 27%
- Grade 5: 22/23: 18% 23/24: 15%
- Grade 6: 22/23: 10% 23/24: 15%

English Language Arts Achievement for 2023-2024 and 2024-2025

Trimester ELA benchmark data indicates:

- Tri 1 ELA decreased by 5.3% from 32.1% in 23/24 to 26.8% proficient in 24/25
- Tri 2 ELA decreased by 7.5% from 39.6% in 23/24 to 32.1% proficient in 24/25

Math Achievement for 2023-2024 and 2024-2025

Trimester math benchmark data indicates:

- Tri 1 math increased by 6.5% from 48% in 23/24 to 54.5% proficient in 24/25
- Tri 2 math increased by 3.1% from 42.2% in 23/24 to 45.3% proficient in 24/25

This assessment data demonstrates the need for continued data analysis and data-driven instruction in PLC teams. It also speaks to the need for additional professional development, academic intervention, and curricular supports in both ELA and math.

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
CAASPP Data ELA	The 2024 California State dashboard data indicates that English Language Arts is low (70.4 points below standard). Only 24.7% proficient in grades 3-6 based on 2023-2024 CAASPP data.	By June 2026, the percent of students meeting or exceeding standards on state assessment (CAASPP) will increase by 10% as evident by summative data on state assessments.
CAASPP Data Math	81.1 points below standard, low Only 20% proficient in grades 3-6 based on 2023-2024 CAASPP data	By June 2026, the percent of students meeting or exceeding standards on state assessment (CAASPP) will increase by 10% as evident by summative data on state assessments.
ELPAC Data on EL student performance 2024	45% making progress towards English language proficiency.	By May 2026, growth using summative ELPAC assessment will show a 10% growth in all levels of English

		language proficiency moving up at least one ELPAC Level.
ELA Trimester 1-2 Benchmark	<p>English Language Arts Achievement for 2023-2024 and 2024-2025 Trimester ELA benchmark data indicates:</p> <ul style="list-style-type: none"> • Tri 1 ELA decreased by 5.3% from 32.1% in 23/24 to 26.8% proficient in 24/25 • Tri 2 ELA decreased by 7.5% from 39.6% in 23/24 to 32.1% proficient in 24/25 	Increase Trimester 1 and 2 ELA data by 5% when compared to 2024-2025.
Math Trimester 1-2 Benchmark	<p>Math Achievement for 2023-2024 and 2024-2025 Trimester math benchmark data indicates:</p> <ul style="list-style-type: none"> • Tri 1 math increased by 6.5% from 48% in 23/24 to 54.5% proficient in 24/25 • Tri 2 math increased by 3.1% from 42.2% in 23/24 to 45.3% proficient in 24/25 	Increase Trimester 1 and 2 Math benchmark data by 5% when compared to 2024-2025.

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	1.1 Classroom teachers will formulate assessments that guide lesson plans in both English Language Arts and Math, which incorporate High Quality First Instruction teaching practices. Increased Professional development time will be provided that will focus on building teachers' capacity to use of the Cycle of Continuous Improvement. Professional development will include coaching and training.	All Students	
1.2	1.2 Provide After-School and Saturday intervention opportunities for students (extra pay for teachers)	All Students	
1.3	1.3 Purchase instructional materials and supplies for far below student support and for student projects to engage and advance learning, and supplemental materials for English language learners to promote the reclassification as English proficient.	All Students	
1.4	1.4 Provide software programs/license in order for students to access digital platforms aligned with common core content essential standards that will assist in offering differentiated leveled instruction to close the achievement gap for all students and sub-groups.	All Students with an emphasis on English Learners, Homeless Youth, and Low Income	

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.

We implemented the goal as planned. We fell short in both ELA and Math Benchmarks by not increasing 10%. Our EL students are making steady progress.

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

none

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.

none

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.

Improve Culture and Climate through Increased Student Engagement

By focusing on school culture and climate as related to attendance, school-wide behavior systems, and social-emotional learning, The school will develop and sustain a safe and welcoming learning environment for all students. By June of 2026, daily attendance average will be 96%+, chronic absentee rate will decrease to 10%, the number of students excluded with suspensions will be below 2.5%, and more students will report feelings of safety while at school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Improve Culture and Climate through Increased Student Engagement and Parent Involvement

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 CA Dashboard indicates that 29.4% of students in 2024-2025 are chronically absent resulting in the school being medium status. 28.35% in 2023-2024 are chronically absent resulting in the school being in the medium status. This is a increase of 1.05% for chronic absenteeism.

We have 32 suspensions in 2024-2025 and 20 in 2023-2024, this is an icrease of suspensions by 12 incidents.

Year to date attendance rate as of 5/13/2025 is 91.58% which is a decrease of -0.83% from this day last year.
Year to date Chronic Absence as of 5/13/2025 is 31.98% which is an increase of 2.72% from this day last year.
Year to date suspension rate is 5.33% as of 5/13/25 this is an increase of 5.33% from this day last year.

Focused work toward improving attendance and engagement in school will be a key goal for the 2025-2026 school year.

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
Average Daily Attendance (ADA)	2021-2022 ADA = 88.2% 2022-2023 ADA = 91.1% 2023-2024 ADA= 92.0% 2024-2025 ADA= 91.6%	By June 2026, attendance will increase to 96%+ as measured by monthly attendance reports.
Chronic Absent Rate	2021-2022 Chronic absenteeism increased to 53.0% 2022-2023 Chronic absenteeism decreased to 33.9% 2023-2024 Chronic absenteeism decreased to 28.6% 2024-2025 Chronic absenteeism increased to 30.5%	By June 2026, chronic absenteeism will decrease by 10%.
Suspension Rates	Suspension rate in 2021-2022 = 2.91% Suspension rate in 2022-2023 = 7.04%	By June 2026, suspension data will remain below 2.5%

	Suspension rate in 2023-2024 =3.2% Suspension rate in 2024-2025=5.33% (as of 5/13/2025)	
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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
2.1	2.1 1 FTE Family & Community Liaison (FCL) The FCL will support attendance incentives, school community building events, academic support to students and families, parent and family workshops, SEL support, PBIS tier 1 and tier 2 interventions, sharing of community resources with all stake-holders, increase and student engagement on and off school campus, etc.	All Students	41,977 Title I Basic 2000-2999: Classified Personnel Salaries Family & Community Liaison will support and improve Culture and Climate through Increased Student Engagement 30,056 Title I Basic 3000-3999: Employee Benefits Family & Community Liaison benefits
2.2	2.2 The site will increase attendance, decrease incidences of suspensions, through reinforcement of PBIS school-wide behavior systems. We will increase social-emotional learning opportunities during unstructured times by contracting with a service agency. The agency will provide a coach to teach SEL skills through structured play during lunch recesses.	All Students	14,259 Title I Basic 5000-5999: Operating Expenditures SEL/PBIS Structured Recess Support
2.5			
2.6			

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.

Our suspension rate has increased to 5.33%. We are working on lunch time to support SEL and Tier 2 interventions to reduce suspension rates. Attendance is in the 91%, so we haven't met the goal of 96%+, but we are making slow steady progress. Family & Community Liaison and SEL/PBIS structured recess support have helped with positive behaviors incentives.

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

N/A

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.

N/A

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.

Ensure All Students Graduate College & Career Ready

Ensure All Students Graduate College and Career Ready

Build student and family excitement about the importance that education provides toward future opportunities for college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Ensure all Students Graduate College & Career Ready

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.

Opportunities for students to attend outside of the school Common Core aligned field trips. The purpose of the field trips will be to promote excitement and enthusiasm toward the importance of learning and all that school has to offer in preparing future opportunities. Student exposure to college and career opportunities.

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
All students will have CCSS aligned field trip opportunities	<p>2024-2025: Anchor Trips were provided by the district: 3rd grade: MOSAC: Museum of Science and Curiosity 4th grade: Marshall Gold Discovery State Park 5th grade: Aerospace Museum 6th grade: Sierra Nevada Journeys: Grizzly Creek Ranch</p> <p>School Funded Trips: Kindergarten: Bishop's Pumpkin Farm and Sacramento Zoo 1st Grade: Nimbus Fish Hatchery 2nd Grade: Hamburger Farm 4th Grade: A Touch of Understanding 6th Grade: UC Davis college tour</p>	During the 2025-2026 school year: all students will have opportunities to attend CCSS aligned field trips.
College and Career Exposure/Opportunities	<p>2024-2025: 5th grade students college report from the research state report</p> <p>College Friday: Wear your college gear</p>	During the 2025-2026 school year: all students will have opportunities for exposure to diverse resources for colleges and careers.

	<p>College Fair during Open House: Intermediate classes</p> <p>Career Panel: Grade 3-6 organized by our school counselor</p> <p>6th grade partner ship with UC Davis. Students get college prep sessions at Fairbanks an then also a visit to UC Davis.</p>	
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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
3.1	No activities funded through Title I Funding from other sources will be used to provide actions to support this goal. These include, but are not limited field trips.	All Students	

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.

Goal Met. Students are excited about learning in diverse environments. Students are gathering information about college and career paths/opportunities.

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

N/A

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.

N/A

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.

Increase Parent Engagement

Fairbanks School will develop and sustain a safe and welcoming learning environment by providing strong home-school communication and a wide variety of engagement opportunities for families. Parent involvement leads to higher success for students and communities.

By June of 2026 the percentage of parents attending BTSN, Parent Teacher Conferences, Open House, SSC, ELAC and Parent Events will increase by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

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.

An essential goal at Fairbanks is to have every parent feel safe, welcomed, and connected to the school.

Based on conversations through various committees, survey responses, and data review - identified areas of focus include:

- Provide Social Emotional Learning opportunities
- Academic deficiencies caused through distance learning - support needed to close the gap
- Greater need to inspect and monitor the school facility and repairs needed for student safety
- Parent support for access to information on how to best help special needs students including students who are English language learners
- Need for more enrichment activities at lunch and after school to improve student engagement
- Need to address behavior and lack of skills in managing students with challenging behaviors such as defiance, eloping, or disengagement
- Address and provide additional supports for: attendance, chronic absenteeism, and suspensions

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
Increase the percentage of parents attending events	Attendance at many of our functions were low. Back-to-School Night averaged 10-12 parents per classroom; Parent Conferences averages 50 – 80% per class; Coffee and conversation meetings averages 6-10 parents per meeting; school volunteers were not utilized or in place; and major events averaged about 30-40% of our families.	To engage and have at least 75% of our parents attend at least one event per year.

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	4.1 Enhance parent engagement by supporting with technology help and providing computer devices and resources for the Parent Center/Office which is accessible to parents while visiting the school.	All Students	2,360 Title I Parent and Family Engagement 4000-4999: Materials and Supplies

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.

Implementation was successful. We were able to have computer resources in an area in the office for families in need.

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

N/A

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.

N/A

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.

Provide Facilities that are Clean, Safe, and Conducive to Learning

Provide Facilities that are clean, safe, and pleasant for students and staff, and provide an environment conducive to student learning.

To successfully complete the annual Williams site visit for facilities inspection.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide Facilities that are Clean, Safe, and Conducive to Learning

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.

N/A

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
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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
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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.

Goal was implemented successfully as stated above. We will continue to strive for clean and safe environment conducive to learning.

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

N/A

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.

N/A

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	\$88,652.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,652.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

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 Basic	\$86,292.00
Title I Parent and Family Engagement	\$2,360.00

Subtotal of additional federal funds included for this school: \$88,652.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$88,652.00

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
Title I Basic	86,292.00
Title I Parent and Family Engagement	2,360.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	41,977.00
3000-3999: Employee Benefits	30,056.00
4000-4999: Materials and Supplies	2,360.00
5000-5999: Operating Expenditures	14,259.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Title I Basic	41,977.00
3000-3999: Employee Benefits	Title I Basic	30,056.00
5000-5999: Operating Expenditures	Title I Basic	14,259.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	2,360.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	86,292.00
Goal 4	2,360.00

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
Sara Tolle	Principal
Kiana Davis	Other School Staff
Sabrina Balkind	Classroom Teacher
Walter Ulrich	Classroom Teacher
Denise Chew	Classroom Teacher
Consuelo Prado	Parent or Community Member
Esmeralda Saavedra	Parent or Community Member
Phang Lor	Parent or Community Member
Frances Reynaga	Parent or Community Member
Elizabeth Foreman	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

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 5/21/2025.

Attested:




Principal, Sara Tolle on 5/22/2025

SSC Chairperson, Elizabeth Foreman on 5/22/2025

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/>

Updated by the California Department of Education, October 2023