

School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairview Elementary	01611926000962	March 17, 2022	June 08, 2022

## School Mission and Vision Statements

The Fairview staff is dedicated to the continued pursuit of uplifting our community, building confidence in our students and developing a culture of success on campus – living by our Mission & Vision Statements...

“The Fairview Staff’s aim is to create a safe, respectful, supportive, and socially & academically responsive environment that encourages lifelong learning and critical thinking.”

### Fairview Mission:

Fairview Elementary School has a philosophy and program designed to meet the needs of all students transitioning into adolescents. We believe that all students should be exposed to comprehensive academic curriculum, guided by the Common Core Standards and district initiatives. At Fairview, all students participate in a rigorous academic program, expanding their academic skills so all students can become productive, responsible, and compassionate citizens in our ever-changing world.

### Vision:

The Fairview School staff is committed to HUSD’s vision that all students will be prepared, challenged and motivated in a 21st century learning environment that develops the physical, intellectual and emotional success of all learners. At Fairview, our philosophy and academic program is designed to meet the needs of each and every student within our community.

Our vision is to equip our students with the 21st Century skills necessary to be college and career ready. Fairview strives to foster a welcoming environment conducive to producing well-rounded students. Fairview's aim is to become the highest performing school in the Hayward Unified School District.

Fairview strives to be a pillar of strength in our community. We want excellence for our students and would like to provide as much support for our families as possible. Our goals remain steadfast. We plan to 1) be the highest performing school in the district, 2) surround our students and families with the support necessary to be successful, and 3) continue to build school spirit.

# Purpose and Description

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

Schoolwide Program

FAIRVIEW SCHOOL MISSION STATEMENT

“ Community of Lifelong Learners”

Our mission is to create a socially and academically responsive environment that encourages lifelong learning.

FAIRVIEW SCHOOL VISION STATEMENT

Students will become critical thinkers in a safe, respectful, and supportive environment to thrive within a global community.

Fairview Elementary is a Title I Schoolwide Program. Student needs are met through our LCAP State Priorities in alignment with the Every Student Succeeds Act (ESSA). Analysis of the data is included in the plan. The analysis includes: 2019 CAASPP ELA and Math data disaggregated by concepts and ethnicity, Fountas and Pinnell Reading Data, and ELPAC data on English Learners. We are addressing Students with Disabilities, Deaf and Hard of Hearing students, English Learners and African American youth as specific subgroups to ensure that all students are making adequate progress. Fairview is focusing on LCAP State Priorities:

- Priority 2: State Standards (Conditions of Learning)
- Priority 3 Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

The purpose of this Single Plan for Student Achievement is to ensure alignment of LCAP State Priorities with LEA Initiatives, and Schoolwide Goals & Budget. This SPSA is written to address State Priorities 2-7, as Fairview focuses on developing a plan responsive to:

\*Mastery of the Common Core Standards

\*Increasing Parent Involvement

\*Increasing Student Achievement

\*Ensuring Students are Engaged in Extracurricular Activities

\*Establishing a Welcoming, Fun, yet Rigorous Campus Climate, that Promotes a College-Going Culture

\*Ensuring All Students have Complete Access to the Curriculum

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

In alignment with the district's Local Control and Accountability Plan and Title I program, Fairview's:

- Staff will have high expectations of all students.

\* Theoretical Big Ideas and Foci are - Balanced Literacy, Cultural Responsive Teaching, Mathematical Reasoning & Critical Thinking

- Teachers will engage in the Cycle of Inquiry (COI): (1) Ask essential question (2) Analyze data (3) Discuss solutions (4) Improve instruction (5) Improve results

- Staff will engage in Cycle of Inquiry, teachers will analyze student data, set goals, evaluate instructional strategies and adjust the academic program in English Language Arts (ELA), Math and English Language Development (ELD)
- Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies, structured language protocols and integrated English Language Development throughout the day to support English Learners in the mastery of academic English and functional language.
- Entire school community will support the Fairview PTA. Monthly African American Student Achievement Initiative (AASAI), English Learner Advisory Committee (ELAC) meetings, monthly Parent-Principal chats to increase parent participation. In addition, communications will be sent out more regularly to via multiple forms of media (i.e. - School Website, Newsletter, Google Classroom, Class Dojo, Zoom Conferencing, School Marquee Display, and Automatic Dialing Services).
- Staff will utilize counselors, behaviorists and a variety of incentives to emphasize Positive Behavioral Intervention and Supports (Socio-Emotional Learning Strategies, Culturally Responsive Teaching Best Practices & Restorative Justice), to improve school climate and decrease disciplinary incidents.
- Staff will implement welcoming outreach strategies to improve daily attendance.

# Table of Contents

- SPSA Title Page ..... 1
- School Mission and Vision Statements ..... 1
- Purpose and Description..... 3
- Table of Contents..... 5
- Comprehensive Needs Assessment Components ..... 7
  - Data Analysis ..... 7
  - Surveys ..... 7
  - Classroom Observations ..... 7
  - Analysis of Current Instructional Program..... 8
- Stakeholder Involvement ..... 12
- Resource Inequities ..... 12
- School and Student Performance Data ..... 14
  - Student Enrollment..... 14
  - CAASPP Results..... 16
  - ELPAC Results ..... 21
  - Student Population ..... 26
  - Overall Performance ..... 28
  - Academic Performance ..... 29
  - Academic Engagement ..... 40
  - Conditions & Climate..... 43
- Goals, Strategies, & Proposed Expenditures..... 45
  - Goal 1 ..... 45
  - Goal 2 ..... 53
  - Goal 3..... 60
  - Goal 4..... 65
  - Goal 5..... 73
  - Goal 6..... 77
  - Goal 7 ..... 78
  - Goal 8..... 79
- Budget Summary ..... 80
  - Budget Summary ..... 80
  - Other Federal, State, and Local Funds ..... 80
- Budgeted Funds and Expenditures in this Plan ..... 81
  - Funds Budgeted to the School by Funding Source..... 81
  - Expenditures by Funding Source ..... 81
  - Expenditures by Budget Reference ..... 81

Expenditures by Budget Reference and Funding Source .....81

Expenditures by Goal .....81

School Site Council Membership .....83

Recommendations and Assurances .....84

Instructions.....85

    Instructions: Linked Table of Contents .....85

    Purpose and Description .....86

    Stakeholder Involvement.....86

    Resource Inequities .....86

Goals, Strategies, Expenditures, & Annual Review .....87

    Annual Review .....88

    Budget Summary .....89

    Appendix A: Plan Requirements .....91

    Appendix B:.....94

    Appendix C: Select State and Federal Programs .....96

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Fairview Administration met with staff and parents groups throughout the year. In these meetings, overall school needs were always at the forefront of the agenda. There were many avenues in which parents and staff were able to express suggestions, concerns or opinions regarding budget, programming and school foci. Those monthly meetings involving parents and staff included, but were not limited, to (Town Hall Meetings, Coffee with the Principal, Grandparents Group Meeting, English Language Advisory Committee, School Site Council, Site Based Decision Making Team, Instructional Leadership Team, and Monthly Staff Meetings).

During every school-year HUSD conducts, at minimum, five surveys at every school site, including Fairview Elementary School. The first survey is the California Healthy Kids Survey which is administered to all 5th grade students to get a sense of student efficacy, student perception of safety and student perception of support services provided at the school. The second survey is a general parent survey that goes out to in paper form and electronically to all parents. This survey also measures how parents feel about the school in regards to support services, safety, communication, student academic progress, cleanliness/upkeep of facilities, food services, etc. The third survey is also disseminated to parents, but specifically to parents who have students enrolled in the district's Youth Enrichment Before & After-school Program. A survey is sent to staff members to also rate the effectiveness and quality of the district's before and after-school programs. Finally, the district surveys the parents of English language learners each year to receive feedback regarding the district performance when it comes to support the learning of English learners.

Administration receive site specific and district level data from these surveys and are mandated to share this data with all stakeholders within their community via the myriad of meetings we hold, our school website and school newsletters.

## Classroom Observations

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

Fairview's Principal and Assistant Principal dedicate, at minimum, one hour per school day to visiting classrooms. This hour time slot varies each day (sometimes in the mornings; sometimes in the afternoons). Teachers also have the opportunity to use release time to observe each other's classroom activities. There is also a formal observation process that is contractual and is part of the formal evaluation process. These formal observations occur twice yearly (in Fall and Spring).

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Fairview uses state assessments such as CAASPP and ELPAC to monitor school progress and make modifications to the instructional practice of the school site.

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

The Covid Pandemic continued to have an impact on student learning during the 2021-2022 school year. Due to the nature of distance learning, at times it was difficult to gather accurate data via Zoom or other forms of virtual communication. Prior to the Pandemic, Fairview used data from site and district benchmark assessments to gauge the effectiveness of their daily practice. Fairview conducted common grade level assessments almost weekly amongst all grade levels. School-wide, the Fountas and Pinnell Reading Benchmark Assessment is administered every 8-10 weeks. Specific to grades K-2, the Basic Phonics Skills Test, district-created Writing Tasks and Math Benchmarks are administered at the end of end trimester. Finally, for grades 3-6 HUSD requires students to take mid-term assessments in November and February which are comprised of selected SBAC Interim Assessment Block (IAB) assessments. Fairview teachers also take advantage of teacher-created unit and summative assessments developed in our INSPECT system, which is part of our Illuminate Information & Grading software.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All HUSD teachers are required by contract to meet weekly for teacher-driven collaboration. This collaboration is typically by grade level or subject matter, but can be cross-grade levels or cross-curricular as well. HUSD teachers are also required to meet as a whole staff for 75 minutes once monthly. HUSD also has four professional development days throughout the school-year that provide opportunities for trainings. Each school also is allotted approximately 10 minimum days each year that may be used for site-based professional development.



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

HUSD has an Induction Program for first and second year teachers. HUSD strives to provide new teachers with the tools for success. First and second year teachers are assigned a mentor, who is on site and is available to answer questions and provide encouragement and mentorship when necessary. There are required monthly meeting hours for new teachers with their mentor teacher, site supervisor and program coordinator. The program is design to support new teachers using the California Professional Standards of the Teaching Profession as a guide.

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

All staff development meetings are planned with the common goal of preparing our teachers to more effectively teach content standards, assess student performance and use data to inform and adjust instruction to meet the needs of the students.

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

HUSD employs Teachers on Special Assignment (TOSA) who serve as coaches and lead professional development trainings throughout the district. These TOSAs are considered experts in their field of study (i.e - Math, English-language-arts, Art, etc.). These teacher leaders are available to school sites to support teachers, grade levels, departments and lead workshops for entire school staffs.

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

HUSD certificated staff are required to participate in weekly collaboration. At the elementary level (K-6) teachers are mandated to collaborate with their grade level or department for a minimum 50 minutes per weekly. The district provides early release days for students, on Wednesdays, to provide the the time within the contractual workday for teachers to collaborate.

## Teaching and Learning

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

In order to achieve the above stated goals Fairview Elementary School has set forth specific goals and related actions in our SPSA that include:

- \*Maximizing instructional time, by implementing community-building and positive behavior management programs (i.e. - Restorative Justice, Soul Shoppe Inc., Socio-Emotional Best Practices, Habits of Mind Program).
- \*Ensuring all lessons follow the Common Core Instructional Framework (Clear Objectives, Student Engagement, Checking for Understanding, Culturally Relevant Practices, and Lesson Structure/Gradual Release of Educational Responsibility)
- \*Providing structured teacher collaboration time in the Cycle of Inquiry to analyze data and identify specific students /instructional strategies to move students to mastery of the Common Core Standards
- \*Identifying struggling students and providing small group instruction for those students
- \*Providing professional development for all teachers in best practices for teaching English Learners, to improve our percentage of EL students scoring Early Advance or better on the ELPAC.
- \*Increasing parent participation, by providing parent committee meetings, social activities, philanthropy events, parent trainings, and educational seminars.
- \*Improving student participation in after-school and extracurricular enrichment activities, by offering GATE classes, student clubs, student sport teams, intramural activities, and after-school intervention/homework help.
- \*Expanding student use of technology in the classes to enhance students learning

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

HUSD requires a minimum of 150 minutes of ELA instruction and 90 minutes of Math instruction daily.

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

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

All HUSD schools are held to the standards of the Williams Act (1968). Every student at Fairview and within HUSD is provided the appropriate district-adopted, state approved textbook for ELA, Math, Science and History/Social Science.

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

HUSD and Fairview Elementary School comply with federal and state regulations regarding the use of SBE-adopted and standards-aligned instructional materials.

## Opportunity and Equal Educational Access

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

HUSD and Fairview Elementary School receive state and federal funds designated to support underperforming students. At Fairview these funds are used to hire intervention teachers, pay teachers extra hours to provide before and after-school tutorials and purchase appropriate materials for teaching intervention.

Evidence-based educational practices to raise student achievement

Fairview follows the Systems of Strategic Actions Balanced Literacy Approach to teaching English-language arts. Fairview implements the Writer's Workshop Instructional Model for writing instruction. Fairview School uses the Fountas & Pinnel Guided Reading and Level Literacy Curriculum for small group ELA instruction and intervention.

## Parental Engagement

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

Fairview's Family Engagement Specialist (FES) is very active within our parent community. Our FES sends out communications to families in, English and Spanish, regarding upcoming school and community events. Our FES also shares with families community resources to fulfill families' basic needs. Our FES has fostered relationships with local agencies, who have provided free optometry and dental services for our students. Our FES has also coordinated bi-weekly Alameda County Food Bank deliveries on site for families in need. In addition to their work connecting parents to free and low cost resources, our FES always leads/coordinates workshops for parents, including digital safety, family nutrition, conversational English and parenting classes.

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

## Funding

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

HUSD and Fairview Elementary School receive state and federal funds designated to support underperforming students. At Fairview these funds are use to hire intervention teachers, pay teachers extra hours to provide before and after-school tutorials and purchase appropriate materials for teaching intervention.

Fiscal support (EPC)

# Stakeholder Involvement

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

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

Fairview has included all stakeholders in preparing its Single Plan for Student Achievement. Certificated and classified staff members made comments and included key tasks and strategies during staff meetings, School Site Council (SSC) and Site Based Decision Making (SBDM) meetings. Parents had opportunities for review and provide input at SSC, English Learner Advisory Committee (ELAC), African American Student Achievement Initiative (AASAI) and Local Control Accountability Program (LCAP) meetings. Fairview values the input from its many stakeholders and uses it to benefit all Fairview students.

The development of this Single Plan for Student Achievement was a collaborative effort. All major parent, staff and student groups were part of the brainstorming process. School-wide data was presented to the English Language Advisory Committee, School Site Council, Instructional Leadership Team, Site Based Decision Making Team, and Parent-Teacher Association. All of these decision-making bodies were able to provide data-based suggestions on how best to allocate funds to improve students achievement, school climate and address State & LEA LCAP Priorities.

Once the brainstorming process was complete, Fairview's School Site Council (comprised of six parent members and six staff members), with the support of Fairview's Instructional Leadership Team, drafted a plan based upon multiple data points and from the ideas garnered from the stakeholders listed above. After a draft was created, the document was shared with the stakeholders listed above for feedback. Fairview's SSC used the stakeholder's feedback to make revisions, edits, and changes. A second draft was presented at each of the major stakeholder's committee meetings during the month of May. The second draft of the Fairview SPSA was reviewed and approved by it's ELAC, SBDM, ILT, and SSC.

## Resource Inequities

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

The pandemic revealed many inequities locally, none more glaring than the disparity between those who had access to computers and WiFi/internet and those who did not. Distance learning also revealed an inequity in our students and families abilities to navigate technology to find information, complete forms or assignments and to use a computer as a tool for learning. As a remedy, Fairview's stakeholders recommend continued focus on using computers in the classroom and at home when we return to full in-person learning in the Fall. The goal would be to familiarize our students with using computers and developing the skills to use programs like Google Suites and Microsoft Office with proficiency. This approach will support our students in becoming more 21st-Century ready for college and career.

The School Site Council (SSC) identified several resource inequities as a result of our needs assessment. The council observed that a larger percentage of our supplemental and concentrated funds have been dedicated to intervention and support students needing remediation. The Council noted that only a minimal amount of these funds were allocated for differentiated instruction for students at or above grade level. The SSC suggested that more attention be placed on enrichment and acceleration activities/classes/programs for GATE or Advanced level students. The council also

noticed that over 80% of the past budget was focused on English-language arts (ELA). The council would like to validate the importance of ELA, but also caution the staff not to overlook the responsibility of providing quality Math and Science instruction. The SSC attempted to address this inequity in this year's budget by allocating funds towards increasing S.T.E.A.M. related-activities. The School Site Council also observed that outside of YEP, there has been very little after-school academic programming for students. The SSC allocated funds towards correcting that observation as well. In addition, the council noted that many of the students needing additional after-school support are bus riders. The Council would like to work with other stakeholders to identify ways of addressing this concern.

School Site Council is very concerned about developing consistent supports across grade levels for students performing below grade-level and/or at risk of retention or psycho-educational assessment referral. The council suggests a strengthening of the Response to Intervention (RTI) menu of supports offered at Fairview. Once students receive the proper amount of RTI and continue to exhibit signs of a possible learning disability, Fairview SSC noticed that the assessment process to identify the cause of a student's inability to learn at an age appropriate rate lacked efficiency. Therefore, the council allocated funds in the areas of increasing Fairview's RTI offerings in 2020-21, as well as, adding additional staffing and hours to staff who provide assessment support, socio-emotional support and parent support services. The School Site Council also observed that there was a delay in English Learners receiving their designated specialized instruction. The SSC took measures in the 2020-21 SPSA to ensure that that delay does not occur in the Fall of 2020.

The Council would like to also point out inequities that were identified in the Spring of 2021 that were addressed and corrected during the 2021-22 school-year. The following are some of Fairview's successes in addressing past inequities:

- 1) Fairview was able to provide students with pull-out, small group reading intervention to over 160 students
- 2) Fairview was able to add additional bilingual staff to support in parent engagement
- 3) Fairview was able to hire a consistent Family Engagement Specialist & COST Specialist
- 4) Fairview was able to adopt a comprehensive way to schedule and hold Student Success Team Meetings
- 5) Fairview was able to re-establish our site's (AASAI) African American Student Achievement Initiative Parent Group
- 6) Fairview hired an experienced principal and assistant principal to provide consistent leadership.
- 8) Fairview was able to offer students and their families the services of a 30 hour per week Fred Finch counselor, a 50% district-appointed counselor, a four-hour per week group counselor and the occasional support of a district behaviorist

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	101	104	101
Grade 1	76	63	75
Grade 2	85	72	64
Grade 3	86	72	75
Grade 4	65	82	75
Grade 5	71	60	82
Grade 6	65	63	65
<b>Total Enrollment</b>	549	516	537

### Conclusions based on this data:

1. Fairview's most significant populations are Hispanic/Latino, African American, Socio-Economically Disadvantaged, and English Learners.
2. Fairview's general education population has declined over the past three years by 51 students.
3. Fairview's students tend to move out of our attendance area or transfer to other schools or districts as they move from primary grades to intermediate grades.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	131	126	106	23.9%	24.4%	19.7%
Fluent English Proficient (FEP)	56	54	45	10.2%	10.5%	8.4%
Reclassified Fluent English Proficient (RFEP)	22	21	2	18.5%	16.0%	1.6%

### Conclusions based on this data:

1. As our overall student population continues to decrease, English Learner population remains relatively constant.
2. Fairview's EL population makes up approximately 25% of the overall school's population. Our percentage is lower than the District's average, which is over 30%
3. Fairview was able to reclassify 21 students in 2019-20, which is a slight decrease from the previous two years. However, our ability to reclassify more students was interrupted by the closing of schools due to the global pandemic.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	86	75	73	81	0	73	81	0	96.1	94.2	0.0
Grade 4	80	65	74	77	64	0	75	64	0	96.3	98.5	0.0
Grade 5	64	69	79	63	69	0	63	69	0	98.4	100	0.0
Grade 6	73	65	65	73	61	0	73	61	0	100	93.8	0.0
All Grades	293	285	293	286	275	0	284	275	0	97.6	96.5	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2382.	2415.		6.85	18.52		15.07	29.63		38.36	23.46		39.73	28.40	
Grade 4	2408.	2406.		10.67	4.69		13.33	14.06		17.33	32.81		58.67	48.44	
Grade 5	2469.	2476.		15.87	8.70		12.70	33.33		26.98	18.84		44.44	39.13	
Grade 6	2544.	2525.		16.44	18.03		46.58	29.51		19.18	27.87		17.81	24.59	
All Grades	N/A	N/A	N/A	12.32	12.73		22.18	26.91		25.35	25.45		40.14	34.91	

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.96	18.52		42.47	54.32		46.58	27.16	
Grade 4	9.33	6.25		37.33	45.31		53.33	48.44	
Grade 5	19.05	18.84		34.92	46.38		46.03	34.78	
Grade 6	31.51	19.67		46.58	47.54		21.92	32.79	
All Grades	17.61	16.00		40.49	48.73		41.90	35.27	

### 2019-20 Data:

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



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	4.11	18.75		42.47	52.50		53.42	28.75	
Grade 4	10.67	6.25		38.67	46.88		50.67	46.88	
Grade 5	21.31	11.59		40.98	50.72		37.70	37.68	
Grade 6	24.66	24.59		56.16	47.54		19.18	27.87	
All Grades	14.89	15.33		44.68	49.64		40.43	35.04	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	10.96	16.05		67.12	62.96		21.92	20.99	
Grade 4	6.67	7.81		68.00	65.63		25.33	26.56	
Grade 5	11.11	8.70		57.14	72.46		31.75	18.84	
Grade 6	12.33	14.75		72.60	57.38		15.07	27.87	
All Grades	10.21	12.00		66.55	64.73		23.24	23.27	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.59	17.28		61.64	54.32		28.77	28.40	
Grade 4	12.00	3.13		37.33	54.69		50.67	42.19	
Grade 5	17.46	17.39		39.68	43.48		42.86	39.13	
Grade 6	34.25	32.79		53.42	47.54		12.33	19.67	
All Grades	18.31	17.45		48.24	50.18		33.45	32.36	

2019-20 Data:

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

**Conclusions based on this data:**

1. The overall percentage of students meeting or exceeding the standards on CAASPP has increased by (6.2%) over a three-year span. In addition, 3 of 4 tested grade levels increased their mean scale score, with 3rd and 5th grade increasing their mean scale scores by 26.3 and 37.2 points respectively. Fairview's 3rd, 5th and 6th grades all had over 40% of their students Met or Exceed the Standard in ELA, with 3rd and 6th grade exceeding 45% at 47.27 & 46.26 respectively.

2. The data shows that a lot of support and attention need to be paid to our 4th grade students achievement. Almost 50% (48.4%) of our 4th grade students scored at Level 1 on the 2019 CAASPP. Sadly, this was an improvement from 2018, where almost 60% (58.67%) tested at Level 1. Only 19% of 4th grade students Met or Exceeded the Standard in ELA in 2019. This is a significant decrease from the previous two years, especially compared to 2017 where almost 34% of 4th grade students Met or Exceeded the Standard on CAASPP.
3. The Fairview ELA Claim Data reveals that Fairviews students struggle in all four claim areas, especially Reading, Writing and Research/Inquiry in which 1/3 of the tested population are performing at a Level 1. The claim data fluctuates up and down from year to year in Reading, Writing and Research/Inquiry, which demonstrates that there are no consistent trends. This parallels the lack of consistent leadership, vision, common practice amongst grade levels and inconsistency in the composition of grade level teams over the past few years at Fairview.

Fairview was able to decrease the percentage of students performing below the standard in all 4 claim areas from 2017 to 2019. Reading demonstrated the most significant improvement, with a 7% decrease in the number of students performing at L1. Writing and Listening both demonstrated a 4% decreases, while Research/Inquiry has remained relatively stagnant with a decrease of 1.4%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	76	86	75	72	81	0	72	81	0	94.7	94.2	0.0
Grade 4	80	65	74	77	64	0	77	64	0	96.3	98.5	0.0
Grade 5	65	69	79	64	69	0	64	69	0	98.5	100	0.0
Grade 6	73	66	65	73	62	0	73	62	0	100	93.9	0.0
All Grades	294	286	293	286	276	0	286	276	0	97.3	96.5	0.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2388.	2418.		5.56	9.88		9.72	32.10		40.28	30.86		44.44	27.16	
Grade 4	2400.	2410.		0.00	1.56		10.39	9.38		31.17	31.25		58.44	57.81	
Grade 5	2439.	2427.		4.69	2.90		9.38	5.80		26.56	27.54		59.38	63.77	
Grade 6	2525.	2512.		12.33	14.52		30.14	16.13		35.62	41.94		21.92	27.42	
All Grades	N/A	N/A	N/A	5.59	7.25		15.03	16.67		33.57	32.61		45.80	43.48	

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.72	18.52		27.78	50.62		62.50	30.86	
Grade 4	0.00	3.13		19.48	23.44		80.52	73.44	
Grade 5	7.81	2.94		18.75	16.18		73.44	80.88	
Grade 6	24.66	22.58		47.95	41.94		27.40	35.48	
All Grades	10.49	12.00		28.67	33.82		60.84	54.18	

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	6.94	16.05		48.61	50.62		44.44	33.33	
Grade 4	3.90	4.69		25.97	31.25		70.13	64.06	
Grade 5	4.69	4.35		34.38	27.54		60.94	68.12	
Grade 6	15.07	12.90		50.68	50.00		34.25	37.10	
All Grades	7.69	9.78		39.86	40.22		52.45	50.00	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.33	18.52		50.00	55.56		41.67	25.93	
Grade 4	2.60	7.81		27.27	35.94		70.13	56.25	
Grade 5	9.38	2.94		29.69	30.88		60.94	66.18	
Grade 6	17.81	17.74		47.95	40.32		34.25	41.94	
All Grades	9.44	12.00		38.81	41.45		51.75	46.55	

2019-20 Data:

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

**Conclusions based on this data:**

- Overall, Fairview has improved the percentage of students Meeting or Exceeding the Standard in Mathematics by 7.67 percentage points from 2017 to 2019 (16.25 to 23.92). Fairview has also decreased the percentage of students performing at Level 1 in Mathematics by over 10% (53.71 to 43.48) in three years. Leading the way in Mathematics are the 3rd and 6th grades. Both have improved their Mean Scale Score since 2017. Sixth grade has increased their mean scale score by 40.7 points, while 3rd grade exhibited improvements of 30.4 points.
- Fairview's three-year data clearly points to a need to provide supports to increase 4th and 5th grade math achievement. Fourth grade math achievement has decreased since 2017 (20.34% to 10.94). The percentage of 5th grade students Meeting or Exceeding the Standards in Math has decreased from 14.07% in 2017 to 8.70% in 2019. In contrast, Fairview's 3rd and 6th grade have demonstrated significant gains in mathematics since 2017. Sixth grade students have demonstrated a double-digit increase (17.14% to 30.65%), while 3rd grade has doubled its percentage of students Meeting or Exceeding the Standards (20.73% to 41.98%).
- When analyzing the Math Claim Data it is very clear Fairview needs focused supports in all three claim areas (Concepts & Procedures, Problem Solving & Modeling, and Communicating Reasoning). At least 50% of the students are performing at Level 1 over the past three years in all performance areas. Most noticeably 4th and 5th grade students have fluctuated between 70% - 80% of them performing at Level 1 in Concepts & Procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1386.2	1422.0	1420.2	1394.5	1433.3	1430.1	1366.3	1395.3	1397.6	20	29	18
<b>1</b>	1446.6	1429.2	1435.9	1450.8	1434.5	1467.2	1441.8	1423.4	1404.0	25	18	22
<b>2</b>	1469.9	1498.7	1469.9	1479.4	1515.2	1482.6	1460.0	1481.7	1456.8	16	22	14
<b>3</b>	1496.0	1474.2	1495.9	1505.1	1476.9	1507.3	1486.4	1470.7	1484.1	15	19	15
<b>4</b>	1505.2	1522.9	1514.0	1510.5	1525.5	1546.7	1499.5	1519.6	1480.7	24	16	12
<b>5</b>	*	1546.0	1521.3	*	1556.2	1538.3	*	1535.4	1503.8	*	23	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	8	4
<b>All Grades</b>										117	135	98

### 2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	13.79	16.67	*	41.38	22.22	*	27.59	44.44	*	17.24	16.67	20	29	18
<b>1</b>	*	5.56	4.55	*	44.44	36.36	*	38.89	36.36	*	11.11	22.73	25	18	22
<b>2</b>	*	22.73	7.14	*	40.91	50.00	*	31.82	21.43	*	4.55	21.43	16	22	14
<b>3</b>	*	21.05	6.67	*	31.58	46.67	*	31.58	46.67	*	15.79	0.00	15	19	15
<b>4</b>	*	37.50	25.00	54.17	37.50	33.33	*	18.75	33.33	*	6.25	8.33	24	16	12
<b>5</b>	*	34.78	15.38	*	47.83	30.77		8.70	46.15	*	8.70	7.69	*	23	13
<b>6</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	29.06	22.22	11.22	39.32	40.00	37.76	14.53	25.19	37.76	17.09	12.59	13.27	117	135	98

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	24.14	11.11	*	37.93	38.89	*	24.14	33.33	*	13.79	16.67	20	29	18
<b>1</b>	*	11.11	27.27	*	50.00	36.36	*	27.78	31.82	*	11.11	4.55	25	18	22
<b>2</b>	*	59.09	35.71	*	13.64	35.71	*	27.27	14.29	*	0.00	14.29	16	22	14
<b>3</b>	*	31.58	26.67	*	52.63	73.33	*	0.00	0.00	*	15.79	0.00	15	19	15
<b>4</b>	54.17	56.25	58.33	*	37.50	33.33	*	0.00	8.33	*	6.25	0.00	24	16	12
<b>5</b>	*	56.52	53.85	*	30.43	38.46		13.04	0.00	*	0.00	7.69	*	23	13
<b>6</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	45.30	39.26	33.67	31.62	35.56	42.86	9.40	15.56	16.33	13.68	9.63	7.14	117	135	98

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	6.90	27.78	*	24.14	5.56	*	55.17	38.89	*	13.79	27.78	20	29	18
<b>1</b>	*	5.56	0.00	*	33.33	36.36	*	38.89	18.18	*	22.22	45.45	25	18	22
<b>2</b>	*	9.09	7.14	*	40.91	28.57	*	27.27	35.71	*	22.73	28.57	16	22	14
<b>3</b>		5.26	0.00	*	21.05	20.00	*	36.84	66.67	*	36.84	13.33	15	19	15
<b>4</b>		12.50	0.00	45.83	43.75	16.67	*	12.50	33.33	*	31.25	50.00	24	16	12
<b>5</b>	*	8.70	7.69	*	17.39	7.69	*	65.22	46.15	*	8.70	38.46	*	23	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.24	7.41	7.14	29.06	28.89	20.41	29.06	41.48	38.78	25.64	22.22	33.67	117	135	98

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	17.24	18.75	*	72.41	81.25	*	10.34	0.00	20	29	16
<b>1</b>	48.00	38.89	27.27	*	50.00	68.18	*	11.11	4.55	25	18	22
<b>2</b>	*	40.91	21.43	*	54.55	64.29		4.55	14.29	16	22	14
<b>3</b>	*	10.53	20.00	73.33	73.68	80.00	*	15.79	0.00	15	19	15
<b>4</b>	*	37.50	50.00	45.83	56.25	41.67	*	6.25	8.33	24	16	12
<b>5</b>	*	21.74	30.77	*	65.22	46.15	*	13.04	23.08	*	23	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.17	25.19	27.08	44.44	63.70	65.63	15.38	11.11	7.29	117	135	96

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	20.69	22.22	*	65.52	61.11	*	13.79	16.67	20	29	18
<b>1</b>	*	5.56	22.73	*	83.33	63.64	*	11.11	13.64	25	18	22
<b>2</b>	*	54.55	35.71	*	45.45	42.86	*	0.00	21.43	16	22	14
<b>3</b>	93.33	63.16	53.33		21.05	46.67	*	15.79	0.00	15	19	15
<b>4</b>	79.17	93.75	83.33	*	0.00	16.67	*	6.25	0.00	24	16	12
<b>5</b>	*	91.30	84.62		8.70	7.69	*	0.00	7.69	*	23	13
<b>6</b>	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	63.25	52.59	46.94	22.22	37.78	42.86	14.53	9.63	10.20	117	135	98

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	3.45	5.56	*	82.76	61.11	*	13.79	33.33	20	29	18
<b>1</b>	*	22.22	9.09	*	55.56	40.91	*	22.22	50.00	25	18	22
<b>2</b>	*	9.09	21.43	*	72.73	35.71	*	18.18	42.86	16	22	14
<b>3</b>		0.00	0.00	*	42.11	66.67	*	57.89	33.33	15	19	15
<b>4</b>		6.25	16.67	54.17	62.50	25.00	45.83	31.25	58.33	24	16	12
<b>5</b>	*	13.04	7.69	*	78.26	30.77	*	8.70	61.54	*	23	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	18.80	8.15	9.18	45.30	65.93	42.86	35.90	25.93	47.96	117	135	98

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	41.38	31.25	*	41.38	50.00	*	17.24	18.75	20	29	16
<b>1</b>	*	0.00	0.00	64.00	72.22	61.90	*	27.78	38.10	25	18	21
<b>2</b>	*	9.09	7.14	*	68.18	64.29	*	22.73	28.57	16	22	14
<b>3</b>	*	21.05	0.00	*	63.16	86.67	*	15.79	13.33	15	19	15
<b>4</b>	*	25.00	0.00	75.00	56.25	58.33	*	18.75	41.67	24	16	12
<b>5</b>	*	13.04	8.33	*	78.26	75.00	*	8.70	16.67	*	23	12
<b>6</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	21.37	20.00	8.51	59.83	60.74	65.96	18.80	19.26	25.53	117	135	94

2019-20 Data:

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

**Conclusions based on this data:**

1. The data shows that our English Learners are making yearly progress on the ELPAC. Fairview's 2018 Kindergarten students had a mean scale score of 1386.2. That group of students improved their mean scale score to 1429.2 in 2019 as 1st grade students. Fairview's 2018 1st grade students improved from 1446.6 to 1498.7 in 2019. Our 2018 2nd grade students improved from 1469.9 to 1474.2 in 2019. Fairview's 2018 3rd grade students demonstrated improvements of 1496.0 to 1522.9 in 2019. Our 2018 4th grade students showed much improvement as well increasing from 1505.2 to 1546.0 in 2019.
2. The data shows that our English Learners need support in Writing & Reading. The overall percentage of students performing at Level 4 in Writing on ELPAC is 7.4% The overall percentage of English Learners who's writing is



considered Well Developed is 20.0%. In the Reading Domain only 8.15% of EL student reading is considered Well-Developed.

3. In Overall Language, 62.22% of EL students at Fairview scored an overall L4 or L3 on the ELPAC in 2019. Fairview's percentage of L3's and L4's was aided by our Oral Language scores, in which approximately 75% of EL students tested at L3 or L4. Also 52.59% of the students assessed were considered Well Developed in the Speaking Domain.

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>537</b>	<b>61.3</b>	<b>19.7</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	19.7
Foster Youth	2	0.4
Homeless	13	2.4
Socioeconomically Disadvantaged	329	61.3
Students with Disabilities	61	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	95	17.7
American Indian or Alaska Native		
Asian	35	6.5
Filipino	22	4.1
Hispanic	291	54.2
Two or More Races	47	8.8
Native Hawaiian or Pacific Islander	17	3.2
White	28	5.2

### Conclusions based on this data:

1. Fairview's most significant ethnic subgroups are Hispanic/Latino and African American.

2. Fairview has a high percentage of Socioeconomically Disadvantaged families at 74.9%. Fairview's EL population makes up approximately 24% of the student population.
3. Fairview's student population consists on 11.7% students with disabilities. Our percentage of students with disabilities is a bit higher than the national average of approximately 8% and the state average of approximately 10%.





# School and Student Performance Data

## Overall Performance

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

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

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Fairview rated at the Yellow (moderate) range, 2018-19, in both English-language arts and Math.
2. Fairview rated at the second lowest performance level (Orange), in 2018-19, in the areas of Chronic Absenteeism and Suspension Rate.
3. In 2018-19, 57% of Fairview EL students made progress towards English language proficiency, meaning 57% of ELs tested grew at least one level on ELPAC.

# School and Student Performance Data

## Academic Performance English Language Arts

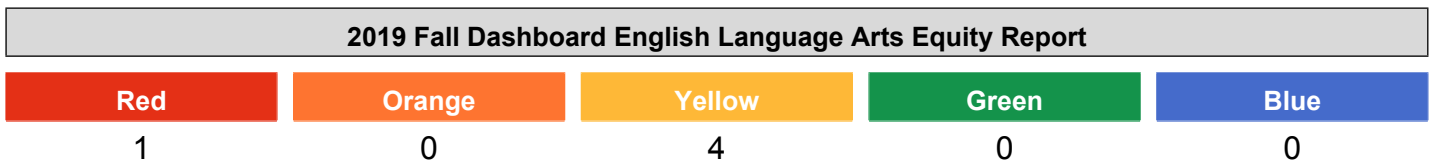
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 28.3 points below standard Increased ++6 points 268	<p><b>English Learners</b></p> Yellow 36 points below standard Increased ++10.9 points 91	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 30.2 points below standard Increased ++8.1 points 200	<p><b>Students with Disabilities</b></p> Red 104.2 points below standard Maintained ++1.3 points 42

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

African American	American Indian	Asian	Filipino
 Yellow 42.6 points below standard Increased ++5.7 points 56	 No Performance Color 0 Students	 No Performance Color 33.5 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.5 points below standard Increased ++8 points 160	 No Performance Color 25.6 points above standard Increased Significantly ++21.8 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

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

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

Current English Learner	Reclassified English Learners	English Only
67.9 points below standard Increased Significantly ++27.9 points 58	19.9 points above standard Increased Significantly ++15.9 points 33	27.3 points below standard Maintained ++2.6 points 164

**Conclusions based on this data:**

- Based upon the data above, all significant subgroups made growth on their mean scale score on the English-Language Arts section of the CAASPP. Fairview’s most significant subgroups include Socioeconomically Disadvantaged, Hispanic/Latino, English Learner and African American
- Based upon the Fall 2019 California Accountability Dashboard, English-language arts data, current Fairview English Learners increased their mean scale score by 27.9 points. The average mean scale score for Reclassified English Learners is above the mean scale score threshold for Meeting the Standards. Current English Learners and Reclassified English Learners demonstrated far more growth than English only students.
- Despite demonstrating growth in all significant subgroups, all significant subgroups still have a mean scale score below the threshold for Meeting the Standard.

# School and Student Performance Data

## Academic Performance Mathematics

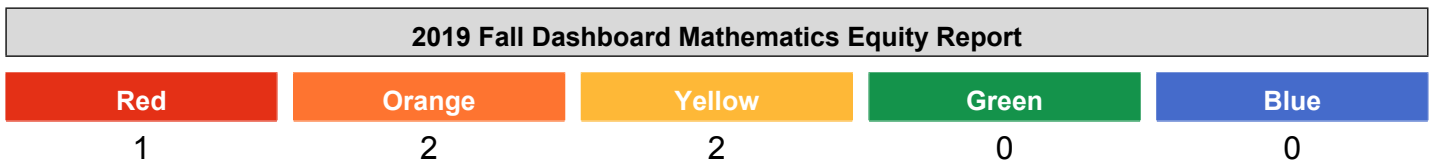
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>55.5 points below standard</p> <p>Increased ++4.5 points</p> <p>267</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>74.4 points below standard</p> <p>Maintained -2.2 points</p> <p>91</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>62.3 points below standard</p> <p>Increased ++5.3 points</p> <p>200</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>126.1 points below standard</p> <p>Declined Significantly -23.1 points</p> <p>41</p>

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

African American	American Indian	Asian	Filipino
 Yellow 63.4 points below standard Increased ++4.2 points 56	 No Performance Color 15.9 points below standard Increased Significantly ++10.7 points 18	 No Performance Color 36.3 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64 points below standard Maintained ++2 points 160	 No Performance Color 15.9 points below standard Increased Significantly ++10.7 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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

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

Current English Learner	Reclassified English Learners	English Only
103.1 points below standard Maintained ++2.2 points 58	24.2 points below standard Increased ++13.7 points 33	49.1 points below standard Increased ++7.5 points 163

#### Conclusions based on this data:

1. Overall, Fairview demonstrated growth based upon its CAASPP Mean Scale Score. Fairview showed 4.5 points of overall growth in 2019. Fairview demonstrated growth amongst its Socioeconomically Disadvantaged, African American and Hispanic/Latino American subgroups as well.
2. All Fairview subgroup's mean scale scores fall below the standard. Fairview does, however, rank as Yellow (moderate) school in Math on the California Accountability Dashboard.
3. Fairview has to address the math scores of students with disabilities. Students with disabilities is the only sub group scoring in the Red (lowest level) on the Math section of CAASPP.



# School and Student Performance Data

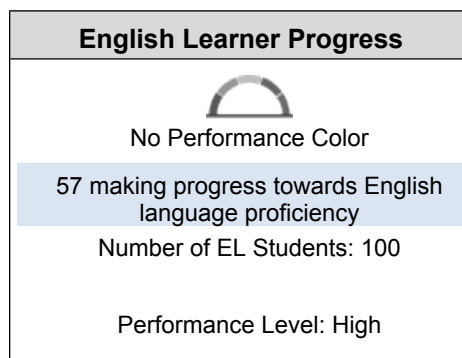
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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#### Conclusions based on this data:

1. Based upon the data, 13 students decreased one ELPI Level on ELPAC in 2019. This is very concerning. Fairview will need to identify exactly who these 13 students are, because no student who is consistently attending Fairview School should decrease in growth on a standardized test. Fairview has goals in place for 2020-21 to try to eliminate the number of students decreasing year to year on the on ELPAC.
2. Based upon the data, 4 students remained at ELPI Level 4 in 2019. This means they were, at minimum, at Level 4 in 2018. This data tells me that in two years we failed to prepare these four students to score a Level 2 or higher on CAASPP. So, even though they met the qualifications for reclassifying on ELPAC, we are not able to reclassify them because they are not meeting the requirements on CAASPP.
3. Fairview has 30 students that are making the one year annual growth necessary to maintain their ELPI Level; but our goal is to accelerate growth. The Fairview English Learner Action Plan is designed to push ELs to more than one year's growth per year.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each color.









2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	2	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 16.6 Increased +1.5 572	<p><b>English Learners</b></p> Yellow 11.8 Declined -0.6 152	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p><b>Homeless</b></p> No Performance Color 52.9 Increased +17.6 17	<p><b>Socioeconomically Disadvantaged</b></p> Orange 19.5 Increased +2.8 431	<p><b>Students with Disabilities</b></p> Orange 22.5 Declined -0.9 80



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

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 No Performance Color	 No Performance Color
23.4	Less than 11 Students - Data Not Displayed for Privacy	20	4.8
Increased +6.1	1	Increased +12.6	Declined -6.8
111		30	21
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 Orange	 No Performance Color	 Green
15.6	16.3	12.5	8.3
Declined -1.7	Increased +13.9	Declined -2.9	Declined -4.5
308	49	16	36

**Conclusions based on this data:**

1. Fairview is an overall Orange School in Chronic Absenteeism, based upon the California Accountability Dashboard. The data shows that 16.6% of Fairview students are considered chronically absent, meaning they miss 10% or more of school (18 days or more).
2. The data shows that Fairview's attendance matches its CAASPP scores. If students are not present to learn the information, then they will be unable to demonstrate mastery of the concept on an assessment.
3. African American students have the worst attendance of all our significant subgroups. Fairview's AASAI developed a plan for 2020-21 to hopefully reconnect our African American families through enrichment and culturally responsive activities. The hope is that social-connectivity may encourage our African American families to improve their attendance. Also, if we can get students involved in a preferred fun activity at school, they'll be much more likely to attend more regularly.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

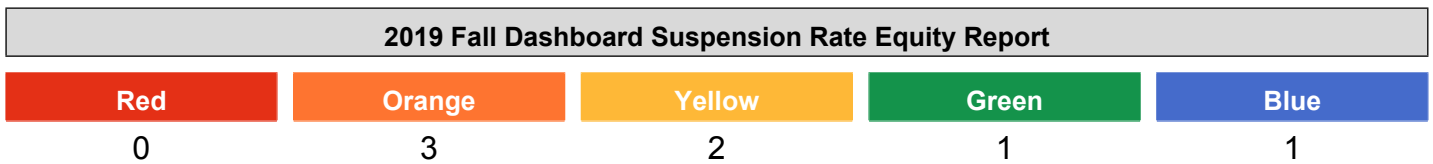
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>2.9</p> <p>Increased +0.4</p> <p>587</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>1.3</p> <p>Maintained -0.2</p> <p>155</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>10.5</p> <p>Increased +5.5</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3.2</p> <p>Increased +0.7</p> <p>437</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>4.9</p> <p>Increased +1</p> <p>81</p>

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

African American	American Indian	Asian	Filipino
 Yellow 5.1 Declined -0.9 117	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 31	 No Performance Color 0 Maintained 0 21
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9 Increased +1.7 313	 Green 2 Declined -2.7 50	 No Performance Color 6.3 Increased +6.3 16	 Blue 0 Declined -2.6 38

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.5	2.9

**Conclusions based on this data:**

1. Based upon the data, Fairview suspended 17 students in 2018-19. Of the students suspended in in 2018-19, nine were Hispanic/Latino American and six were African American. The other two individuals who were suspended were identified as Pacific Islander and of two or more races.
2. Based upon the data 14 of the the 17 students who were suspended come from socioeconomically disadvantaged backgrounds. In the climate section of this plan, the Fairview School Site Council set aside funds to provide counseling services for students who have experienced trauma or have undesirable home environments. The council also set aside funds for fun activities at school. The Fairview SSC believes that students are less likely to misbehave if they are looking forward to a preferred activity.
3. Fairview is focused on reducing suspensions to single digits in 2020-21, by implementing, with fidelity, school-wide basic rules, a character building program, and an incentive program that is related to the school's basic rules and character program. In addition, teachers will be trained on how to implement Social-Emotional Learning strategies in their classrooms. In conjunction with the internal climate work, Fairview will partner with an outside agency to provide workshops for teachers and students that illustrates the correlation between our emotions and our decision-making - and how it all affects our learning. The program will provide students with strategies on how to cope with and address their emotions in more positive ways.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English-Language Arts

## LEA/LCAP Goal

LEA Goal:

- 21st Century Success in ELA All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

## Goal 1

Fairview's School Site Council and our partnering stakeholder groups who aided in the creation of the 2022-23 SPSA, recognize that the 2021-22 school year came with many challenges. The first of these limitation was the inability to gather common, reliable data to clearly measure learning gains and the present levels of performance of our students. Teachers were forced to rely a lot on more informal assessments and observations - which were not always the most accurate due to the nature of Zoom meetings. Due to the pandemic, Fairview is forced to use data from the 2019 CAASPP, 2019-20 Fountas and Pinnell Assessments and 2021 Basic Phonics Skill Test as baseline data points for our 2022-23 ELA academic goals.

By June 2023, Fairview School will increase the percentage of students Meeting or Exceeding the Standard in ELA by 6% (39% to 45%), measured by 2022 CAASPP Results. By June 2023, Fairview School will reduce the overall percentage of students performing/scoring at Level 1, Standard Not Met, from 34.9% to 25% or below, measured by 2022 CAASPP, by improving the frequency and implementation of small group instruction with the classroom setting and as structured pull-out sections. The increase in small group instruction during the 2022-23 school year will go a long way in mitigating learning loss and accelerating student learning to make up for learning losses during the 2021-22 school year. The focus of the small group instruction for K-2 will be to improve students sight word identification skills, increase student vocabulary and help students understand foundational comprehension ideas such as sequence order, setting, characters, problem and solution. For 3-6, small group instruction will focus on skill building such as using context clues to find the meaning of words, making inferences/educated predictions, identifying themes and using evidence to support claims.

By June 2023, Fairview School will decrease the average percentage of students performing below the standard to, at minimum 25%, in Claim Areas Reading and Writing, by implementing Balanced Literacy strategies that focus on modeling good reading through metacognition, small group instruction and Writer's Workshop - to be measured by 2022 CAASPP results. In addition, Fairview School will decrease writing convention mistakes that interfere with the reader's ability to understand or find meaning in what was written, through shared and interactive writing. Measured by student work samples and anchor papers.

By June 2023, Fairview School will increase the percentage of Kindergarten students reading at Fountas and Pinnell Level C to 60% or above; 1st Grade students reading at Fountas and Pinnell

Level I to 60% or above; 2nd Grade students reading at Fountas & Pinnell Level L at 60% or above; as measured by benchmark F&P Assessments.

## Identified Need

Professional Development Needs for Staff to Meet the ELA Needs of the Students:  
(A master calendar will be made for training and professional development)

K-2 Literacy (ongoing)  
Guided Reading Training  
Daily 5/CAFE Training  
Zoophonics Training  
Teacher's College Writer's Workshop Training (K-6)  
Balanced Literacy - including interactive and shared writing

3rd - 6th Comprehension & Writing (ongoing):  
Guided Reading/Strategy Group Training  
Daily 5/CAFE Training  
Genre Writing Training (Narrative, Opinion/Argumentative, Informative)  
Teacher's College Writer's Workshop Training (K-6)  
Balanced Literacy - including interactive and shared writing

Test Preparation (ongoing)  
Provided CAASPP Data Analysis (Claims/Targets)  
Review of ELA Standards/Claims/Targets by Grade Level  
Identify how Target Mastery is Assessed on CAASPP  
Ready Common Core Workbooks

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Measures Include:</p> <ul style="list-style-type: none"> <li>* Each Trimester, collect and analyze local assessment data, in conjunction with reading level assessment tools, such as, BPST, Fountas and Pinell, IAB data</li> <li>* Data from 2022 CAASPP</li> <li>* Fairview Staff will collaborate, assess student progress and make decisions regarding next steps for instruction using the Cycle of Inquiry model</li> <li>* Monthly Cycle of Inquiry (COI) meetings will be held to discuss goals and progress toward mastery of standards based on state and local</li> </ul>	<p>Based upon the 2022 CAASPP Assessment 39% of Fairview students Met or Exceeded the Standard on the ELA portion of the CAASPP. Almost equally, 35% of Fairview students scored at Level 1 - Standard Not Met. Currently, over 50% of students K-2 read below their grade level standard, based upon February 2020 Fountas and Pinnel assessment results.</p>	<p>By focusing on teaching the above identified need of focusing on the Five Pillars of Common Core Comprehension and with the implementation of the various strategies below, including but not limited to, a concerted effort in a Balanced Literacy approach to ELA instruction we will increase our overall schoolwide percentage of students Meeting or Exceeding the Standards in ELA to over 45%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
assessment disaggregation in reading and writing.		

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

## Strategy/Activity 1

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

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

All students will benefit from the implementation of this strategy.

### Strategy/Activity

Action Plan:

K-2 Literacy

Fairview Elementary School will provide students with a Balanced Literacy English Language Arts learning experience focusing on:

\*Read Alouds - Modeling Good Reading, Providing Meta-Cognitive Insight

\*Reading Workshops - Mini lessons on Reading Strategies, and conferencing

\*Small Group Guided Reading - Leveled, Specific Instruction

\*Writer's Workshop - to teach genre, structure, craft

\*Shared and Interactive Writing to teach and apply conventions.

\*Word Work

K-2 Literacy Small Group/Intervention Needs:

- 19.5 hour per week position to provide pullout intervention support
- Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Accelerated Reader, StarFall, Lexia)
- Guided Reading Materials
- Teachers College Writer's Workshop Guides/Materials/Units of Study
- Focus on conferencing with individuals and small groups

K-2 Literacy Support and Material Needs:

- Zoophonics Kits
- Guided Reading Kits
- Writer's Workshop Guides/Materials/Units of Study
- Release Time for Assessment
- Classroom Volunteers
- Budget for Print Shop Needs
- Daily 5/CAFE Materials
- Supplemental materials to manage small group instruction/support writing and reading instruction (LLI/Guided Reading materials)

Additional Tasks to Support Students' Ability to Read at Their Appropriate Fountas and Pinnel Level:

- Fairview staff will continue training in all areas of Balanced Literacy - providing an emphasis on Reading & Writer's Workshop Mini-Lesson & Conferencing with students about their work
- Transitional Kindergarten & Kindergarten Teachers will implement Zoo-phonics into their daily routines
- Teachers will be trained in Daily 5 strategies in order to provide center-based learning opportunities for students - which will allow teachers to provide small group instruction
- Teachers will be trained in Guided Reading and CAFE strategies so that they can provide small group instruction during or after-school
- Each K-2 teacher will establish reading levels for students using Fountas and Pinnell assessments and will place results in Illuminate
- Reading groups will be created and assign for Leveled Literacy Intervention groups, in which an intervention teacher and EL Specialist will provide the instruction

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
14,470	Title I Part A: Basic Grants Low-Income and Neglected  Release Time/Staff Development
30,000.00	Title I Part A: Basic Grants Low-Income and Neglected  Hourly Certificated Staff Member to Provide Reading Intervention
3459	LCFF Supplemental and Concentration Funds  Purchase materials necessary for the implementation of Guided Reading, Writer's Workshop, Zoo-Phonics, Daily 5, etc.
	LCFF Supplemental and Concentration Funds
	LCFF Supplemental and Concentration Funds

**Strategy/Activity 2**

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

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

All students will benefit from the implementation of this strategy.



## Strategy/Activity

### Action Plan:

#### 3rd - 6th Grade Comprehension & Writing

Fairview staff will challenge students to think Within, About, & Beyond the text by focusing comprehension around the Five Pillars of Common Core Comprehension:

\*Identifying Main Idea

\*Surmising Author's Purpose

\*Making inferences about characters personalities/feelings based upon their action(s)

\*Analyzing how the character(s) traits/behaviors push the plot

\*Connecting aspects of story to real life situations or current events

#### 3rd - 6th ELA - Small Group/Intervention Needs:

- 19.5 hour per week position to provide pullout intervention support
- Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Starfall, Lexia, Brainpop, Newsela, PearDeck, Seesaw, Flocabulary, Vocabulary A-Z )
- Guided Reading Materials
- Writer's Workshop Guides/Materials/Units of Study

#### 3rd - 6th ELA Support/Material Needs:

- Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Starfall, Lexia, Brainpop, Newsela, PearDeck, Seesaw, Flocabulary, Vocabulary A-Z)
- Guided Reading Materials
- Daily 5/CAFE Materials
- Writer's Workshop Guides/Materials
- Ready Common Core Workbooks
- Exemplar Writing Samples
- Supplemental materials to manage small group instruction/support
- Writing and reading instruction(LLI Guided Reading Materials)

#### 3rd - 6th ELA Test Preparation Needs:

- Ready Common Core Workbooks
- Access to IAB/CAASPP Test Prep Questions
- Ability to receive timely data from IABs from Illuminate and training to pull useful data for COI work

#### Additional Tasks to Support Students' Ability to Think With About & Beyond the Text:

- Staff will utilize culturally relevant teaching in order to instruct and engage all learners
- School will purchase additional classroom and library books to supplement teachers' instruction in English-Language Arts
- Teachers will have two days of additional release time for performing reading assessments, collaboration and planning
- Each 3-6 teacher will ascertain reading levels for students using Fountas and Pinnell assessments
- Teachers will use assessment data to create leveled reading groups
- Teachers will identify students for ELA intervention and/or enrichment in the classroom and additional pull-out groups during and/or after school reading instruction
- ELD Specialist and Intervention Teachers will teach Leveled Literacy Intervention groups
- Teachers will implement literacy strategies cross-curricular in art, music, and science

- Teachers will use Online Reading Programs in the classroom to differentiate instruction and provide other additional opportunities for independent practice, while teachers find time to meet with students in small group
- Teachers will adhere to the Systems of Strategic Actions Wheel to Plan and Implement Balanced Instruction in ELA

**Activities to Develop a School Culture of Success in ELA:**

- Honor Students Monthly/Trimester for Growth
- Writing Contests
- Poetry Slam Event/Oratory Events and Training/Release Time
- Lunch and after school clubs - Scrabble, Boggle, etc.
- Connect Art & Literature
- Connecting SEL Work to ELA Activities (i.e.-Writing)
- Connect Monthly Themed Read-Ins, Black History Month, LatinX,
- Women’s History, Read Across America, etc.
- Connect written response to our SEL School-wide Weekly Quotes
- Assemblies/Hip Hop for Change and Reader’s Theater Activities

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,200.00	LCFF Supplemental and Concentration Funds Purchase of Ready Common Core Workbooks or other supplemental test preparation materials
3,282.00	LCFF Supplemental and Concentration Funds Allotment to purchase educational website subscription and software to support ELA core curriculum
	Title I Part A: Basic Grants Low-Income and Neglected
	Title I Part A: Basic Grants Low-Income and Neglected

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

## ANALYSIS

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

Fairview spent the 2019-20 & 2020-21 school years identifying our academic emphasis and ensuring that there was financial, structural and practical alignment of resources, structures and practices to assure student academic success. Fairview is focused on providing ELA instruction by following a Balanced Literacy model, which teachers will implement Instructional Read Alouds, Reading Workshops, Writer's Workshops, Small Group Instruction/Conferencing, Shared Reading, Interactive Writing and Word Work. The Fairview staff is also very cognizant of the social-emotional needs of the students, therefore Social-Emotional Learning best practices have been introduced to mesh with our core curriculum to support students learning. In addition, Fairview implemented pullout small group specialized reading instruction for general education students for the first time in 2019-20. We continued this work during the full pandemic school year of 2020-21, by utilizing breakout rooms in Zoom and scheduling our synchronous instruction in small groups based upon ability levels to provide more targeted instruction. Furthermore, as we strive to prepare our students for a world dependent on technology we engaged our students with education software and websites (i.e. - IXL, RAZ Kids, Starfall, Lexia, Brainpop, Newsela, PearDeck, Seesaw, Flocabulary, Vocabulary A-Z, etc.) that reinforced and enhanced their academic experience. The premature closure of schools in 2020 and the continued implementation of distance learning through June 2021, due to COVID -19 concerns, has actually helped our students, parents and staff sharpen their technological skills, which will in turn, benefit us by providing another tool to increase student learning.

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

In the spring of 2020, the Fairview staff spent much of the trimester discussing the academic needs of our community. The Fairview Instructional Leadership Team took the needs assessments from different stakeholders within the community to develop a Strategic Academic Plan. The goal of the Academic Plan is to provide direction and alignment of the school's, budget, staffing and resources to meet our expressed goals. In the spring of 2021, we took a similar approach of assessing our needs, after 16 months of distance learning, to identify ways Fairview school could mitigate learning loss amongst our students. The above goals were carefully discussed and agreed upon by our Instructional Leadership Team. Fairview's ILT, then presented the Academic Plan to stakeholders including ELAC, PTA, SSC, SBDM and AASAI. After receiving feedback from members of these groups, revisions were made to reflect the collective sentiment of the Fairview Community. The tenants of our Strategic Academic Plan were used as the cornerstone for drafted the 2020-21 Single Plan for Student Achievement.

This process was very important to us because for the first time that staff members could remember the entire staff were able to come together and make agreements about next steps for our school. We were able to have meaningful conversation about students data and make commitments about what data-driven best practices we would like to implement. In the past school initiatives were pushed onto the staff, which led to a lack of full implementation of programs. In 2021-22, Fairview is confident the the strategies and proposed activities will drive us to our goals and that our proposed budget will support the attainment of our goals.

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.

In 2021-22, Fairview will continue with our Balanced Literacy Approach to ELA instruction. However, in the past the majority of our Balance Literacy approach to ELA instruction has been focused around Instructional Read Alouds, but in '21-'22 we will pivot to include all aspects of Balanced Literacy in our direct instruction - with a special emphasis on small group instruction and conferencing. Improvements in the areas of center-based instructional best practices, our offerings in educational websites for students and an increase in support staffing to provide pull-out small group reading instruction are major changes that should make a positive difference in student academic outcomes. Fairview Kindergarten staff will also adopt the Zoo-Phonics Multi-Sensory Language Arts Program. This program will provide our staff with a much needed tool in addressing one of our school's biggest concerns - students entering kindergarten not understanding the concept that letters have sounds and those sounds create words.

In 2021-22, we are poised to demonstrate more efficient use of technology. We will be more intentional about assigning independent work on the Chromebooks. We will continue to use Zoom, Google Classroom and Class Dojo to extend our instruction and communication past the walls of the school. The staff will have a better menu of educational websites to choose from. In addition, staff members will not blindly assign a website to the students. On the contrary, teachers will assign specific activities to specific students on our subscribed educational websites that will reinforce recently taught lessons or provide much needed practice on a skill the student needs to sharpen. Fairview students will also be more intentional about using the data produced by the educational websites to inform their practice and make adjustments to their instruction.

Continuing with the theme of technology, I envision our staff using the skills they have developed over the 16-month distance learning time period to enhance their ability to communicate and provide academic assistance to students and parents. The use of Class Dojo, Google Classroom, Google Hangouts and Zoom will help teachers share information more efficiently with parents and provide homework help and tips to students remotely.

Finally, one ongoing theme in planning this SPSA was that we want to make learning fun for our students. Fairview believes a mindset of having fun while learning will make a huge difference in our students' academic outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery.

LCAP Goal:

All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

## Goal 2

Fairview's School Site Council and our partnering stakeholder groups who aided in the creation of the 2021-22 SPSA, recognize that the 2020-21 school year came with many challenges. The first of these limitation was the inability to gather common, reliable data to clearly measure learning gains and the present levels of performance of our students. Teachers were forced to rely a lot on more informal assessments and observations - which were not always the most accurate due to the nature of Zoom meetings. Due to the pandemic, Fairview is forced to use data from the 2019 CAASPP, 2019-20 Benchmark/Unit Math Assessments and 2020 SBAC IAB as baseline data points for our 2021-22 Math Goals.

By June 2022, Fairview School will increase the percentage of 3rd - 6th grade students Meeting the Standard on CAASPP Math by 6% (24% - 30%), as measured by 2021 CAASPP Results.

By June 2022, Fairview School will reduce the number of tested students scoring Level 1 (Standard not Met) in the Concepts and Procedures Claim Area of CAASPP, specifically 4th & 5th grade students to 40% and 3rd & 6th grade students to 25%. We will do this by restructuring our Math Instruction to follow a modified gradual release model that focuses on surfacing divergent student thinking and converging on grade level content and by focusing on patterns in mathematical procedures (Claim 1).

By June 2022, Fairview will successfully increase the number of students who can successfully model the mathematics for an un-scaffolded problem (i.e.- Problem of the Month, Formative Assessment Lessons), implementing problem of the month/week in all grade levels. This activity will increase the percentage of students who are Meeting the Standard in Claim Area Problem Solving & Modeling & Data Analysis (Claim 2).

By June 2022 Fairview School will improve students' ability to communicate reasoning, by implementing performance tasks(such as Mars Tasks, Formative Assessment Lessons) and math talks at each grade level. These strategies will familiarize the students with communicating their thinking and engaging with higher DOK level mathematical situations to grapple with; which will increase the number of students that can make a successful mathematical argument on a performance assessment (Claim 3).

## Identified Need

The overall need for the Fairview staff is to prioritize Math. We have not spent as much time talking about Math over the past few years as ELA or School Climate. The Fairview staff has focused a lot of it's attention on improving our students reading and comprehension skills, as well as, improving school climate by implementing Culturally Responsive Teaching & Social-Emotional Learning best practices. Fairview's staff is committed in 2021-22 to moving Math in to the forefront of our academic conversation.

As we identified the student needs in the area of math we noticed that many of our students understand how to solve a word problem or equation and can show their teacher "how the math works," but cannot articulate or write "why the math works." In analyzing our students abilities to perform in math, we noticed that there is a disconnect between students learning a formula for how to solve a problem and their ability to apply the formula when giving a real-world problem. Further observations, point to the fact that our students struggle identifying what operation to perform when given "real-world" word problems. Finally, our qualitative data shows us that our students still struggle with their basic math facts. They can compute and get the correct answer, however, our students spend so much time and energy solving basic math facts, that they lose focus on the actual concept and/or procedure they are trying to follow and master.

In order to address the above student needs, the staff will need Professional Development in multiple areas:

### Math Professional Development Needs

- All professional development will include K-2 foundational components as well as 3rd-6th core components for coherence through outside agencies including Lawrence Hall of Science, SVMI, Conferences, California Math Projects, Math Coaching, etc.)
- Pedagogical training for whole group instruction, re-engagement, questioning, strategic grouping, facilitating collaborative group work, conferencing, math talks, and intervention strategies.
- Content and pedagogical training in place value/operations and rational numbers, which represent most of the major targets for grades 3rd-5th and support conceptual development for 6th grade and proportional reasoning/ratios (Claim 1).
- Implementing problem-based learning that focuses on mathematical justifications and communication (Claim 2).
- Instructional techniques and materials that support student development in modeling and problem solving strategies through the eight Standards for Math Practice (SMPs) (Claim 3).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Measures Include:	Only 23.9% of Fairview 3rd - 6th grade students Met or	By implementing the Action Plan below Fairview School will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Collecting and analyzing local assessment data, in conjunction with IAB data and other formal and informal assessment data</li> <li>Monitoring and analyzing student progress on Problems of the Month/Week and MARS Tasks</li> <li>Data from 2022 CAASPP</li> <li>Fairview Staff will collaborate, assess student progress and make decisions regarding next steps for instruction using the Cycle of Inquiry model. Monthly Cycle of Inquiry (COI) meetings will be held to discuss goals and progress toward mastery of standards based on state and local assessment disaggregation in all math claim areas.</li> </ul>	<p>Exceeded the Standard in Mathematics based upon the CASSPP in 2019. Fairview ranks below the District (25%), County (49%) and State (39%) averages in math proficiency. Based upon the California School Accountability Dashboard, Fairview's past math performance lands itself into the Yellow or Moderate Category overall. Fairview's mean scale score falls 55.5 points below the standard, but has continuously increased over the past 5 years. Fairview's percentage of students meeting or exceeding the standard on CAASPP has doubled since the inception of the assessment in 2015.</p>	<p>increase the percentage of 3rd - 6th grade students Meeting the Standard on CAASPP Math by 6% (24% - 30%), as measured by 2022 CAASPP Results. Fairview School will also reduce the number of tested students scoring Level 1 (Standard not Met) in the Concepts and Procedures Claim Area of CAASPP, specifically 4th &amp; 5th grade students to 40% and 3rd &amp; 6th grade students to 25%.</p>

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

### Strategy/Activity 1

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

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

All students will benefit from the implementation of this strategy.

#### Strategy/Activity

Action Plan:

Fairview staff will:

- Teach conceptual and procedural fluency through problems, math talks, and application, in addition to grade level fact fluency (Claim 1).

- Provide instruction and classroom experiences cross the full range of DOK levels, ensuring that students understand not just how the math works, but also that they know why it works (Claim 1).
- Participate in professional development that includes K-2 foundational components as well as 3rd-6th core components for coherence through outside agencies including Lawrence Hall of Science, SVMI, Conferences, California Math

Projects, Math Coaching, etc.)

- Attend pedagogical training for whole group instruction, re-engagement, questioning, strategic grouping, facilitating collaborative group work, conferencing, math talks, and intervention strategies.
- Engage in content and pedagogical training in place value/operations and rational numbers, which represent most of the major targets for grades 3rd-5th and support conceptual development for 6th grade and proportional reasoning/ratios.

(Claim 1)

Math Small Group/Intervention Needs:

- Small groups and intervention will use re-engagement based on divergent student work for conceptual understanding.
- Small groups and intervention will use re-engagement, guided exploration, mitigations, to connect procedural and conceptual understanding.
- Tools and manipulatives to support conceptual and procedural fluency
- Technology and subscriptions (Prodigy, IXL)
- Materials and copies for problem solving, and implementing math talks
- Renew Contract with the Village Method to provide small group math support for students after-school

Additional Tasks to Support Students' Ability to Increase their Accuracy & Fluency in Concepts & Procedures (Claim 1):

- Attend professional development in Common Core Mathematics including but not limited to District and other opportunities.
- Create activities to spiral/review math daily.
- Use online Math resources in the classroom and encourage students to use the same resources at home.
- Use progress data tallied and saved by educational websites to to inform instruction.
- Identify students for after school intervention, tutoring, and/or enrichment for Math.
- Provide after school intervention (hourly sessions for intensive/struggling students).
- Collaborate and share mathematical strategies.
- Engage in Cycle of Inquiry work using student data to drive discussion and develop next steps.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

LCFF Supplemental and Concentration Funds



	Professional Development/Training - Lawrence Hall of Science, SVMI, Conferences, California Math Projects, Math Coaching, etc. (Carryover from 21/22)
	Title I Part A: Basic Grants Low-Income and Neglected
5,000.00	LCFF Supplemental and Concentration Funds  Instructional Materials and Supplies and Math Manipulatives (Carryover from 21/22)

## Strategy/Activity 2

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

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

#### Strategy/Activity

Action Plan - for student growth, mitigate learning loss and fill gaps in student learning due to the effects of extended distance learning:

The Fairview Staff will:

- Focus on discourse and communication strategies (Claim 2).
- Students have monthly experiences with problem solving and modeling (Claim 3).
- Implement problem-based learning that focuses on mathematical justifications and communication (Claim 2).
- Teach instructional techniques and materials that support student development in modeling and problem solving strategies through the eight Standards for Math Practice (SMPs) (Claim 3).

#### Math Supports/Materials

- Connect with outside agencies for professional development (ie, SVMI, National Council of Mathematics - NCM).
- After school partnerships and Saturday sessions for math tutoring
- Supplemental materials (i.e. - Curriculum Associates Ready Common Core)

#### Activities to Develop a School Culture of Success in Math:

- Build a culture of problem solving by implementing school wide Problem of the Month activities and using problems/mentor problems to teach grade level content.
- After-school and lunch-time clubs that provide STEAM Enrichment (i.e.-Little Bits, GATE, KidzToPros, math games)
- Family Math Night(s).

#### Additional Tasks to Support Students' Ability to Thanking Critically, Problem Solve, and Justify & Communicate Why the Math Works (Claim 2 & 3):

- Attend professional development in Common Core Mathematics including but not limited to District and other opportunities.
- Utilize culturally relevant teaching and best practices in order to instruct and engage all learners.
- Students will participate in hands on activities to increase mathematical understanding.

- Students will use knowledge gain from mathematical experiences to engage in Math Talks.
- School will purchase instructional supplies to support student achievement in STEAM.
- Collaborate and share mathematical strategies.
- Engage in Cycle of Inquiry work using student data to drive discussion and develop next steps.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5000.00	Title I Part A: Basic Grants Low-Income and Neglected  Teacher Hourly-Extra Hours for Intervention
2,500.00	Title I Part A: Basic Grants Low-Income and Neglected  Ready Common Core Workbooks Math or other supplemental test preparation material

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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

**ANALYSIS**

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

As mentioned above, Math has not been a focus at Fairview in terms of professional development, overall school planning and resource allocation in many years. Many, familiar with Fairview, would point to a lack of administrative vision and oversight to lead consistent application of Math goals as for the reason this area has not been more of an emphasis for so long. Lack of leadership to set a culture of Cycle of Inquiry school-wide has also affected Fairview's ability to effectively address math concerns on campus. In 2021-22, Fairview plans to roll out comprehensive professional development in mathematics, share best practices, implement common assessments and follow the Cycle of Inquiry model in math with fidelity. Fairview will use educational websites to enhance student learning and provide multiple measures to monitor progress. Furthermore, the premature closure of schools in 2020 and the continuance of distance learning through June of 2021, due to COVID -19 concerns, has actually helped our students, parents and staff sharpen their technological skills, which will in turn, benefit us by providing another tool to increase student learning. Teacher will be able to post lessons plans, record mini-lessons, assign interactive activities and provide live support via Class Dojo, Google Classroom, Google Hangouts, Zoom, etc.

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

In the past there were no targeted math professional development for teachers. Teachers were not formally trained in how to use Illuminate to analyze benchmark and CAASPP scores. Fairview staff trained teachers internally, but would benefit from a more formal training. Fairview's Instructional Leadership Team noted that very few data-based conversations about math occurred over the few years - as there was little administrative focus. Moving forward, those concerns will be things of the past. The Fairview staff spent much of the trimester discussing the academic needs of our community. The Fairview Instructional Leadership Team took the needs assessments from different stakeholders within the community to develop a Strategic Academic Plan. The goal of the Academic Plan is to provide direction and alignment of the school's, budget, staffing and resources to meet our expressed goals. The above goals were carefully discussed and agreed upon by our Instructional Leadership Team. Fairview's ILT, then presented the Academic Plan to stakeholders including ELAC, PTA, SSC, SBDM and AASAI. After receiving feedback from members of these groups, revisions were made to reflect the collective sentiment of the Fairview Community. The tenants of our Strategic Academic Plan were used as the cornerstone for drafted the 2020-21 Single Plan for Student Achievement. This plan includes a very strong emphasis in mathematics, which is thoughtful and relevant to the needs of our staff and students.

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.

The biggest change in this goal area in 2021-22 will be our overall approach to math. Focusing on, not only mastering how a mathematical concept works, but why it works will be a key. Math talks will be emphasized in small groups in the classroom to help students develop the academic language needed for math and to help students internalized the concepts and procedures embedded in the grade level standards. There will be daily simple strategies implemented at each grade level to sharpen our students basic computation skills. We will do this by restructuring our Math Instruction to follow a modified gradual release model that focuses on surfacing divergent student thinking and converging on grade level content and by focusing on patterns in mathematical procedures. Fairview staff recognizes that the stereotypical best practice of "I Do, We Do, You Do" does not always bode well for increasing student talk and igniting students curiosity. There will be a much more intentional emphasis on providing professional development in math. Grade levels will meet regularly to discuss student progress and engage in Cycle of Inquiry work. Funds and release time will be [provided for math-related after-school intervention and collaboration, respectively.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Learners

## LEA/LCAP Goal

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

## Goal 3

Despite cancelled ELPAC assessments in the spring of 2020, limited assessments in the fall of 2020 and an incomplete assessment window in the spring of 2021, Fairview was still able to celebrate the reclassification of 24 students in June of 2021. In the face of 16 months of distance learning, Fairview EL students were still able to demonstrate growth in ELA. Fairview credits the hard work and diligence of our students and parents, as well as, our teachers abilities to utilize small group Zoom meetings to provide targeted instruction. Fairview also contracted with an outside agency called La Escuelita to mitigate learning loss during the 2020-21 school year. La Escuelita was able to provide specific direct ELA/Comprehension instruction in both English and Spanish for our students each week for an additional 130 minutes per student above the students' synchronous ELA & ELD instruction provided by their classroom teachers.

The above information provides the backdrop for the EL Goals below:

By the Fall of 2022, Fairview will increase the number of English Learner students reclassified at each grade level, by establishing more efficient specialized ELD courses that focus the use of more culturally responsive books, realia, etc. to improve students ability to comprehend figurative language and write. In 2019-20, only 16% of EL students were reclassified. Despite limited ELPAC assessments, 21% of EL students were reclassified in 2020-21. By Fall 2022, Fairview will increase the percentage of students being reclassified school-wide to 30%.

By Fall of 2022, Fairview will decrease the number of Long Term English Learners, by explicitly teaching language development in mainstream and pullout classes that focus on learning academic language understanding cognates, roots and context clues. By Fall 2022, Fairview will have 10 or fewer 5th or 6th grade students classified as EL's (less than 2% of the overall student population).

## Identified Need

Student Needs:

Our English Language Learners need support on multiple areas. Our EL students need Integrated ELD instruction that is embedded in the core curriculum. The need for our students to have as much opportunity to use academic language in the context of Science, History, Math, etc. is highly important. Our students need Designated ELD support, in which, they can receive small group level

literacy intervention in phonemic awareness, reading and comprehension. Our new-comer EL students, in addition to the previously mentioned items, also really need exposure to pop-culture items and figurative language. Finally, but most importantly, when it comes to reclassifying our EL students to English proficient, writing support is imperatively paramount. The area that is keeping our EL students from reclassifying is their writing scores on ELPAC and CAASPP. Our students need more intensive instruction in writing, with opportunities for small group conferencing about their writing.

**English Learner Professional Development Needs for Teachers**

- Using language routines to promote curiosity and address misconceptions so that ELs are engaged in deeper learning activities.
- Strategies and best practices for connecting oral language to written products.
- Strategies and best practices for embedding academic language throughout content areas.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>• Metrics/Indicators that will be monitored to measure progress in this area will be Trimester/Benchmark Writing Tasks, LLI and Guided Reading Running Records &amp; Assessment Data, IAB Results, Practice ELPAC Questions Results</li> <li>• Ultimately, the final Metric for this goal area will be the students' results on CAASPP &amp; ELPAC..</li> </ul>	<p>In 2019-20, there were 126 EL students at Fairview Elementary School. Of those 126 EL students only 21 (16%) of the students were reclassified. Fairview had (22) 5th &amp; 6th graders who were considered L1s-L3s. Fairview also had an additional (14) 5th and 6th grade students who scored an overall 4 on ELPAC, but had not been reclassified due to their CAASPP scores. In 2020-21 there were 110 EL students at Fairview Elementary School. Of those 110 EL students only 24 (21%) were reclassified.</p>	<p>Fairview will increase the percentage of students being reclassified school-wide to 30%. Fairview will have 10 or fewer 5th or 6th grade students classified as EL's (less than 2% of the overall student population).</p>

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

**Strategy/Activity 1**

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

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

These strategies/activities will benefit English Learners, but will also support all students because they're best practices for all learning styles and abilities.

**Strategy/Activity**

Action Plan - to reclassify our EL students, bring them all to grade level proficiency and address learning losses due to distance learning.

Fairview Staff will:

- Establish specialized ELD course for Long Term ELs that focuses on using relevant texts, books, and math problems to provide opportunities for EL students to increase their engagement in oral practice that supports academic language development, directly related to grade level reading and writing, before their written responses are recorded. Including release time to collaborate and plan with classroom teachers.
- Embed intentional academic language and literacy instruction throughout content areas in both general and domain specific vocabulary that focuses on transfer to learning new words through cognates, context clues, and word parts.
- Engage EL students across multiple modalities including written text, short related video clips, and generating and answering their own questions in order to learn the academic language.
- Fairview Staff will collaborate, assess student progress and make decisions regarding next steps for instruction using formative assessment and release time.

English Learner Small Group/Intervention Needs for Implementation of Action Plan:

- Renew contract with La Escuelita, hire 19.5 hour support personnel for the specialized course for LTEs, or hire bilingual paraprofessional to support general education classes
- Classroom teachers provide mini lessons to EL students
- Flexible grouping across grade level classrooms

English Learner Supports/Materials for Implementation of Action Plan:

- EL Specialist - draft and implement PD to support EL instruction
- LLI support staff and materials
- Engage with outside agencies for PD
- Access Realia & Visuals
- Release time for collaboration and planning
- Translations for parent communications

Activities to Develop a School Culture of Success in Math

- Cultural Nights (Dress, Food, Music)
- More Culturally Responsive books in school and classroom libraries
- Read-ins that focus on literature written about and by second language learners
- Multilingual communications and announcements

Additional Tasks to Support English Learner Students' Ability Become English Proficient:

- Daily Integrated English Language Development aligned to the ELD content standards and ongoing assessments for EL students
- Implement Systematic/Specialized Designated ELD Classes
- EL/Intervention Specialist to provide intervention during the school day
- Provide intervention classes for struggling English Learners before and/or after school
- Use online ESL resources for Newcomers in addition to intensive ELD
- Provide teachers with professional development to understand effective strategies to promote EL achievement e.g, SDAIE strategy training/refresher

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30,000.00	Title I Part A: Basic Grants Low-Income and Neglected  Renew contract with La Escuelita or 19.5 hour/weekly support personnel for the specialized course for LTELs, or Bilingual Paraprofessional
4,000.00	LCFF Supplemental and Concentration Funds  More Culturally Responsive books in school library and mentor text for classroom use

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

In 2019-20 each grade level at Fairview had an official Integrated ELD time daily. During this time, teachers would align their instruction with the ELD Content Standard and teach academic language within the context of subject matters such as Science, History or Math. During this time teachers focused on grouping the students effectively and properly. Teachers provided students ample opportunities to use academic language with the context of the curriculum.

In 2019-20, Fairview also provided EL students with pull-out Designated ELD intervention. Fairview EL Specialist along with a fully credentialed intervention teacher pulled EL students out in leveled small groups to provide reading intervention.

During distance learning, Fairview teachers met with their ELD student synchronously for 30 minutes, 3 days per week to provide virtual ELD instruction. Fairview also contract with La Escuelita Inc. to provide an additional 130 minutes of ELD instruction per students each week.

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

Due to scheduling issues which included the prep schedule, the district's Wednesday Collaboration schedule, and 20-hour per week restrictions on hourly certificated employees, we were only able to provide designated ELD 4 days per week in person in 2019-20. Also, due to hiring delays, Fairview did not start its designated ELD courses until November 4, 2019. These services were also ended

prematurely March 13, 2020 due to COVID-19 concerns. Fairview would also benefit from having a full time EL Specialist. Currently, our EL specialist is only on campus 20 hours per week.

During the spring of 2020 March - June, ELD services were not offered.

During the 2020-21 school year ELD services were limited to three 30-minute ELD sessions per week via Zoom. To mitigate learning loss and to increase learning gains Fairview contracted with an outside agency to provide additional ELD instruction for our EL students. The outside agency was able to support 2nd - 6th grade ELs 130 minutes each per week in small groups.

Fairview looks forward to continuing it's partnership with La Escuelita in 2021-22, as well as, re-establishing ELD instruction from our classroom teachers 5 days per week for 45 minutes.

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.

In 2021-22, Integrated and designated ELD will begin after the contracted 15th day of school. Fairview will ensure that EL students received Integrated and Designated ELD daily. Fairview looks forward to continuing it's partnership with La Escuelita in 2021-22, as well as, re-establishing ELD instruction from our classroom teachers 5 days per week for 45 minutes.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate/Parent Engagement

## LEA/LCAP Goal

LEA Goal:

- 21st Century in School Climate: HUSD schools will ensure an appropriate and safe climate for all students

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

## Goal 4

The Fairview stakeholders who developed the 2021-22 SPSA , identified the Climate Goal Area as one of the most important as we attempt to re-welcome our students and families back to our campus. We recognize that our families are returning from a traumatic experience and will need a special emphasis on social emotional learning and counseling. The Fairview stakeholders also recognize that our students with need avenues to reconnect with one another and express themselves through art, science, technology, sports and visual & performing arts. These ideas were the driving forces behind the development of the 2021-22 Climate Goals.

District Vision - Create 21st Century learning environments of high intellectual performance across the curriculum and in all areas of need for improved school climate, consequently improving student achievement so as to prepare students to thrive and compete in the 21st Century Global Economy.

During the 2021-22 school-year, Fairview will:

- Implement with fidelity school-wide basic rules, character building program, and incentive program that is related to the school's basic rules and character program
- Implement Social-Emotional Learning strategies in the classroom and in group meetings
- Establish STEAM after-school activities, as well as, opportunities for families to be engaged in STEAM activities
- Diversify our Art Curriculum to give students the opportunity to explore both Visual and Performance Art
- Increase Family Engagement, by improving the frequency, quality, timeliness and the modes of our communication
- Increase Family Engagement, by increase the number of opportunities parents are able to participate in meetings, volunteer in classrooms, engage in fun family activities on campus
- Serve our students in need of our counseling services in a more efficient manner
- Increase extracurricular and fun activities during and after-school

## Identified Need

Student Needs:

Support Services

There were 96 students referred to the Coordination of Services Team in 2019-20 and 87 students referred in 2020-21.

The majority were referred to COST for support in the following areas (Mental Health, Trauma, Home Environment & Peer Interactions/Social Skills

There were 62 Student Success Team Meetings in 2019-20 and 57 in 2020-21

There were 48 students who received group or individual counseling on campus in 2019-20; There were 51 students who received direct services for Fairview counselors, psychologists or behaviorist in '20-'21

Behavior/Discipline (2019-20 Data) - There is no behavior data regarding students discipline for the 2020-21 school-year.

There were 183 office referrals written regarding undesirable student behavior ('19-'20)

There were 13 suspensions from school ('19-'20)

There were 9 actual fights ('19-'20)

There were a total of 31 physical altercations reported to the office (students pushing, kicking, tripping, throwing objects with the intent to cause harm to another. ('19-'20)

There were 42 In-House Suspensions (meaning students spent the day or a large portion of the day in detention, rather than class ('19-'20)

Attendance (last record in-person attendance ('19-'20)

Fairview's attendance rate is 95.1%

Fairview staff scheduled 59 Truancy Meetings with Families; 48 of those meetings were held;

During distance learning, attendance requirements were more relaxed. If a students attended a class, small group session, or completed their an asynchronous assignment, then they were considered present for the day. Also since cameras were not required to be on during Zoom sessions, then a student received credit for being present, just for logging in to class. Students were also exempt from attendance if they were experiencing technical issues that prohibited them from logging into class or completing schoolwork. These were some of the factors that led to a slight increase in students attendance in 2020-21.

Students demonstrated a 95.9% attendance rate in '20-'21.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Clear indicators that will measure the effectiveness of the proposed plan to improve school climate will be:</p> <ul style="list-style-type: none"> <li>• Office Referrals</li> <li>• Suspension Rates</li> <li>• Student Participation in Extracurricular Activities</li> <li>• Parent Participation in activities, meetings &amp; events</li> <li>• Logged Amounts of Time of Students</li> </ul>	<p>Through March 13, 2020, Fairview administration had received 183 office referrals describing students undesirable behaviors that required administrative intervention. Of those referrals 40 involved physical altercations resulting in 13 suspensions and 42 In-house Suspensions en lieu of at-home suspensions.</p>	<p>During the 2021-22 school-year Fairview plans to improve school climate by lower the number of Undesirable behaviors exhibited in classes, minimizes classroom disruptions due to behavior, reduce the number of office referrals and the number of suspensions (at-home &amp; in-house) by:</p> <ol style="list-style-type: none"> <li>1) Implementing with fidelity school-wide basic rules, character building program,</li> </ol>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Participating in S.T.E.A.M. Activities</p> <ul style="list-style-type: none"> <li>Logs documented the frequency and he expeditious manner in which</li> </ul> <p>Fairview addresses students social emotional needs through counseling services</p>	<p>In 2019-20 there were 96 student referred to the Coordination of Services Team. These students were monitored throughout the year for attendance, academic support, counseling services and health &amp; safety concerns. of these 96 students 62 SSTs were held and 48 of these students received counseling services on Fairview's campus. There were also an additional 48 truancy meeting held to address attendance concerns.</p> <p>In 2020-21 there were 87 students referred to the Coordination of Services Team. Of the 87, 51 of the students received direct counseling, therapy or behavior management services from the Fairview counseling team. Other referrals were addressed through the SST or SPED assessment process for academic concerns. We were also able to address many of our families basic needs through the generosity of our staff and our partnerships with outside agencies such as local churches and the Alameda County Food Bank</p>	<p>and incentive program that is related to the school's basic rules and character program</p> <ol style="list-style-type: none"> <li>2) Implement Social-Emotional Learning strategies in the classroom and in group meetings</li> <li>3) Increasing Family Engagement, by improving the frequency, quality, timeliness and the modes of our communication</li> <li>4) Serving our students in need of our counseling services in a more expedient and efficient manner</li> <li>5) Increasing extracurricular and fun activities during and after-school</li> </ol>

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

## Strategy/Activity 1

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

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

The strategies described in this goal area will benefit all students including our socioeconomic disadvantaged, our students suffering from trauma, our homeless and foster youth and our families in need of social services.

Strategy/Activity

## Action Plan for Addressing the Social-Emotional Needs of our Students:

### School Environment/Behavior Modification

- Find new ways to make the Habits of Mind (Compassion, Healthy Choices, Persevere/Achieve, Respect, Responsibility, Truth) more a part of our daily conversation on campus. We need to come up with easier ways to help students blend conversations about our Habits of Mind into our lessons and interactions with students
- Weekly classroom recitations of the “Fairview Promise” or other Affirmation that encourages unity, healthy choices and trying one’s best
- Weekly announcers will share the “I Believe” affirmation during announcements
- Admin and Counseling Departments will be more intentional in engaging the campus community in monthly character building initiatives (i.e. - Caught Doing Good, Kindness Ninja, Red Ribbon Month, Ally Week, Bullying Prevention Month,

### Random Acts of Kindness(week or month)

- Hold consistent Falcon Feather store hours, so that staff and students can anticipate when they can redeem their incentives for prizes. We will purchase Falcon Feather Store prizes that are appealing to 4th - 6th grade students. We will encourage staff to distribute Falcon Feathers more frequently and with enthusiasm

### Social-Emotional Learning

- Encourage staff to hold consistent restorative circles with their classes
- Encourage staff to establish Peaceful Corners for students to safely and responsibly de-escalate or process their feelings
- Provide Workshops for teachers and students that illustrates the correlation between our emotions and our decision-making - and how it all affects our learning. The program will provide students with strategies on how to cope with and address their emotions in more positive ways (i.e. - Capturing Kids Hearts or Soul Shoppe)
- Purchase and/or choose to use more Culturally & Linguistically Responsive text, books, or other literature that address relevant concerns of the students
- Support our Restorative Justice Team who will develop and provide guidance for teachers who are implementing Restorative Justice practices in their classrooms.

### Counseling Services

- Provide a 3-Tiered Model of Service for Students
- Tier 1 - School-wide strategies for general climate wellness & conflict mediation support
- Tier 2 - Small groups - Social Groups (for our students who are struggling to make connections)
- Topical Groups (i.e. - grief, past trauma, etc.)
  - Play Therapy (group/individual) for students who need an indirect approach to therapy
- Tier 3 - Individual, Direct Therapy; Behavior Specialist assigned to support students in classroom environment

### Three-Tiered Support Needs:

- 2.5 Days per week Counselor
- 30 - hour per week Fred Finch Counselor
- 5 Day Group Counselor
- Family Engagement Specialist & Coordinator of Services Specialist to provide 1) check-in/check-out 2) social group meetings
- School Psychologist & Intern (Play Therapy)

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500.00	LCFF Supplemental and Concentration Funds  Workshops (Character Building/Coping Skill Workshops i.e. - Soul Shoppe or Capturing Kids Hearts); Habits of Mind Campaign, Caught Doing Good, Kindness Ninja, Red Ribbon Month, Ally Week, Bullying Prevention Month, Random Acts of Kindness (week or month)
14,735.00	Title I: Schoolwide Program  1 (1/2 day) Counselor
14,735.00	Title I Part A: Basic Grants Low-Income and Neglected  School Psychologist Intern

## Strategy/Activity 2

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

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

This goal will support all students ad families

### Strategy/Activity

Action Plan for Student & Parent Engagement

S.T.E.A.M.

#### Science

- Provide supplies for a dedicated Science Room
- Commit to teaching a minimum 60 minutes of Science per week
- Commit to hosting a School-Wide Science Fair
- Host a S.T.E.A.M. Family Night (Possible S.T.E.A.M. Monthly Projects)

#### Technology/Engineering

- Each teacher shall have at minimum 1.5 school-days of scheduled access to a chromebook cart every week
- The School will provide subscriptions for teachers to educational websites/electronic programs that will enhance their students learning (i.e.- DHH equipment, RAZ Kids, Ac Reader, Prodigy, Zoophonics, Brainpop, IXL)
- Connect students with real-life, relevant, hands-on opportunity to build, explore and manipulate technology, providing extracurricular programming internally or from outside vendors (i.e. - KidzToPros, Little Bits Program, GATE). Examples of the foci of these programs are: coding/programming/gaming, creating animation, building simple machines, and robotics

## Art

- Addressed below

## Math

- See Goal #2

## Art

- We look to make our Art Instruction more diversified, giving our students the opportunity to explore all aspects of Art in the realms of Visual and Performance Art
- Increase the budget for supplies for the Art Room
- Increase teachers beginning of the year classroom budget to allow space to purchase art supplies
- Bring in outside performances and artists to demonstrate different forms of Art (i.e. - spoken word/poetry, dance, classical music, different aspects of Hip Hop, music production, etc.
- Provide avenues for students to showcase their talents (talent shows, student-led assemblies, highly visible displays)

## Family Engagement

- Renew contract with The Village Method to provide fun and engaging cultural enrichment activities for families
- Currently we have the following ways parents can get involved: Parent Teacher Association, English Language Advisory Committee, School Site Council, Site Based Decision Making Team, African American Student Achievement Initiative,
- Parenting Classes (Loving Solutions Inc.), Parent Digital Safety Classes, American Sign Language Classes, Volunteer in Classrooms, Coach Soccer/Basketball
- Increase hours of COST Specialist and Family Engagement Specialist to increase parent out-reach
- Offer Parent Education Classes (i.e. - Digital Safety, Parent Project, ASL)
- Monthly Movie Nights
- Fall/Winter Festival; Spring Carnival
- Winter/Spring Concerts
- Family Nights - Math, Art, STEAM
- Improve Website Usage and other forms of communication with parents
- Use means of communication such as Dojo, Google Classrooms, Zoom to diversify communication in more effective ways.

## Promoting Fun at School

- More intentionality to having true Fun Fridays (what will that look like for the intermediate & primary)
- Monthly grade level contest (brain teaser or puzzle)
- Allocate a meaningful amount of money per classroom or department for field trips
- Provide assemblies that are fun and informative
- Organize games or intramurals at recess

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

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

Amount(s)	Source(s)
2,500.00	LCFF Supplemental and Concentration Funds After-School Science, Tech & Engineering Opportunities (i.e. - KidzToPros. Little Bits, GATE)
2,000.00	LCFF Supplemental and Concentration Funds Art & Science Classroom Materials
7,500.00	LCFF Supplemental and Concentration Funds After-School Family Engagement & Parent Involvement Activities
	.

## Annual Review

### SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

Over the past two school years, Fairview implemented our Habits of Mind as our school-wide character building program both in-person and virtually. As part of this program announcements were made weekly, by students leaders, regarding how students can demonstrate the habits of mind daily. Teachers reviewed famous quotes or quotes from famous people with students weekly that supported the Habit of Mind for the Month. At the end of each month each teacher nominated a student who most exhibited the Habit of Mind for the month for an award which was presented to the student at an assembly. The Habits of mind are Compassion, Healthy Choices, Persevere, Achieve, Respect, Responsibility and Truth.

To support our work around the Habits of Mind, Fairview contracted with Soul Shoppe. Soul Shoppe provides interactive assembly programs that teaches students important skills to support them academically and emotionally through life. The skills will focus on problem-solving, conflict resolution, creating a community of learning and growth and defining and internalizing the character traits that create great communities and citizens. Throughout the year, we will have grade level workshops focused on a particular character trait. Soul Shoppe will also conduct a school-wide anti-bully assembly and “Do Your Best” program. Soul Shoppe provides two parent training events and two teacher in-services. The purpose of this program is to develop common language/practice around behavior expectation and behavior modification.

Fairview was able to provide a 30 hour per week Fred Finch Counselor for individual and crisis Counseling and a 20 hour per week district provided counselor who provided group therapy, facilitated Habit of Mind school-wide Climate work, and supported teachers in providing SEL supports in their classrooms. Fairview was also able to call on a district behaviorist for consultation and in class support regarding extreme cases. Fairview is also blessed to have a school psychology who is licensed to provide play therapy. Our veteran counseling staff also have interns that provide support to students as well.

Fairview also has a restorative justice committee which is working on ways of implementing more effective, restorative practice to provide students with support and make the disciplinary process more focused on providing students with replacement behaviors and focusing on students learning from their behaviors.

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

Prior to the current administration's arrival there were some obstacles hindering the establishment of a comprehensive and cohesive social-emotional support program at Fairview. Those obstacles consisted of:

- a lack of consistent administration vision and support for behavior.
- key vacant positions including Family Engagement Specialist and COST Specialist
- Restorative Justice Team being newly formed

The difference in 2021-22 is that these positions are filled and stable. The individuals in these positions have a clear grasp of the school's plan to improve climate and provide support to students and families

In addition, Fairview staff learned a lot from the past two years regarding best practices for providing counseling services. We expect a much more quicker and efficient support system when it comes to supporting students in need of counseling services in 2021-22.

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.

The Restorative Justice Committee, Principals, Counselors and Teachers will ensure that more Social Emotional Teaching and Learning is emphasized. We are fortunate to have a Fred Finch Counselor for students on Medi-Cal. We will also continue to have a School Psychologist Intern to support the work of our School Psychologist. Both will be providing play therapy services in 2021-22.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Attendance

## LEA/LCAP Goal

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

LCAP Goal:

- Increase average daily attendance by 1%

## Goal 5

The District's overall goal is to have all schools at 97% attendance for the school-year. Fairview's 2019-20 attendance percentage was 95.1% (August 26, 2019 - Feb 28, 2020). Fairview's 2020-21 attendance percentage was 95.9%

By June 1, 2022 Fairview will improve it's attendance percentage to 97%, by promoting fun activities, communicating with parents about poor attendance in a more frequent manner, providing incentives for good attendance monthly and implementing more engaging instruction. Fairview averages 26.3 absences per school-day. To reach our goal of 97% attendance Fairview will have to decrease our absences by 10.2 students on average per day.

Fairview has 123 African American students on campus. Based upon the most recent data 23.4% of African American students exhibit "chronic absenteeism (meaning they were absent 10% or more - 18 days or more in a school-year). Overall, 16.6% of our students were absent more than 10% of the time (89.1 students).

By June 1, 2022, Fairview will decrease the number of overall students identified as chronically absent to 10% (53 students). We will also decrease the number of African American students identifying as chronically absent to 10% (12 students).

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Metrics to measure growth in this goal area are:</p> <ul style="list-style-type: none"> <li>• Attendance percentages and data</li> <li>• School Dashboard Data</li> </ul>	<p>Fairview's attendance percentage was 95.9% in '20-'21. This was an increase of 0.8%. Fairview's attendance percentage in 2019-20 was 95.1%. More then 16% of Fairview students were</p>	<p>Fairview will improve it attendance to 97%. Fairview will decrease the percentage of overall chronic absenteeism to 10%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> <li>Number of Parent Attendance-Related Conferences</li> <li>Number of SARB Referrals</li> <li>A2A Data &amp; Measurements</li> </ul>	<p>considered chronically absent in 2019-20. The demographic that had the highest percentage of chronic absenteeism in 2019-20 was African American students at 23.4%.</p>	

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

## Strategy/Activity 1

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

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

The activities aligned with this goal will benefit all students, including students who suffer from chronic absenteeism

### Strategy/Activity

#### Action Plan

Fairview will break the 97% attendance barrier in 2021-2022. Fairview will provide an incentive program in which it will reward classrooms for having perfect attendance each week. Students will also be rewarded/recognized monthly for maintaining perfect attendance. Fairview will include articles regarding the importance of perfect attendance in its monthly school newsletters to educate the community about the importance of good school attendance. Parents will be contacted if their student is absent to confirm the legitimacy and reason for absence. Letters will be sent home explaining the Educational Code and District Policy regarding excessive absences. The school's goals and expectations regarding attendance will be written in the student handbook and distributed to every registered student prior to the first day of school. The goal will be measured by reviewing daily, weekly and monthly attendance data.

#### Action Steps:

#### Fairview will:

- Hold "ORIENTATION" by grade levels. This can be done before school starts or after the 15th day of school stressing the importance of attendance.
- Meet with families of "Chronic Absentee Students" identified from data of 2020-2021 starting in October to establish an improvement plan for 2021-2022
- Increase communication of the importance of daily attendance and the impact of absences to students, parents and the community is a central component. Monthly via newsletters, attendance data presented in parent meetings (ELAC, PTA,

#### Staff meetings, etc.)

- Monitor and report attendance data monthly. Review Chronic absence lists from A2A &/or CAMPUS monthly with Attendance Clerk & CWA Outreach Worker; ADA reports monthly (Attendance Clerk generated) Mid-year & End of year

attendance summary reports (from A2A and CWA/Assessment Dept)

- Utilize A2A notification system and SARB process involving CWA, nurses as appropriate

- Fairview will implement an "ALL HERE" incentive system. If classes have perfect attendance for five consecutive days, then the class will receive a pre-determined reward. The classroom attendance will be kept in the school's main hallway as a sticker chart. The bulletin board will serve to reinforce the importance of good classroom attendance. Research has proven that students who attend school on a consistent basis have higher student achievement rates. Fairview stakeholders feel that improved attendance will correlate to improved assessment scores. Fairview will honor students with perfect attendance at the end of each trimester with a special awards assembly.
  - For those families of Chronic Absentee Students that are hard to reach, we will conduct home visits. The following staff members will coordinate the home visits Admin, FES, COST Coordinator, Attendance Clerk and if needed our SRO (for safety purposes)
    - Trimester Award (i.e. - breakfast with the principal for students with 97% attendance or higher)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500.00	LCFF Supplemental and Concentration Funds Materials, Supplies, Incentives, Awards

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

In 2020-21 our Attendance Clerk, Family Engagement Specialist, COST Specialist, Counseling Staff and Administration all worked separately on improvement projects for the school. In 2021-22, the individuals will work as a unit to address all the duties of their job descriptions - including attendance. We feel that a more cohesive approach to addressing attendance concerns will help in attaining our goal of 97% attendance. We will continue to give monthly, trimester and yearly attendance awards. we will strive to make a "bigger deal" about the awards and add more incentives to the award (i.e. - breakfast or lunch with the principal).

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

Student and Parent Support staff will do a better job contacting parents and making home visits. The COST Team will be more efficient in addressing family needs that are hindering the students

from coming to school. School will provide more exciting, age appropriate and more frequent incentives for good attendance.

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.

In 2021-22, the individuals will work as a unit to address all the duties of their job descriptions - including attendance. Student and Parent Support staff will do a better job contacting parents and making home visits. Increased hours for the COST Coordinator and Family Engagement Specialist will dramatically help in these areas.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$68,072.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$149,381.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$96,705.00

Subtotal of additional federal funds included for this school: **\$96,705.00**

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 (\$)
LCFF Supplemental and Concentration Funds	\$37,941.00
Title I: Schoolwide Program	\$14,735.00

Subtotal of state or local funds included for this school: **\$52,676.00**

Total of federal, state, and/or local funds for this school: **\$149,381.00**



# 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
LCFF	36,549.00	36,549.00
Title I	72,959.00	72,959.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration Funds	37,941.00
Title I Part A: Basic Grants Low-Income and Neglected	96,705.00
Title I: Schoolwide Program	14,735.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental and Concentration Funds	37,941.00
	Title I Part A: Basic Grants Low-Income and Neglected	96,705.00
	Title I: Schoolwide Program	14,735.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,411.00
Goal 2	17,500.00
Goal 3	34,000.00

Goal 4

44,970.00

Goal 5

500.00

# 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
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
James Brandle	Classroom Teacher
Norma Felix	Parent or Community Member
Kimberley Hindman	Classroom Teacher
Kristina Granlund	Parent or Community Member
Brian White	Principal
Analilia Brizuela	Parent or Community Member
Loren Nails	Parent or Community Member
Kathy Meares	Other School Staff
Laura Orabi	Classroom Teacher
Cynthia Allen	Parent or Community Member
Suri Rodriguez	Parent or Community Member
Eduardo Picazo	Other School Staff

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



# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Instructional Leadership Team & Site Based Decision Making Team

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 03/17/2022.

Attested:

	Principal, Lynn Medici on 03/17/2022
	SSC Chairperson, Analilia Brizuela on 3/17/22

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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

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

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

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

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

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

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

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# Budget By Expenditures

## Fairview Elementary School

**Funding Source: LCFF Supplemental and Concentration Funds**    **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase materials necessary for the implementation of Guided Reading, Writer's Workshop, Zoo-Phonics, Daily 5, etc.		\$3,459.00	English-Language Arts	<p>Action Plan: K-2 Literacy</p> <p>Fairview Elementary School will provide students with a Balanced Literacy English Language Arts learning experience focusing on:</p> <ul style="list-style-type: none"> <li>*Read Alouds - Modeling Good Reading, Providing Meta-Cognitive Insight</li> <li>*Reading Workshops - Mini lessons on Reading Strategies, and conferencing</li> <li>*Small Group Guided Reading - Leveled, Specific Instruction</li> <li>*Writer's Workshop - to teach genre, structure, craft</li> <li>*Shared and Interactive Writing to teach and apply conventions.</li> <li>*Word Work</li> </ul> <p>K-2 Literacy Small Group/Intervention Needs:</p> <ul style="list-style-type: none"> <li>- 19.5 hour per week position to provide pullout intervention support</li> <li>- Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Accelerated Reader, StarFall, Lexia)</li> <li>- Guided Reading Materials</li> <li>- Teachers College Writer's Workshop Guides/Materials/Units of Study</li> <li>- Focus on conferencing with individuals and small groups</li> </ul> <p>K-2 Literacy Support and Material Needs:</p> <ul style="list-style-type: none"> <li>- Zoophonics Kits</li> <li>- Guided Reading Kits</li> <li>- Writer's Workshop Guides/Materials/Units of Study</li> </ul> <p>Study</p> <ul style="list-style-type: none"> <li>- Release Time for Assessment</li> <li>- Classroom Volunteers</li> </ul>

- Budget for Print Shop Needs
- Daily 5/CAFE Materials
- Supplemental materials to manage small group instruction/support writing and reading instruction (LLI/Guided Reading materials)

Additional Tasks to Support Students' Ability to Read at Their Appropriate Fountas and Pinnel Level:

- Fairview staff will continue training in all areas of Balanced Literacy - providing an emphasis on Reading & Writer's Workshop Mini-Lesson & Conferencing with students about their work
- Transitional Kindergarten & Kindergarten Teachers will implement Zoo-phonics into their daily routines
- Teachers will be trained in Daily 5 strategies in order to provide center-based learning opportunities for students - which will allow teachers to provide small group instruction
- Teachers will be trained in Guided Reading and CAFE strategies so that they can provide small group instruction during or after-school
- Each K-2 teacher will establish reading levels for students using Fountas and Pinnell assessments and will place results in Illuminate
- Reading groups will be created and assign for Leveled Literacy Intervention groups, in which an intervention teacher and EL Specialist will provide the instruction

Action Plan:  
3rd - 6th Grade Comprehension & Writing

Fairview staff will challenge students to think Within, About, & Beyond the text by focusing comprehension around the Five Pillars of Common Core Comprehension:  
 \*Identifying Main Idea  
 \*Surmising Author's Purpose  
 \*Making inferences about characters personalities/feelings based upon their action(s)  
 \*Analyzing how the character(s) traits/behaviors push the plot  
 \*Connecting aspects of story to real life situations or current events

3rd - 6th ELA - Small Group/Intervention Needs:  
 - 19.5 hour per week position to provide pullout

Purchase of Ready Common Core Workbooks or other supplemental test preparation materials

\$1,200.00 English-Language Arts

intervention support

- Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Starfall, Lexia, Brainpop, Newsela, PearDeck, Seesaw, Flocabulary, Vocabulary A-Z )
- Guided Reading Materials
- Writer's Workshop Guides/Materials/Units of

Study

3rd - 6th ELA Support/Material Needs:

- Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Starfall, Lexia, Brainpop, Newsela, PearDeck, Seesaw, Flocabulary, Vocabulary A-Z)
- Guided Reading Materials
- Daily 5/CAFE Materials
- Writer's Workshop Guides/Materials
- Ready Common Core Workbooks
- Exemplar Writing Samples
- Supplemental materials to manage small

group instruction/support

- Writing and reading instruction(LLI Guided Reading Materials)

3rd - 6th ELA Test Preparation Needs:

- Ready Common Core Workbooks
- Access to IAB/CAASPP Test Prep Questions
- Ability to receive timely data from IABs from Illuminate and training to pull useful data for COI work

Additional Tasks to Support Students' Ability to Think With About & Beyond the Text:

- Staff will utilize culturally relevant teaching in order to instruct and engage all learners
- School will purchase additional classroom and library books to supplement teachers' instruction in English-Language Arts
- Teachers will have two days of additional release time for performing reading assessments, collaboration and planning
- Each 3-6 teacher will ascertain reading levels for students using Fountas and Pinnell assessments
- Teachers will use assessment data to create leveled reading groups
- Teachers will identify students for ELA

intervention and/or enrichment in the classroom and additional pull-out groups during and/or after school reading instruction

- ELD Specialist and Intervention Teachers will teach Leveled Literacy Intervention groups
- Teachers will implement literacy strategies cross-curricular in art, music, and science
- Teachers will use Online Reading Programs in the classroom to differentiate instruction and provide other additional opportunities for independent practice, while teachers find time to meet with students in small group
- Teachers will adhere to the Systems of Strategic Actions Wheel to Plan and Implement Balanced Instruction in ELA

Activities to Develop a School Culture of Success in ELA:

- Honor Students Monthly/Trimester for Growth
- Writing Contests
- Poetry Slam Event/Oratory Events and

Training/Release Time

- Lunch and after school clubs - Scrabble, Boggle, etc.

- Connect Art & Literature
- Connecting SEL Work to ELA Activities (i.e.- Writing)

- Connect Monthly Themed Read-Ins, Black History Month, LatinX,
- Women’s History, Read Across America, etc.
- Connect written response to our SEL School-wide Weekly Quotes
- Assemblies/Hip Hop for Change and Reader’s Theater Activities

Action Plan:  
3rd - 6th Grade Comprehension & Writing

Fairview staff will challenge students to think Within, About, & Beyond the text by focusing comprehension around the Five Pillars of Common Core Comprehension:

- \*Identifying Main Idea
- \*Surmising Author’s Purpose
- \*Making inferences about characters personalities/feelings based upon their action(s)
- \*Analyzing how the character(s) traits/behaviors push the plot
- \*Connecting aspects of story to real life situations or current

Allotment to purchase educational website subscription and software to support ELA core curriculum

\$3,282.00 English-Language Arts

events

- 3rd - 6th ELA - Small Group/Intervention Needs:
  - 19.5 hour per week position to provide pullout intervention support
  - Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Starfall, Lexia, Brainpop, Newsela, PearDeck, Seesaw, Flocabulary, Vocabulary A-Z )
  - Guided Reading Materials
  - Writer's Workshop Guides/Materials/Units of Study

- 3rd - 6th ELA Support/Material Needs:
  - Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Starfall, Lexia, Brainpop, Newsela, PearDeck, Seesaw, Flocabulary, Vocabulary A-Z)
  - Guided Reading Materials
  - Daily 5/CAFE Materials
  - Writer's Workshop Guides/Materials
  - Ready Common Core Workbooks
  - Exemplar Writing Samples
  - Supplemental materials to manage small group instruction/support
  - Writing and reading instruction(LLI Guided Reading Materials)

- 3rd - 6th ELA Test Preparation Needs:
  - Ready Common Core Workbooks
  - Access to IAB/CAASPP Test Prep Questions
  - Ability to receive timely data from IABs from Illuminate and training to pull useful data for COI work

- Additional Tasks to Support Students' Ability to Think With About & Beyond the Text:
  - Staff will utilize culturally relevant teaching in order to instruct and engage all learners
  - School will purchase additional classroom and library books to supplement teachers' instruction in English-Language Arts
  - Teachers will have two days of additional release time for performing reading assessments, collaboration and planning
  - Each 3-6 teacher will ascertain reading levels

for students using Fountas and Pinnell assessments

- Teachers will use assessment data to create leveled reading groups
- Teachers will identify students for ELA intervention and/or enrichment in the classroom and additional pull-out groups during and/or after school reading instruction
- ELD Specialist and Intervention Teachers will teach Leveled Literacy Intervention groups
- Teachers will implement literacy strategies cross-curricular in art, music, and science
- Teachers will use Online Reading Programs in the classroom to differentiate instruction and provide other additional opportunities for independent practice, while teachers find time to meet with students in small group
- Teachers will adhere to the Systems of Strategic Actions Wheel to Plan and Implement Balanced Instruction in ELA

Activities to Develop a School Culture of Success in ELA:

- Honor Students Monthly/Trimester for Growth
- Writing Contests
- Poetry Slam Event/Oratory Events and

Training/Release Time

- Lunch and after school clubs - Scrabble, Boggle, etc.

- Connect Art & Literature
- Connecting SEL Work to ELA Activities (i.e.-

Writing)

- Connect Monthly Themed Read-Ins, Black History Month, LatinX,

- Women’s History, Read Across America, etc.
- Connect written response to our SEL School-wide Weekly Quotes

- Assemblies/Hip Hop for Change and Reader’s

Theater Activities

Action Plan:

Fairview staff will:

- Teach conceptual and procedural fluency through problems, math talks, and application, in addition to grade level fact fluency (Claim 1).

- Provide instruction and classroom experiences cross the full range of DOK levels, ensuring that students understand not just

Professional Development/Training - Lawrence Hall of Science, SVMII, Conferences, California Math Projects, Math Coaching, etc. (Carryover from 21/22)

\$5,000.00 Mathematics

how the math works, but also that they know why it works (Claim 1).

- Participate in professional development that includes K-2 foundational components as well as 3rd-6th core components for coherence through outside agencies including Lawrence Hall of Science, SVMI, Conferences, California Math Projects, Math Coaching, etc.)

- Attend pedagogical training for whole group instruction, re-engagement, questioning, strategic grouping, facilitating collaborative group work, conferencing, math talks, and intervention strategies.

- Engage in content and pedagogical training in place value/operations and rational numbers, which represent most of the major targets for grades 3rd-5th and support conceptual development for 6th grade and proportional reasoning/ratios. (Claim 1)

Math Small Group/Intervention Needs:

- Small groups and intervention will use re-engagement based on divergent student work for conceptual understanding.

- Small groups and intervention will use re-engagement, guided exploration, mitigations, to connect procedural and conceptual understanding.

- Tools and manipulatives to support conceptual and procedural fluency

- Technology and subscriptions (Prodigy, IXL)

- Materials and copies for problem solving, and implementing math talks

- Renew Contract with the Village Method to provide small group math support for students after-school

Additional Tasks to Support Students' Ability to Increase their Accuracy & Fluency in Concepts & Procedures (Claim 1):

- Attend professional development in Common Core Mathematics including but not limited to District and other opportunities.

- Create activities to spiral/review math daily.

- Use online Math resources in the classroom and encourage students to use the same resources at home.

- Use progress data tallied and saved by educational websites to to inform instruction.

- Identify students for after school intervention, tutoring, and/or enrichment for Math.

Instructional Materials and Supplies and  
Math Manipulatives (Carryover from 21/22)

\$5,000.00 Mathematics

- Provide after school intervention (hourly sessions for intensive/struggling students).
- Collaborate and share mathematical strategies.
- Engage in Cycle of Inquiry work using student data to drive discussion and develop next steps.

Action Plan:

Fairview staff will:

- Teach conceptual and procedural fluency through problems, math talks, and application, in addition to grade level fact fluency (Claim 1).
- Provide instruction and classroom experiences cross the full range of DOK levels, ensuring that students understand not just how the math works, but also that they know why it works (Claim 1).
- Participate in professional development that includes K-2 foundational components as well as 3rd-6th core components for coherence through outside agencies including Lawrence Hall of Science, SVMI, Conferences, California Math Projects, Math Coaching, etc.)
- Attend pedagogical training for whole group instruction, re-engagement, questioning, strategic grouping, facilitating collaborative group work, conferencing, math talks, and intervention strategies.
- Engage in content and pedagogical training in place value/operations and rational numbers, which represent most of the major targets for grades 3rd-5th and support conceptual development for 6th grade and proportional reasoning/ratios. (Claim 1)

Math Small Group/Intervention Needs:

- Small groups and intervention will use re-engagement based on divergent student work for conceptual understanding.
- Small groups and intervention will use re-engagement, guided exploration, mitigations, to connect procedural and conceptual understanding.
- Tools and manipulatives to support conceptual and procedural fluency
- Technology and subscriptions (Prodigy, IXL)
- Materials and copies for problem solving, and implementing math talks
- Renew Contract with the Village Method to provide small group math support for students after-school



More Culturally Responsive books in school library and mentor text for classroom use

\$4,000.00 English Language Learners

Additional Tasks to Support Students' Ability to Increase their Accuracy & Fluency in Concepts & Procedures (Claim 1):

- Attend professional development in Common Core Mathematics including but not limited to District and other opportunities.
- Create activities to spiral/review math daily.
- Use online Math resources in the classroom and encourage students to use the same resources at home.
- Use progress data tallied and saved by educational websites to to inform instruction.
- Identify students for after school intervention, tutoring, and/or enrichment for Math.
- Provide after school intervention (hourly sessions for intensive/struggling students).
- Collaborate and share mathematical strategies.
- Engage in Cycle of Inquiry work using student data to drive discussion and develop next steps.

Action Plan - to reclassify our EL students, bring them all to grade level proficiency and address learning losses due to distance learning.

Fairview Staff will:

- Establish specialized ELD course for Long Term ELs that focuses on using relevant texts, books, and math problems to provide opportunities for EL students to increase their engagement in oral practice that supports academic language development, directly related to grade level reading and writing, before their written responses are recorded. Including release time to collaborate and plan with classroom teachers.
- Embed intentional academic language and literacy instruction throughout content areas in both general and domain specific vocabulary that focuses on transfer to learning new words through cognates, context clues, and word parts.
- Engage EL students across multiple modalities including written text, short related video clips, and generating and answering their own questions in order to learn the academic language.
- Fairview Staff will collaborate, assess student progress and make decisions regarding next steps for instruction using

formative assessment and release time.

English Learner Small Group/Intervention Needs for Implementation of Action Plan:

- Renew contract with La Escuelita, hire 19.5 hour support personnel for the specialized course for LTELs, or hire bilingual paraprofessional to support general education classes
- Classroom teachers provide mini lessons to EL students
- Flexible grouping across grade level classrooms

English Learner Supports/Materials for Implementation of Action Plan:

- EL Specialist - draft and implement PD to support EL instruction
- LLI support staff and materials
- Engage with outside agencies for PD
- Access Realia & Visuals
- Release time for collaboration and planning
- Translations for parent communications

Activities to Develop a School Culture of Success in Math

- Cultural Nights (Dress, Food, Music)
- More Culturally Responsive books in school and classroom libraries
- Read-ins that focus on literature written about and by second language learners
- Multilingual communications and announcements

Additional Tasks to Support English Learner Students' Ability Become English Proficient:

- Daily Integrated English Language Development aligned to the ELD content standards and ongoing assessments for EL students
- Implement Systematic/Specialized Designated ELD Classes
- EL/Intervention Specialist to provide intervention during the school day
- Provide intervention classes for struggling English Learners before and/or after school
- Use online ESL resources for Newcomers in addition to intensive ELD
- Provide teachers with professional development to understand effective strategies to promote EL achievement e.g,

## Fairview Elementary School

Workshops (Character Building/Coping Skill Workshops i.e. - Soul Shoppe or Capturing Kids Hearts); Habits of Mind Campaign, Caught Doing Good, Kindness Ninja, Red Ribbon Month, Ally Week, Bullying Prevention Month, Random Acts of Kindness (week or month)

\$3,500.00 School Climate/Parent Engagement

SDAIE strategy training/refresher  
Action Plan for Addressing the Social-Emotional Needs of our Students:

School Environment/Behavior Modification

- Find new ways to make the Habits of Mind (Compassion, Healthy Choices, Persevere/Achieve, Respect, Responsibility, Truth) more a part of our daily conversation on campus. We need to come up with easier ways to help students blend conversations about our Habits of Mind into our lessons and interactions with students
- Weekly classroom recitings of the "Fairview Promise" or other Affirmation that encourages unity, healthy choices and trying one's best
- Weekly announcers will share the "I Believe" affirmation during announcements
- Admin and Counseling Departments will be more intentional in engaging the campus community in monthly character building initiatives (i.e. - Caught Doing Good, Kindness Ninja, Red Ribbon Month, Ally Week, Bullying Prevention Month, Random Acts of Kindness(week or month)
- Hold consistent Falcon Feather store hours, so that staff and students can anticipate when they can redeem their incentives for prizes. We will purchase Falcon Feather Store prizes that are appealing to 4th - 6th grade students. We will encourage staff to distribute Falcon Feathers more frequently and with enthusiasm

Social-Emotional Learning

- Encourage staff to hold consistent restorative circles with their classes
- Encourage staff to establish Peaceful Corners for students to safely and responsibly de-escalate or process their feelings
- Provide Workshops for teachers and students that illustrates the correlation between our emotions and our decision-making - and how it all affects our learning. The program will provide students with strategies on how to cope with and address their emotions in more positive ways (i.e. - Capturing Kids Hearts or Soul Shoppe)
- Purchase and/or choose to use more Culturally & Linguistically Responsive text, books, or other literature that

After-School Science, Tech & Engineering Opportunities (i.e. - KidzToPros. Little Bits, GATE)

\$2,500.00 School Climate/Parent Engagement

address relevant concerns of the students  
 - Support our Restorative Justice Team who will develop and provide guidance for teachers who are implementing Restorative Justice practices in their classrooms.

Counseling Services

- Provide a 3-Tiered Model of Service for Students
  - Tier 1 - School-wide strategies for general climate wellness & conflict mediation support
  - Tier 2 - Small groups - Social Groups (for our students who are struggling to make connections)
    - Topical Groups (i.e. - grief, past trauma, etc.)
    - Play Therapy (group/individual) for students who need an indirect approach to therapy
  - Tier 3 - Individual, Direct Therapy; Behavior Specialist assigned to support students in classroom environment

Three-Tiered Support Needs:

- 2.5 Days per week Counselor
  - 30 - hour per week Fred Finch Counselor
  - 5 Day Group Counselor
  - Family Engagement Specialist & Coordinator of Services Specialist to provide 1) check-in/check-out 2) social group meetings
  - School Psychologist & Intern (Play Therapy)
- Action Plan for Student & Parent Engagement

S.T.E.A.M.

Science

- Provide supplies for a dedicated Science Room
- Commit to teaching a minimum 60 minutes of Science per week
- Commit to hosting a School-Wide Science Fair
- Host a S.T.E.A.M. Family Night (Possible S.T.E.A.M. Monthly Projects)

Technology/Engineering

- Each teacher shall have at minimum 1.5 school-days of scheduled access to a chromebook cart every week
- The School will provide subscriptions for teachers to educational websites/electronic programs that will enhance

their students learning (i.e.- DHH equipment, RAZ Kids, Ac Reader, Prodigy, Zoophonics, Brainpop, IXL)

- Connect students with real-life, relevant, hands-on opportunity to build, explore and manipulate technology, providing extracurricular programming internally or from outside vendors (i.e. - KidzToPros, Little Bits Program, GATE).

Examples of

the foci of these programs are:  
coding/programming/gaming, creating animation, building simple machines, and robotics

Art

- Addressed below

Math

- See Goal #2

Art

- We look to make our Art Instruction more diversified, giving our students the opportunity to explore all aspects of Art in the realms of Visual and Performance Art

- Increase the budget for supplies for the Art Room

- Increase teachers beginning of the year classroom budget to allow space to purchase art supplies

- Bring in outside performances and artists to demonstrate different forms of Art (i.e. - spoken word/poetry, dance, classical music, different aspects of Hip Hop, music production, etc.

- Provide avenues for students to showcase their talents (talent shows, student-led assemblies, highly visible displays

Family Engagement

- Renew contract with The Village Method to provide fun and engaging cultural enrichment activities for families

- Currently we have the following ways parents can get involved: Parent Teacher Association, English Language Advisory Committee, School Site Council, Site Based Decision Making Team, African American Student Achievement Initiative,

- Parenting Classes (Loving Solutions Inc.), Parent Digital Safety Classes, American Sign Language Classes, Volunteer in Classrooms, Coach Soccer/Basketball

- Increase hours of COST Specialist and Family Engagement Specialist to increase parent out-reach

			<ul style="list-style-type: none"> <li>- Offer Parent Education Classes (i.e. - Digital Safety, Parent Project, ASL)</li> <li>- Monthly Movie Nights</li> <li>- Fall/Winter Festival; Spring Carnival</li> <li>- Winter/Spring Concerts</li> <li>- Family NighTs - Math, Art, STEAM</li> <li>- Improve Website Usage and other forms of communication with parents</li> <li>- Use means of communication such as Dojo, Google Classrooms, Zoom to diversify communication in more effective ways.</li> </ul> <p>Promoting Fun at School</p> <ul style="list-style-type: none"> <li>- More intentionality to having true Fun Fridays (what will that look like for the intermediate &amp; primary)</li> <li>- Monthly grade level contest (brain teaser or puzzle)</li> <li>- Allocate a meaningful amount of money per classroom or department for field trips</li> <li>- Provide assemblies that are fun and informative</li> <li>- Organize games or intramurals at recess</li> </ul> <p>Action Plan for Student &amp; Parent Engagement</p> <p>S.T.E.A.M.</p> <p>Science</p> <ul style="list-style-type: none"> <li>- Provide supplies for a dedicated Science Room</li> <li>- Commit to teaching a minimum 60 minutes of Science per week</li> <li>- Commit to hosting a School-Wide Science Fair</li> <li>- Host a S.T.E.A.M. Family Night (Possible S.T.E.A.M.</li> </ul> <p>Monthly Projects</p> <p>Technology/Engineering</p> <ul style="list-style-type: none"> <li>- Each teacher shall have at minimum 1.5 school-days of scheduled access to a chromebook cart every week</li> <li>- The School will provide subscriptions for teachers to educational websites/electronic programs that will enhance their students learning (i.e.- DHH equipment, RAZ Kids, Ac Reader, Prodigy, Zoophonics, Brainpop, IXL)</li> <li>- Connect students with real-life, relevant, hands-on opportunity to build, explore and manipulate technology, providing extracurricular programming internally or from outside vendors (i.e. - KidzToPros, Little Bits Program, GATE).</li> </ul>
<p>Art &amp; Science Classroom Materials</p>	<p>\$2,000.00</p>	<p>School Climate/Parent Engagement</p>	

Examples of the foci of these programs are: coding/programming/gaming, creating animation, building simple machines, and robotics

Art

- Addressed below

Math

- See Goal #2

Art

- We look to make our Art Instruction more diversified, giving our students the opportunity to explore all aspects of Art in the realms of Visual and Performance Art
  - Increase the budget for supplies for the Art Room
  - Increase teachers beginning of the year classroom budget to allow space to purchase art supplies
  - Bring in outside performances and artists to demonstrate different forms of Art (i.e. - spoken word/poetry, dance, classical music, different aspects of Hip Hop, music production, etc.
  - Provide avenues for students to showcase their talents (talent shows, student-led assemblies, highly visible displays)

Family Engagement

- Renew contract with The Village Method to provide fun and engaging cultural enrichment activities for families
- Currently we have the following ways parents can get involved: Parent Teacher Association, English Language Advisory Committee, School Site Council, Site Based Decision Making Team, African American Student Achievement Initiative,
  - Parenting Classes (Loving Solutions Inc.), Parent Digital Safety Classes, American Sign Language Classes, Volunteer in Classrooms, Coach Soccer/Basketball
  - Increase hours of COST Specialist and Family Engagement Specialist to increase parent out-reach
  - Offer Parent Education Classes (i.e. - Digital Safety, Parent Project, ASL)
  - Monthly Movie Nights
  - Fall/Winter Festival; Spring Carnival
  - Winter/Spring Concerts
  - Family Nights - Math, Art, STEAM

After-School Family Engagement & Parent Involvement Activities

\$7,500.00 School Climate/Parent Engagement

- Improve Website Usage and other forms of communication with parents
- Use means of communication such as Dojo, Google Classrooms, Zoom to diversify communication in more effective ways.

Promoting Fun at School

- More intentionality to having true Fun Fridays (what will that look like for the intermediate & primary)
- Monthly grade level contest (brain teaser or puzzle)
- Allocate a meaningful amount of money per classroom or department for field trips
- Provide assemblies that are fun and informative
- Organize games or intramurals at recess

Action Plan for Student & Parent Engagement

S.T.E.A.M.

Science

- Provide supplies for a dedicated Science Room
- Commit to teaching a minimum 60 minutes of Science per week
- Commit to hosting a School-Wide Science Fair
- Host a S.T.E.A.M. Family Night (Possible S.T.E.A.M. Monthly Projects)

Technology/Engineering

- Each teacher shall have at minimum 1.5 school-days of scheduled access to a chromebook cart every week
- The School will provide subscriptions for teachers to educational websites/electronic programs that will enhance their students learning (i.e.- DHH equipment, RAZ Kids, Ac Reader, Prodigy, Zoophonics, Brainpop, IXL)
- Connect students with real-life, relevant, hands-on opportunity to build, explore and manipulate technology, providing extracurricular programming internally or from outside vendors (i.e. - KidzToPros, Little Bits Program, GATE).

Examples of the foci of these programs are:

coding/programming/gaming, creating animation, building simple machines, and robotics

Art



- Addressed below

Math

- See Goal #2

Art

- We look to make our Art Instruction more diversified, giving our students the opportunity to explore all aspects of Art in the realms of Visual and Performance Art

- Increase the budget for supplies for the Art Room

- Increase teachers beginning of the year classroom budget to allow space to purchase art supplies

- Bring in outside performances and artists to demonstrate different forms of Art (i.e. - spoken word/poetry, dance, classical music, different aspects of Hip Hop, music production, etc.

- Provide avenues for students to showcase their talents (talent shows, student-led assemblies, highly visible displays

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- Winter/Spring Concerts

- Family Nights - Math, Art, STEAM

- Improve Website Usage and other forms of communication with parents

- Use means of communication such as Dojo, Google Classrooms, Zoom to diversify communication in more effective ways.

Materials, Supplies, Incentives, Awards

\$500.00 Attendance

Promoting Fun at School

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- Monthly grade level contest (brain teaser or puzzle)
- Allocate a meaningful amount of money per classroom or department for field trips
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- Organize games or intramurals at recess

Action Plan

Fairview will break the 97% attendance barrier in 2021-2022. Fairview will provide an incentive program in which it will reward classrooms for having perfect attendance each week. Students will also be rewarded/recognized monthly for maintaining perfect attendance. Fairview will include articles regarding the importance of perfect attendance in its monthly school newsletters to educate the community about the importance of good school attendance. Parents will be contacted if their student is absent to confirm the legitimacy and reason for absence. Letters will be sent home explaining the Educational Code and District Policy regarding excessive absences. The school's goals and expectations regarding attendance will be written in the student handbook and distributed to every registered student prior to the first day of school. The goal will be measured by reviewing daily, weekly and monthly attendance data.

Action Steps:

Fairview will:

- Hold "ORIENTATION" by grade levels. This can be done before school starts or after the 15th day of school stressing the importance of attendance.
- Meet with families of 'Chronic Absentee Students' identified from data of 2020-2021 starting in October to establish an improvement plan for 2021-2022
- Increase communication of the importance of daily attendance and the impact of absences to students, parents and the community is a central component. Monthly via newsletters, attendance data presented in parent meetings (ELAC, PTA, Staff meetings, etc.)
- Monitor and report attendance data monthly. Review

# Fairview Elementary School

Chronic absence lists from A2A &/or CAMPUS monthly with Attendance Clerk & CWA Outreach Worker; ADA reports monthly (Attendance Clerk generated) Mid-year & End of year attendance summary reports (from A2A and CWA/Assessment Dept)

- Utilize A2A notification system and & SARB process involving CWA, nurses as appropriate
- Fairview will implement an "ALL HERE" incentive system. If classes have perfect attendance for five consecutive days, then the class will receive a pre-determined reward. The classroom attendance will be kept in the school's main hallway as a sticker chart. The bulletin board will serve to reinforce the importance of good classroom attendance. Research has proven that students who attend school on a consistent basis have higher student achievement rates. Fairview stakeholders feel that improved attendance will correlate to improved assessment scores. Fairview will honor students with perfect attendance at the end of each trimester with a special awards assembly.
- For those families of Chronic Absentee Students that are hard to reach, we will conduct home visits. The following staff members will coordinate the home visits Admin, FES, COST Coordinator, Attendance Clerk and if needed our SRO (for safety purposes)
- Trimester Award (i.e. - breakfast with the principal for students with 97% attendance or higher)

LCFF Supplemental and Concentration Funds Total Expenditures: \$37,941.00

LCFF Supplemental and Concentration Funds Allocation Balance: \$0.00

**Funding Source: Title I Part A: Basic Grants Low-Income and Neglected** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Release Time/Staff Development		\$14,470.00	English-Language Arts	Action Plan: K-2 Literacy  Fairview Elementary School will provide students with a Balanced Literacy English Language Arts learning experience

focusing on:

- \*Read Alouds - Modeling Good Reading, Providing Meta-Cognitive Insight
- \*Reading Workshops - Mini lessons on Reading Strategies, and conferencing
- \*Small Group Guided Reading - Leveled, Specific Instruction
- \*Writer's Workshop - to teach genre, structure, craft
- \*Shared and Interactive Writing to teach and apply conventions.
- \*Word Work

K-2 Literacy Small Group/Intervention Needs:

- 19.5 hour per week position to provide pullout intervention support
- Educational website subscriptions for stations during Daily 5/Centers (i.e. - Raz Kids, Accelerated Reader, StarFall, Lexia)

- Guided Reading Materials
- Teachers College Writer's Workshop Guides/Materials/Units of Study
- Focus on conferencing with individuals and small groups

K-2 Literacy Support and Material Needs:

- Zoophonics Kits
- Guided Reading Kits
- Writer's Workshop Guides/Materials/Units of Study

- Release Time for Assessment
- Classroom Volunteers
- Budget for Print Shop Needs
- Daily 5/CAFE Materials
- Supplemental materials to manage small group instruction/support writing and reading instruction (LLI/Guided Reading materials)

Additional Tasks to Support Students' Ability to Read at Their Appropriate Fountas and Pinnel Level:

- Fairview staff will continue training in all areas of Balanced Literacy - providing an emphasis on Reading & Writer's Workshop Mini-Lesson & Conferencing with students about their work
- Transitional Kindergarten & Kindergarten

Hourly Certificated Staff Member to Provide Reading Intervention

\$30,000.00 English-Language Arts

Teachers will implement Zoo-phonics into their daily routines

- Teachers will be trained in Daily 5 strategies in order to provide center-based learning opportunities for students - which will allow teachers to provide small group instruction
- Teachers will be trained in Guided Reading and CAFE strategies so that they can provide small group instruction during or after-school
- Each K-2 teacher will establish reading levels for students using Fountas and Pinnell assessments and will place results in Illuminate
- Reading groups will be created and assign for Leveled Literacy Intervention groups, in which an intervention teacher and EL Specialist will provide the instruction

Action Plan:  
K-2 Literacy

Fairview Elementary School will provide students with a Balanced Literacy English Language Arts learning experience focusing on:

- \*Read Alouds - Modeling Good Reading, Providing Meta-Cognitive Insight
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Study

- Release Time for Assessment
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- Transitional Kindergarten & Kindergarten Teachers will implement Zoo-phonics into their daily routines
- Teachers will be trained in Daily 5 strategies in order to provide center-based learning opportunities for students - which will allow teachers to provide small group instruction

- Teachers will be trained in Guided Reading and CAFE strategies so that they can provide small group instruction during or after-school

- Each K-2 teacher will establish reading levels for students using Fountas and Pinnell assessments and will place results in Illuminate

- Reading groups will be created and assign for Leveled Literacy Intervention groups, in which an intervention teacher and EL Specialist will provide the instruction Action Plan - for student growth, mitigate learning loss and fill gaps in student learning due to the effects of extended distance learning:

The Fairview Staff will:

- Focus on discourse and communication strategies (Claim 2).
- Students have monthly experiences with problem solving and modeling (Claim 3).
- Implement problem-based learning that focuses on

Teacher Hourly-Extra Hours for Intervention

\$5,000.00 Mathematics

mathematical justifications and communication (Claim 2).  
 - Teach instructional techniques and materials that support student development in modeling and problem solving strategies through the eight Standards for Math Practice (SMPs) (Claim 3).

Math Supports/Materials

- Connect with outside agencies for professional development (ie, SVMI, National Council of Mathematics - NCM).
- After school partnerships and Saturday sessions for math tutoring
- Supplemental materials (i.e. - Curriculum Associates Ready Common Core)

Activities to Develop a School Culture of Success in Math:

- Build a culture of problem solving by implementing school wide Problem of the Month activities and using problems/mentor problems to teach grade level content.
- After-school and lunch-time clubs that provide STEAM Enrichment (i.e.-Little Bits, GATE, KidzToPros, math games)
- Family Math Night(s).

Additional Tasks to Support Students' Ability to Thinking Critically, Problem Solve, and Justify & Communicate Why the Math Works (Claim 2 & 3):

- Attend professional development in Common Core Mathematics including but not limited to District and other opportunities.
- Utilize culturally relevant teaching and best practices in order to instruct and engage all learners.
- Students will participate in hands on activities to increase mathematical understanding.
- Students will use knowledge gain from mathematical experiences to engage in Math Talks.
- School will purchase instructional supplies to support student achievement in STEAM.
- Collaborate and share mathematical strategies.
- Engage in Cycle of Inquiry work using student data to drive discussion and develop next steps.

Action Plan - for student growth, mitigate learning loss and fill gaps in student learning due to the effects of extended distance learning:

Ready Common Core Workbooks Math or other supplemental test preparation material

\$2,500.00 Mathematics

The Fairview Staff will:

- Focus on discourse and communication strategies (Claim 2).
- Students have monthly experiences with problem solving and modeling (Claim 3).
- Implement problem-based learning that focuses on mathematical justifications and communication (Claim 2).
- Teach instructional techniques and materials that support student development in modeling and problem solving strategies through the eight Standards for Math Practice (SMPs) (Claim 3).

Math Supports/Materials

- Connect with outside agencies for professional development (ie, SVMI, National Council of Mathematics - NCM).
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- Students will participate in hands on activities to increase mathematical understanding.
- Students will use knowledge gain from mathematical experiences to engage in Math Talks.
- School will purchase instructional supplies to support



Renew contract with La Escuelita or 19.5 hour/weekly support personnel for the specialized course for LTELs, or Bilingual Paraprofessional

\$30,000.00 English Language Learners

student achievement in STEAM.

- Collaborate and share mathematical strategies.
- Engage in Cycle of Inquiry work using student data to drive discussion and develop next steps.

Action Plan - to reclassify our EL students, bring them all to grade level proficiency and address learning losses due to distance learning.

Fairview Staff will:

- Establish specialized ELD course for Long Term ELs that focuses on using relevant texts, books, and math problems to provide opportunities for EL students to increase their engagement in oral practice that supports academic language development, directly related to grade level reading and writing, before their written responses are recorded. Including release time to collaborate and plan with classroom teachers.

- Embed intentional academic language and literacy instruction throughout content areas in both general and domain specific vocabulary that focuses on transfer to learning new words through cognates, context clues, and word parts.

- Engage EL students across multiple modalities including written text, short related video clips, and generating and answering their own questions in order to learn the academic language.

- Fairview Staff will collaborate, assess student progress and make decisions regarding next steps for instruction using formative assessment and release time.

English Learner Small Group/Intervention Needs for Implementation of Action Plan:

- Renew contract with La Escuelita, hire 19.5 hour support personnel for the specialized course for LTELs, or hire bilingual paraprofessional to support general education classes
- Classroom teachers provide mini lessons to EL students
- Flexible grouping across grade level classrooms

English Learner Supports/Materials for Implementation of Action Plan:

- EL Specialist - draft and implement PD to support EL instruction

- LLI support staff and materials
- Engage with outside agencies for PD
- Access Realia & Visuals
- Release time for collaboration and planning
- Translations for parent communications

Activities to Develop a School Culture of Success in Math

- Cultural Nights (Dress, Food, Music)
- More Culturally Responsive books in school and classroom libraries
- Read-ins that focus on literature written about and by second language learners
- Multilingual communications and announcements

Additional Tasks to Support English Learner Students' Ability Become English Proficient:

- Daily Integrated English Language Development aligned to the ELD content standards and ongoing assessments for EL students
- Implement Systematic/Specialized Designated ELD Classes
- EL/Intervention Specialist to provide intervention during the school day
- Provide intervention classes for struggling English Learners before and/or after school
- Use online ESL resources for Newcomers in addition to intensive ELD
- Provide teachers with professional development to understand effective strategies to promote EL achievement e.g, SDAIE strategy training/refresher

Action Plan for Addressing the Social-Emotional Needs of our Students:

School Environment/Behavior Modification

- Find new ways to make the Habits of Mind (Compassion, Healthy Choices, Persevere/Achieve, Respect, Responsibility, Truth) more a part of our daily conversation on campus. We need to come up with easier ways to help students blend conversations about our Habits of Mind into our lessons and interactions with students
- Weekly classroom recitings of the "Fairview Promise" or other Affirmation that encourages unity, healthy choices and trying one's best

School Psychologist Intern

\$14,735.00 School Climate/Parent Engagement

- Weekly announcers will share the "I Believe" affirmation during announcements
- Admin and Counseling Departments will be more intentional in engaging the campus community in monthly character building initiatives (i.e. - Caught Doing Good, Kindness Ninja, Red Ribbon Month, Ally Week, Bullying Prevention Month, Random Acts of Kindness(week or month)
- Hold consistent Falcon Feather store hours, so that staff and students can anticipate when they can redeem their incentives for prizes. We will purchase Falcon Feather Store prizes that are appealing to 4th - 6th grade students. We will encourage staff to distribute Falcon Feathers more frequently and with enthusiasm

Social-Emotional Learning

- Encourage staff to hold consistent restorative circles with their classes
- Encourage staff to establish Peaceful Corners for students to safely and responsibly de-escalate or process their feelings
- Provide Workshops for teachers and students that illustrates the correlation between our emotions and our decision-making - and how it all affects our learning. The program will provide students with strategies on how to cope with and address their emotions in more positive ways (i.e. - Capturing Kids Hearts or Soul Shoppe)
- Purchase and/or choose to use more Culturally & Linguistically Responsive text, books, or other literature that address relevant concerns of the students
- Support our Restorative Justice Team who will develop and provide guidance for teachers who are implementing Restorative Justice practices in their classrooms.

Counseling Services

- Provide a 3-Tiered Model of Service for Students
  - Tier 1 - School-wide strategies for general climate wellness & conflict mediation support
  - Tier 2 - Small groups - Social Groups (for our students who are struggling to make connections)
    - Topical Groups (i.e. - grief, past trauma, etc.)
    - Play Therapy (group/individual)

# Fairview Elementary School

for students who need an indirect approach to therapy  
 Tier 3 - Individual, Direct Therapy; Behavior Specialist assigned to support students in classroom environment

- Three-Tiered Support Needs:
- 2.5 Days per week Counselor
  - 30 - hour per week Fred Finch Counselor
  - 5 Day Group Counselor
  - Family Engagement Specialist & Coordinator of Services Specialist to provide 1) check-in/check-out 2) social group meetings
  - School Psychologist & Intern (Play Therapy)

Title I Part A: Basic Grants Low-Income and Neglected Total Expenditures: \$96,705.00

Title I Part A: Basic Grants Low-Income and Neglected Allocation Balance: \$0.00

**Funding Source: Title I: Schoolwide Program \$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
1 (1/2 day) Counselor		\$14,735.00	School Climate/Parent Engagement	<p>Action Plan for Addressing the Social-Emotional Needs of our Students:</p> <p>School Environment/Behavior Modification</p> <ul style="list-style-type: none"> <li>- Find new ways to make the Habits of Mind (Compassion, Healthy Choices, Persevere/Achieve, Respect, Responsibility, Truth) more a part of our daily conversation on campus. We need to come up with easier ways to help students blend conversations about our Habits of Mind into our lessons and interactions with students</li> <li>- Weekly classroom recitations of the "Fairview Promise" or other Affirmation that encourages unity, healthy choices and trying one's best</li> <li>- Weekly announcers will share the "I Believe" affirmation during announcements</li> <li>- Admin and Counseling Departments will be more intentional in engaging the campus community in monthly character building initiatives (i.e. - Caught Doing Good, Kindness Ninja, Red Ribbon Month, Ally Week, Bullying Prevention Month,</li> </ul>

Random Acts of Kindness(week or month)  
- Hold consistent Falcon Feather store hours, so that staff and students can anticipate when they can redeem their incentives for prizes. We will purchase Falcon Feather Store prizes that are appealing to 4th - 6th grade students. We will encourage staff to distribute Falcon Feathers more frequently and with enthusiasm

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- Purchase and/or choose to use more Culturally & Linguistically Responsive text, books, or other literature that address relevant concerns of the students  
- Support our Restorative Justice Team who will develop and provide guidance for teachers who are implementing Restorative Justice practices in their classrooms.

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Tier 1 - School-wide strategies for general climate wellness & conflict mediation support  
Tier 2 - Small groups - Social Groups (for our students who are struggling to make connections)  
- Topical Groups (i.e. - grief, past trauma, etc.)  
- Play Therapy (group/individual) for students who need an indirect approach to therapy  
Tier 3 - Individual, Direct Therapy; Behavior Specialist assigned to support students in classroom environment

Three-Tiered Support Needs:

- 2.5 Days per week Counselor
- 30 - hour per week Fred Finch Counselor

## Fairview Elementary School

- 5 Day Group Counselor
- Family Engagement Specialist & Coordinator of Services Specialist to provide 1) check-in/check-out 2) social group meetings
- School Psychologist & Intern (Play Therapy)

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Title I: Schoolwide Program Total Expenditures: \$14,735.00

Title I: Schoolwide Program Allocation Balance: \$0.00

Fairview Elementary School Total Expenditures: \$149,381.00