

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairview Elementary	01611926000962	May 31, 2023	August 23, 2023

## Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

## 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)

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI:

There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:

- All indicators at the lowest status level; or
  - All indicators at the lowest status level but one indicator at another status level”
- Our site is one of the sites that was identified as ATSI.

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

Fairview developed this plan in conjunction with HUSD’s LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students’ deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State’s LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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# Educational Partner Involvement

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

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

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

Fairview has included all educational partners 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 educational partners 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 apart 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 five parent members and five 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 educational partners listed above. After a draft was created, the document was shared with the educational partners listed above for feedback. Fairview's SSC used the educational partner's feedback to make revisions, edits, and changes. A second draft was presented at each of the major educational partner'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 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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.21%	0.53%		1	3
African American	17.7%	17.15%	14.59%	95	82	82
Asian	6.5%	7.11%	7.47%	35	34	42
Filipino	4.1%	5.02%	5.87%	22	24	33
Hispanic/Latino	54.2%	52.09%	50.36%	291	249	283
Pacific Islander	3.2%	3.14%	1.78%	17	15	10
White	5.2%	5.65%	6.76%	28	27	38
Multiple/No Response	8.8%	9.00%	9.96%	47	43	56
	<b>Total Enrollment</b>			537	478	562

### Conclusions based on this data:

Fairview's most significant populations are Hispanic/Latinx, African American, Socio-Economically Disadvantaged, and English Learners. Our enrollment has increased from the previous school year due to district school closure. This has caused our staff to grow and also increased the need for other resources.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	106	108	140	19.70%	22.6%	24.9%
Fluent English Proficient (FEP)	45	38	44	8.40%	7.9%	7.8%
Reclassified Fluent English Proficient (RFEP)	2			1.9%		

### Conclusions based on this data:

Due to nearby school closure, our EL population has increased significantly. Therefore our need for additional resources has also increased.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	53		0	51		0	51		0.0	96.2	
Grade 4	74	62		0	59		0	59		0.0	95.2	
Grade 5	79	66		0	64		0	64		0.0	97.0	
Grade 6	65	67		0	63		0	63		0.0	94.0	
All Grades	293	248		0	237		0	237		0.0	95.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2360.			9.80			9.80			21.57			58.82	
Grade 4		2417.			16.95			5.08			27.12			50.85	
Grade 5		2440.			3.13			25.00			18.75			53.13	
Grade 6		2538.			23.81			34.92			19.05			22.22	
All Grades	N/A	N/A	N/A		13.50			19.41			21.52			45.57	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.84			47.06			45.10	
Grade 4		5.08			72.88			22.03	
Grade 5		9.38			51.56			39.06	
Grade 6		19.05			53.97			26.98	
All Grades		10.55			56.54			32.91	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		1.96			45.10			52.94	
<b>Grade 4</b>		11.86			50.85			37.29	
<b>Grade 5</b>		4.69			50.00			45.31	
<b>Grade 6</b>		20.63			57.14			22.22	
<b>All Grades</b>		10.13			51.05			38.82	

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.92			78.43			17.65	
<b>Grade 4</b>		8.47			59.32			32.20	
<b>Grade 5</b>		4.69			78.13			17.19	
<b>Grade 6</b>		7.94			79.37			12.70	
<b>All Grades</b>		6.33			73.84			19.83	

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		7.84			54.90			37.25	
<b>Grade 4</b>		8.47			64.41			27.12	
<b>Grade 5</b>		7.81			59.38			32.81	
<b>Grade 6</b>		22.22			68.25			9.52	
<b>All Grades</b>		11.81			62.03			26.16	

**Conclusions based on this data:**

Since this is the first time with new data from CAASPP in 2 years, however it is clear that resources need to be given to the students who are below standard - the average percentage is 26% which is over 1/5 of all students struggling to be near standard. Writing & reading are school wide priorities.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	53		0	51		0	51		0.0	96.2	
Grade 4	74	62		0	60		0	60		0.0	96.8	
Grade 5	79	66		0	64		0	64		0.0	97.0	
Grade 6	65	67		0	64		0	64		0.0	95.5	
All Grades	293	248		0	239		0	239		0.0	96.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2354.			3.92			13.73			13.73			68.63	
Grade 4		2394.			1.67			10.00			30.00			58.33	
Grade 5		2405.			1.56			7.81			15.63			75.00	
Grade 6		2489.			9.38			17.19			32.81			40.63	
All Grades	N/A	N/A	N/A		4.18			12.13			23.43			60.25	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.92			31.37			64.71	
Grade 4		8.33			31.67			60.00	
Grade 5		4.69			23.44			71.88	
Grade 6		7.81			51.56			40.63	
All Grades		6.28			34.73			59.00	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.88			37.25			56.86	
<b>Grade 4</b>		5.00			35.00			60.00	
<b>Grade 5</b>		3.13			34.38			62.50	
<b>Grade 6</b>		3.13			56.25			40.63	
<b>All Grades</b>		4.18			41.00			54.81	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.92			54.90			41.18	
<b>Grade 4</b>		5.00			33.33			61.67	
<b>Grade 5</b>		3.13			37.50			59.38	
<b>Grade 6</b>		12.50			65.63			21.88	
<b>All Grades</b>		6.28			47.70			46.03	

**Conclusions based on this data:**

Over 95% of all eligible testing grades were tested. Over 93% of students tested are at or nearly met and below standard. The students who are below standard is significant at 46%. 4th and 5th grade students have higher percentages of underperforming students than the 6th grade.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>478</b>	<b>53.6</b>	<b>22.6</b>	<b>0.4</b>
Total Number of Students enrolled in Fairview Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	22.6
Foster Youth	2	0.4
Homeless	2	0.4
Socioeconomically Disadvantaged	256	53.6
Students with Disabilities	57	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	82	17.2
American Indian	1	0.2
Asian	34	7.1
Filipino	24	5.0
Hispanic	249	52.1
Two or More Races	43	9.0
Pacific Islander	15	3.1
White	27	5.6

**Conclusions based on this data:**

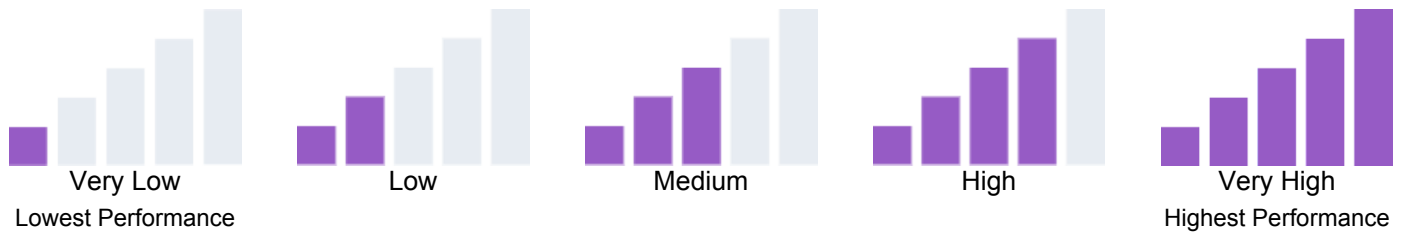
Fairview's most significant ethnic subgroups are Hispanic/Latinx. In terms of district percentages, Fairview has the largest African American student population.

# School and Student Performance Data

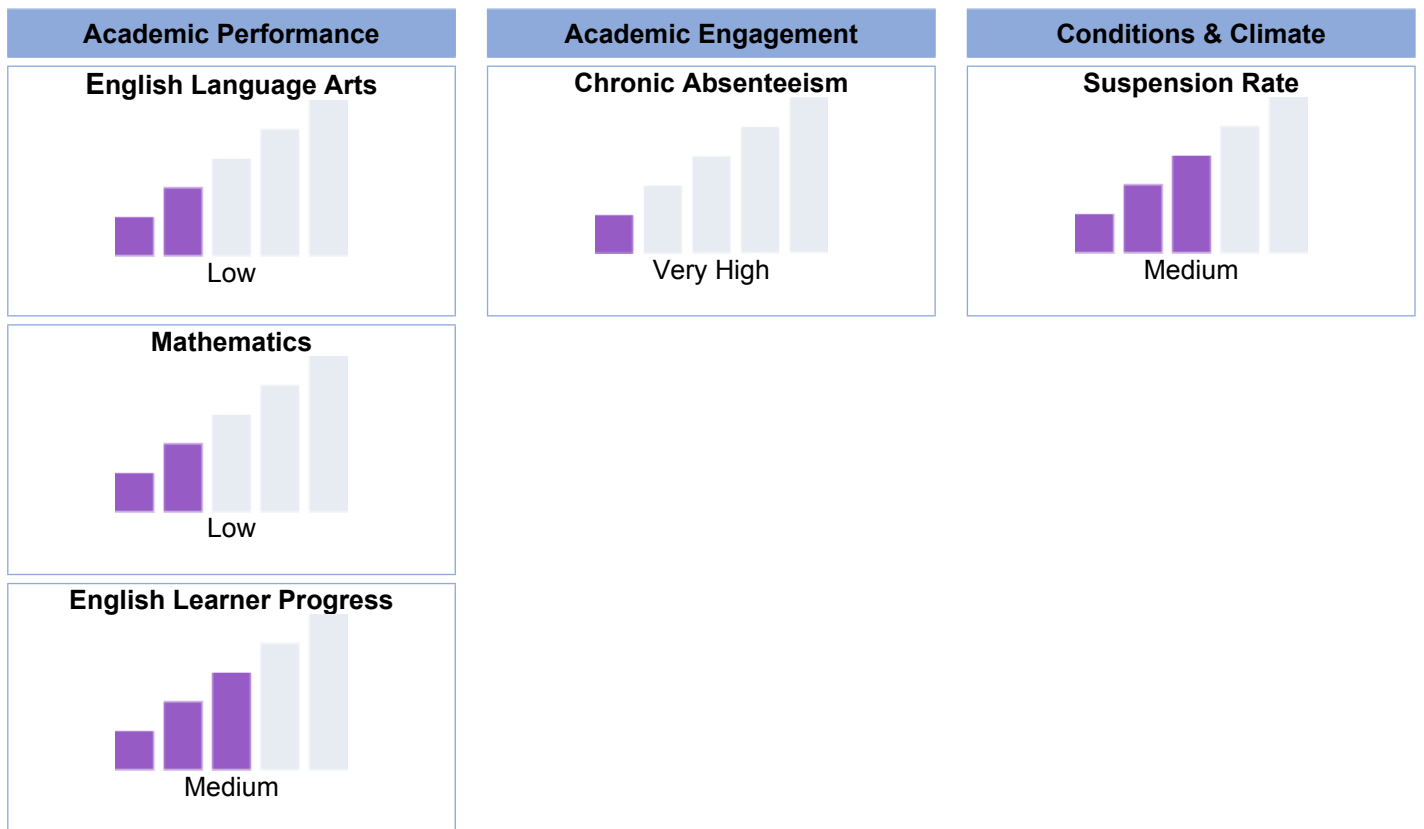
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

Based on 2022 information, Fairview rated low in academic performance in both English Language Arts and Mathematics. Fairview rated medium in progress for English Language Learners. Chronic absenteeism was very high and the suspension rate was medium.

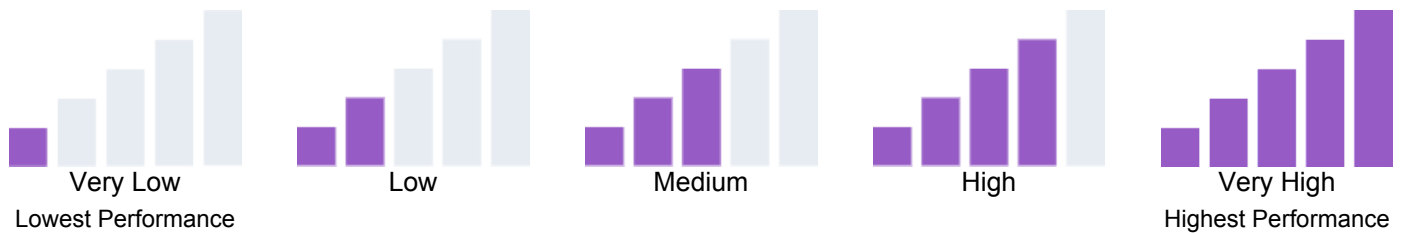


# School and Student Performance Data

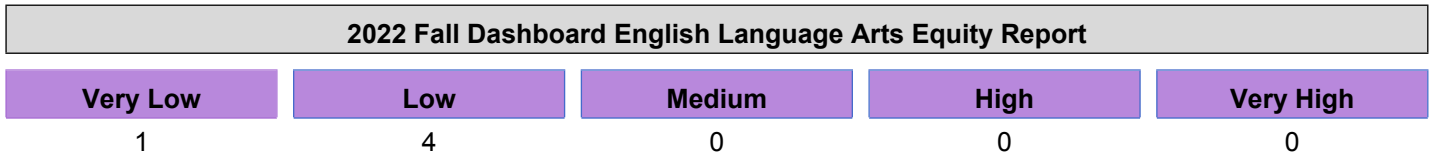
## Academic Performance English Language Arts

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

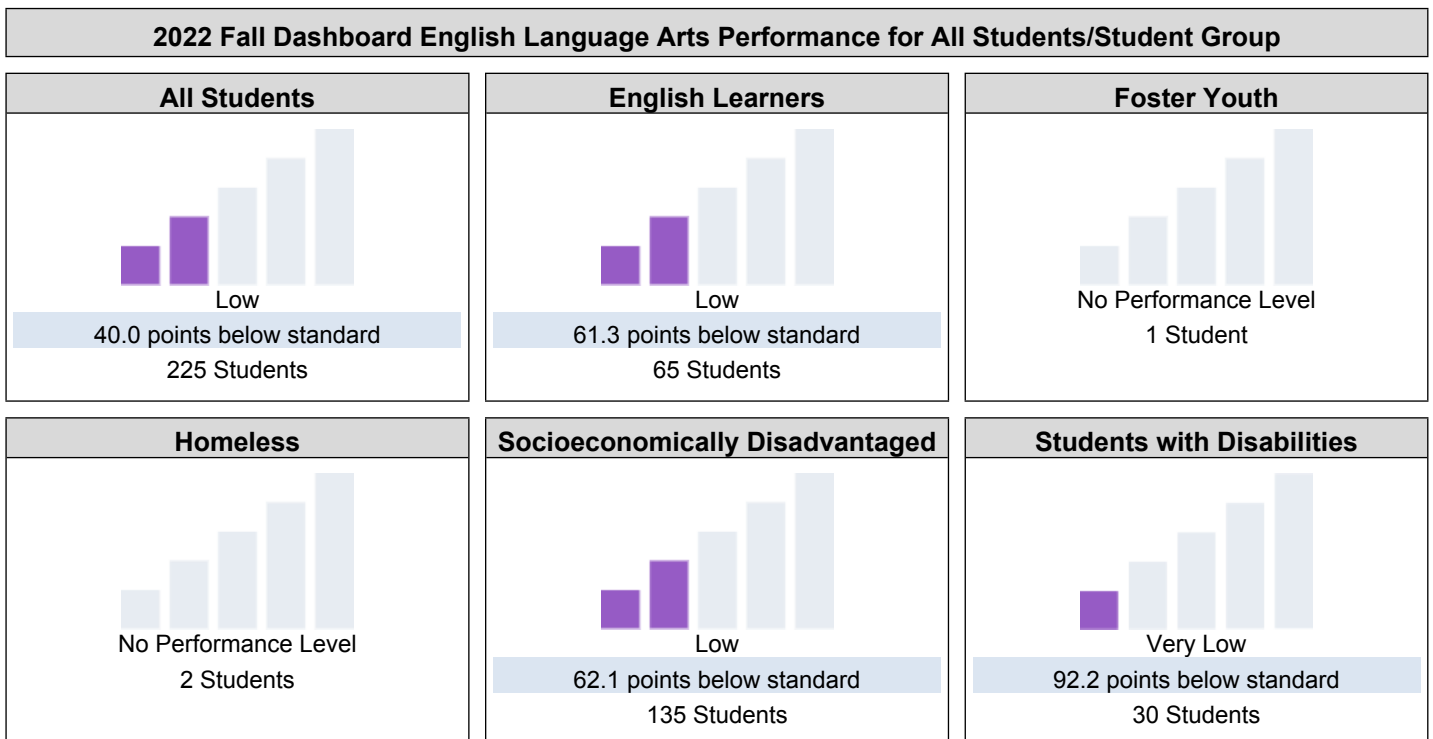
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



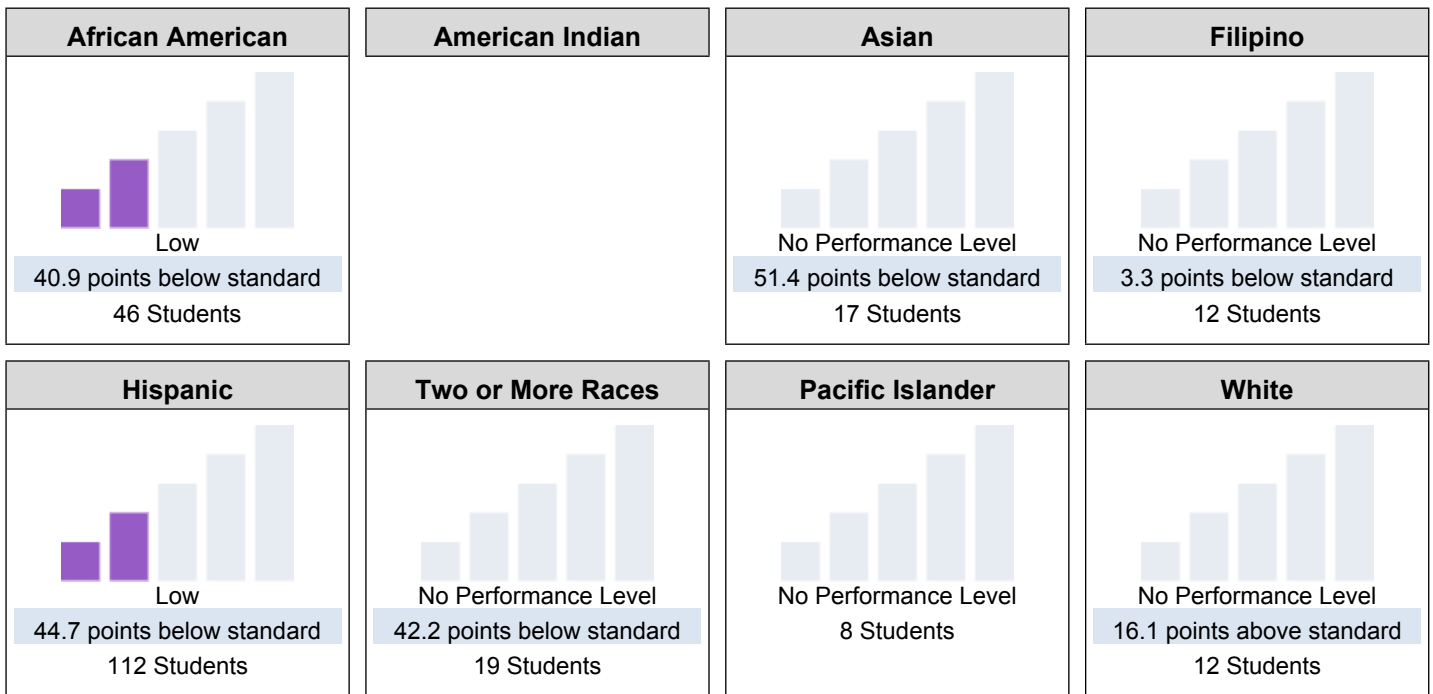
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.6 points below standard 44 Students	6.3 points above standard 21 Students	37.2 points below standard 146 Students

#### Conclusions based on this data:

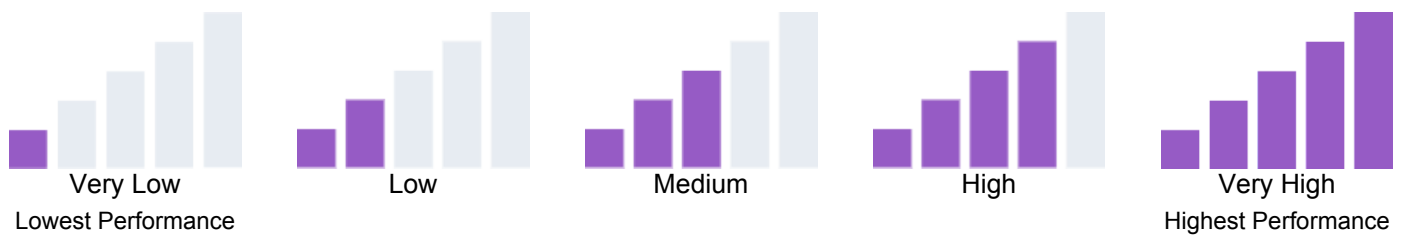
Based upon the data above, all significant subgroups are low performing in the English-Language Arts section of the CAASPP. Fairview's most significant subgroups include Socioeconomically Disadvantaged, Hispanic/Latino, English Learner (Multi-Lingual learners) and African American.

# School and Student Performance Data

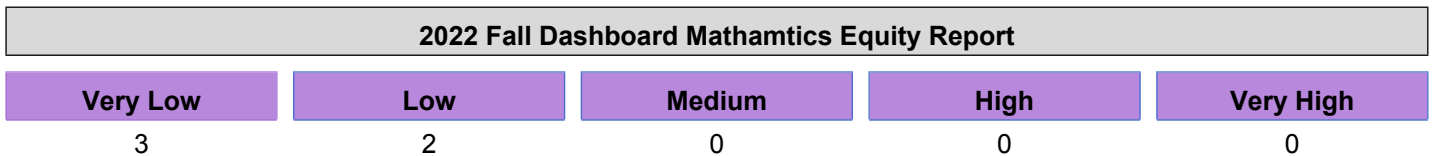
## Academic Performance Mathematics

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

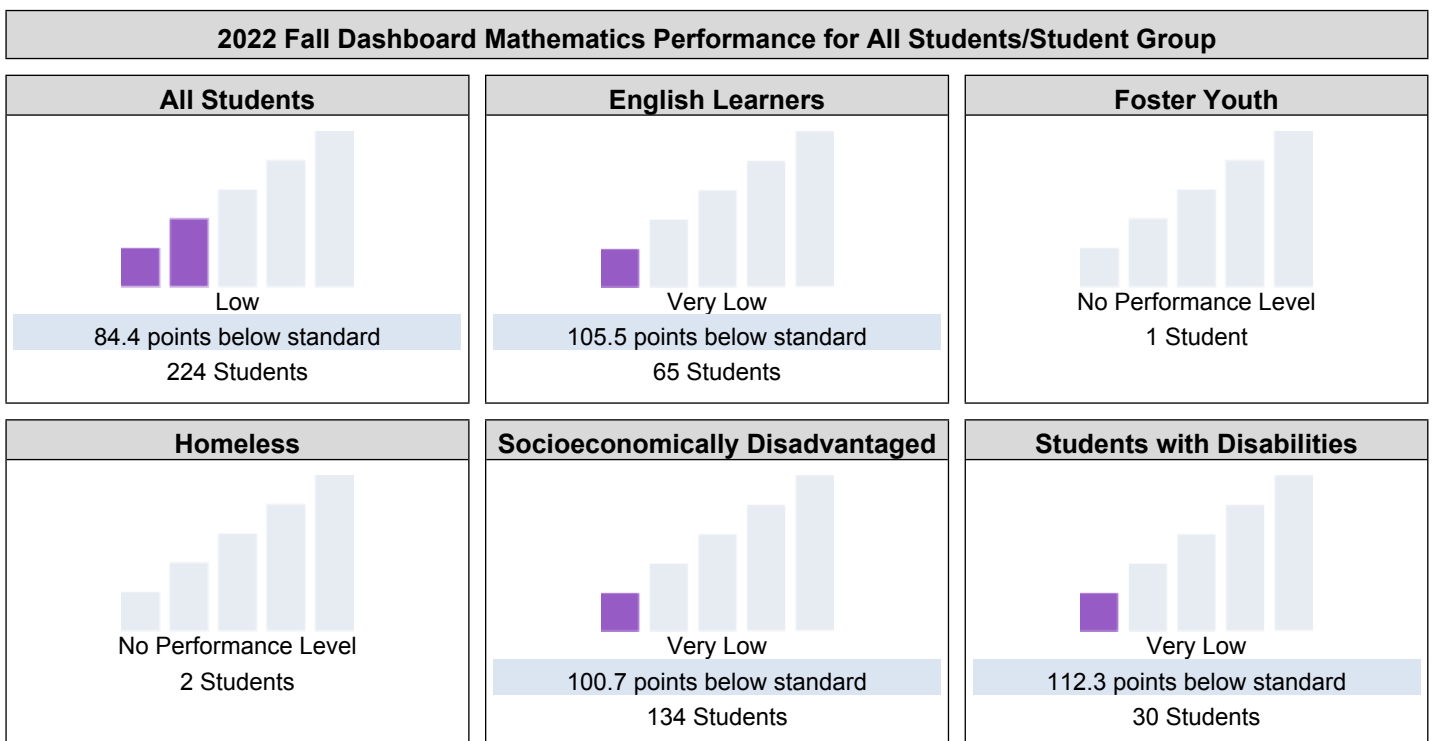
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



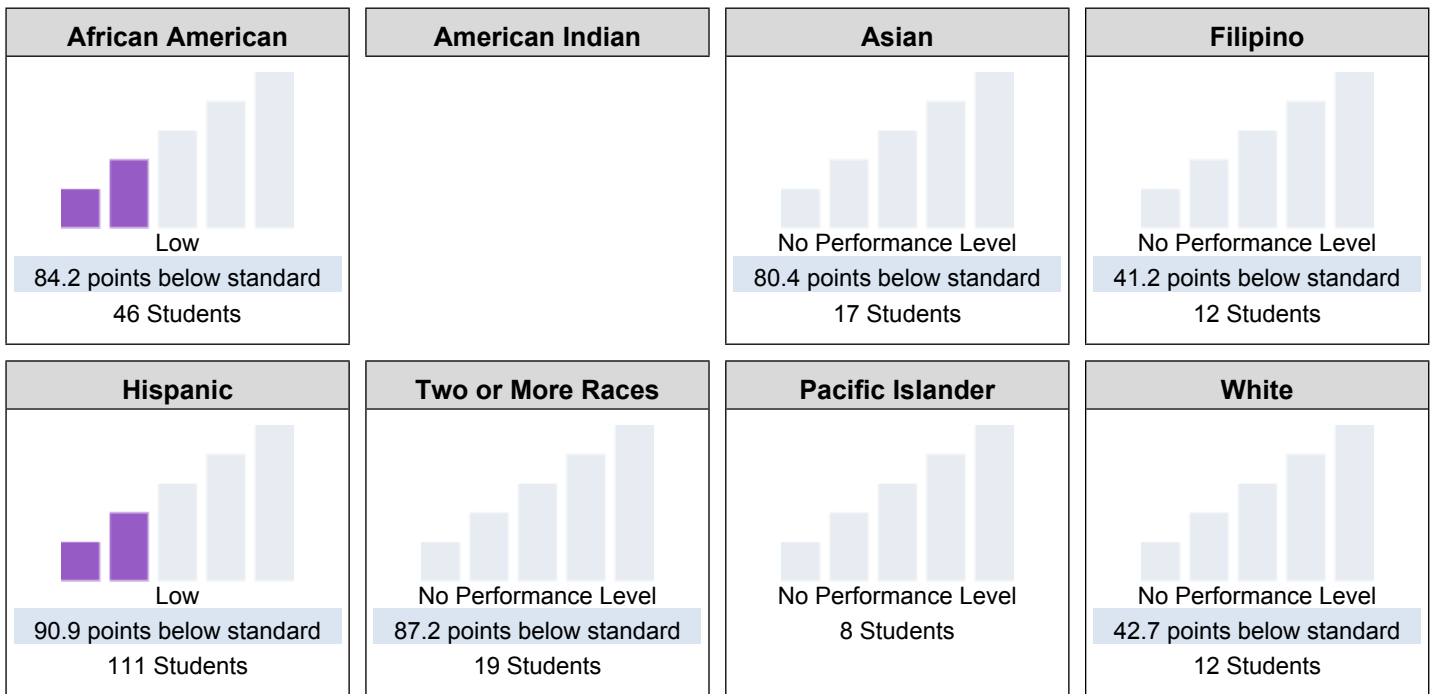
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>124.2 points below standard 44 Students</p>	<p>66.4 points below standard 21 Students</p>	<p>77.9 points below standard 145 Students</p>

**Conclusions based on this data:**

Overall, Fairview demonstrated low performance on the CAASPP test in all areas of mathematics, especially our multilingual learners.

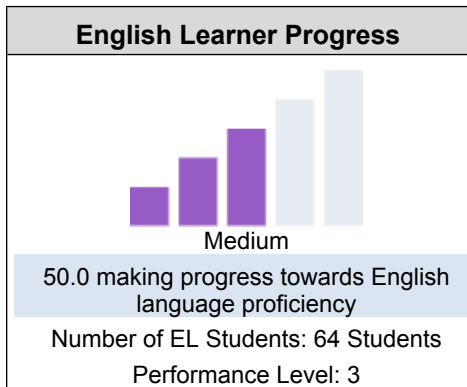
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.1%	21.9%	0.0%	50.0%

#### Conclusions based on this data:

Overall, 28% of Fairview's Multilingual learners decreased by one level on the ELPI. Fifty percent of our Multilingual Learners progressed at least one ELPI.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

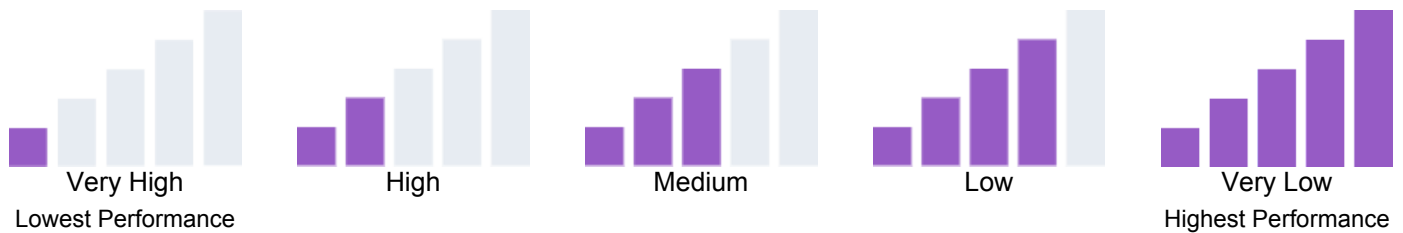
Not applicable to Fairview as it is an elementary school.

# School and Student Performance Data

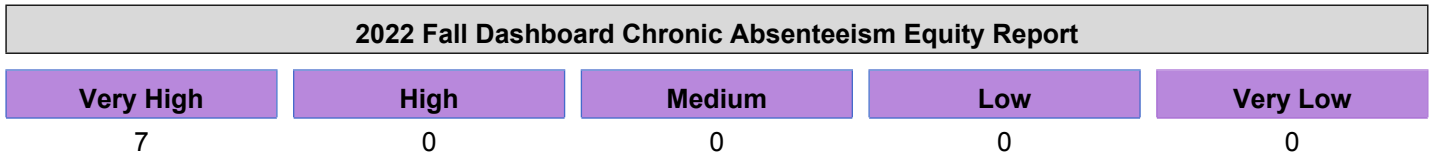
## Academic Engagement Chronic Absenteeism

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

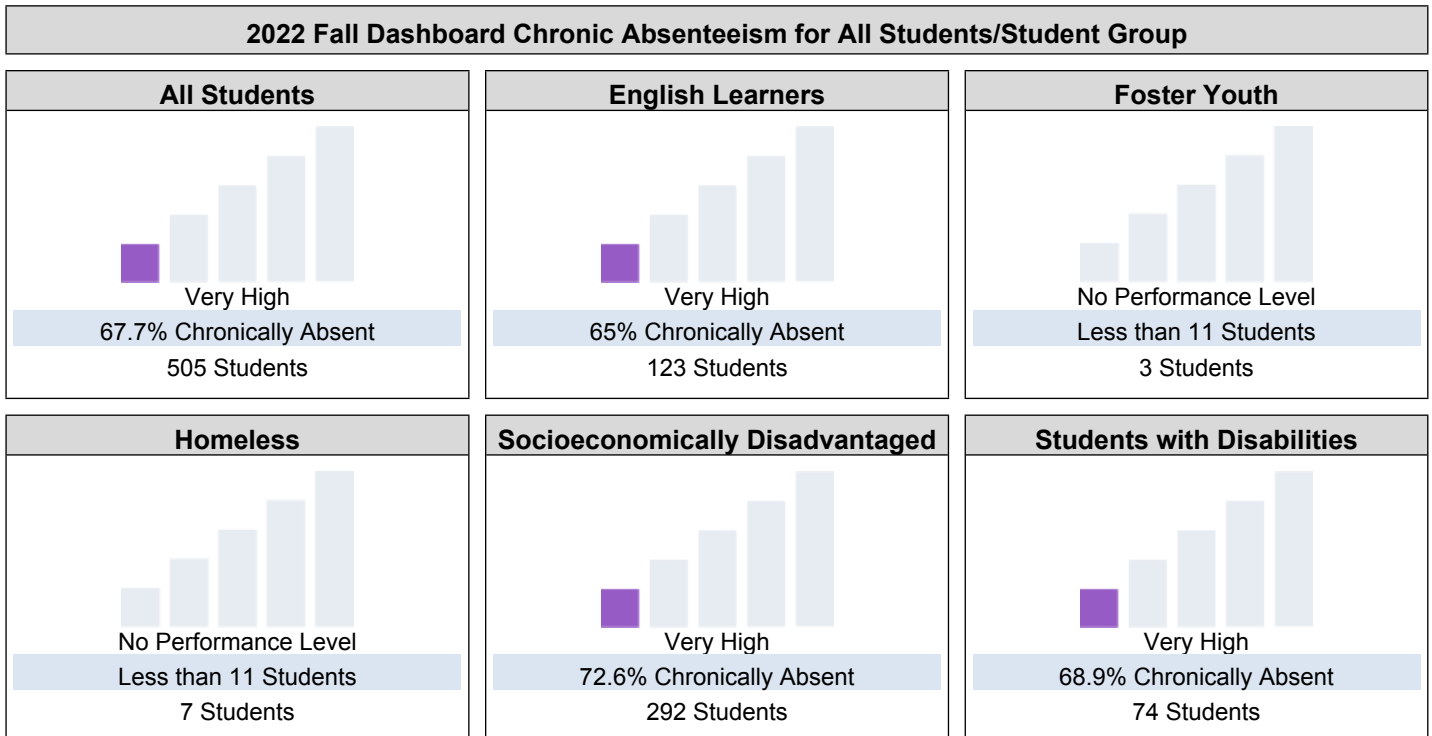
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



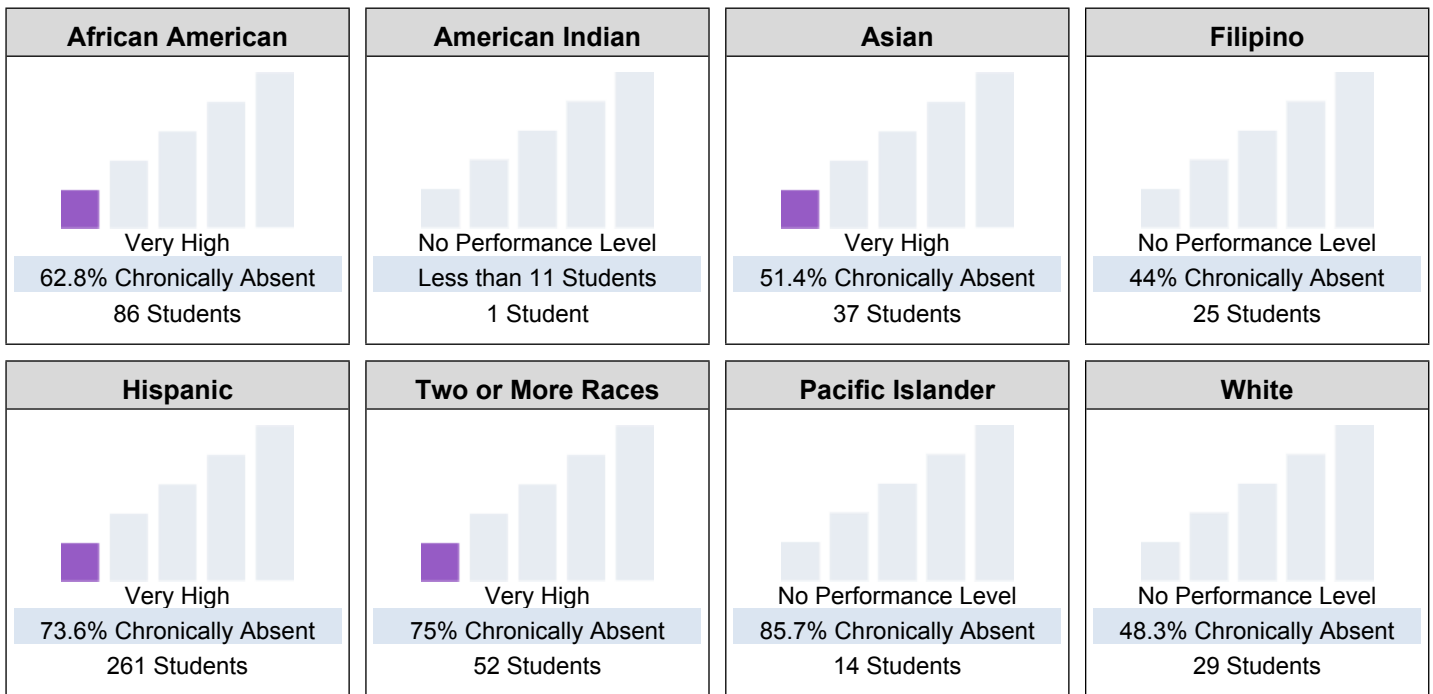
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

Attendance issue at Fairview. The data shows that 67.7% of Fairview students are considered chronically absent, meaning they miss 10% or more of school (18 days or more).



# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low                      Low                      Medium                      High                      Very High  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

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

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

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

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

### Conclusions based on this data:

Not applicable.

# School and Student Performance Data

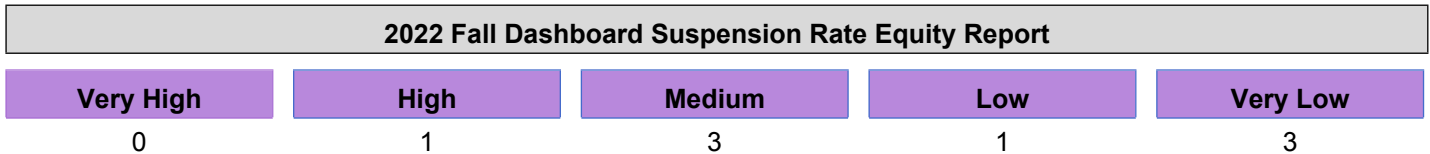
## Conditions & Climate Suspension Rate

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

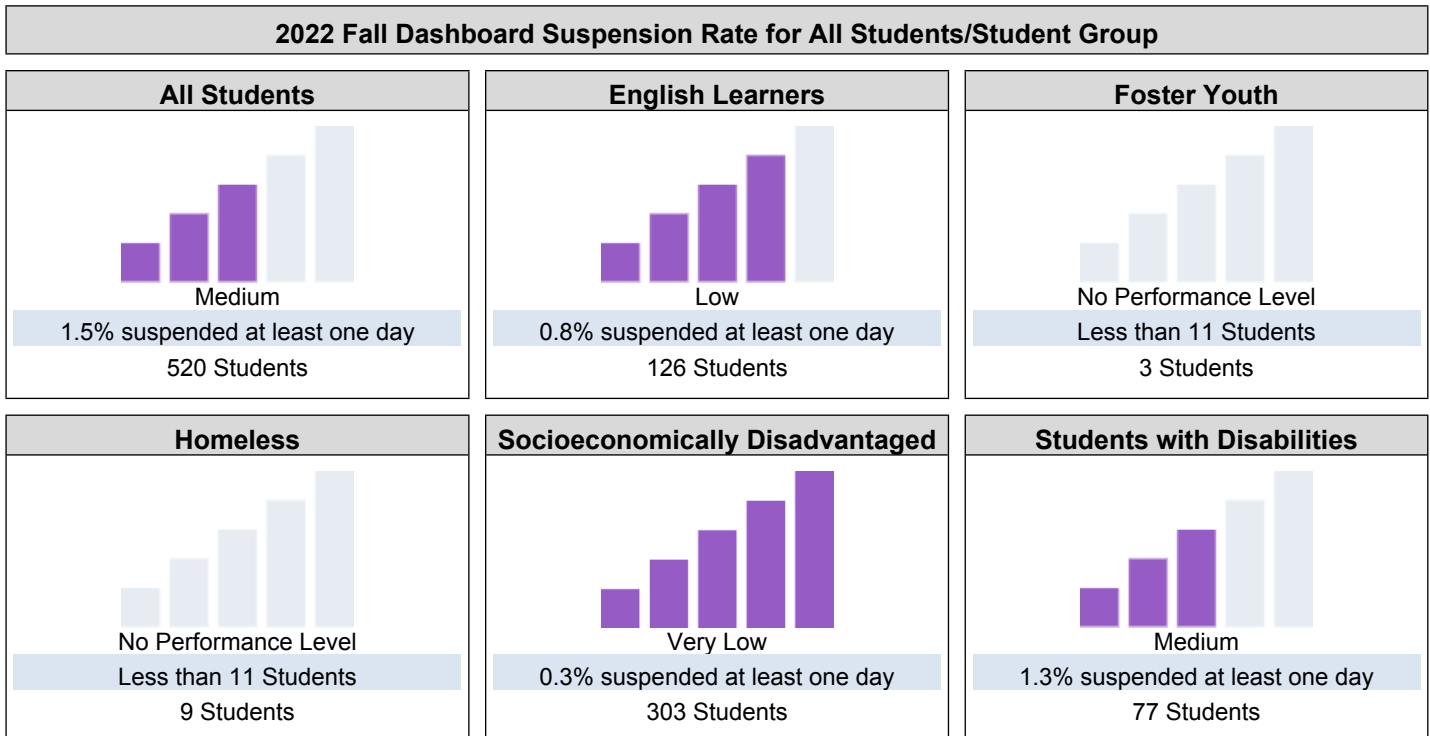
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



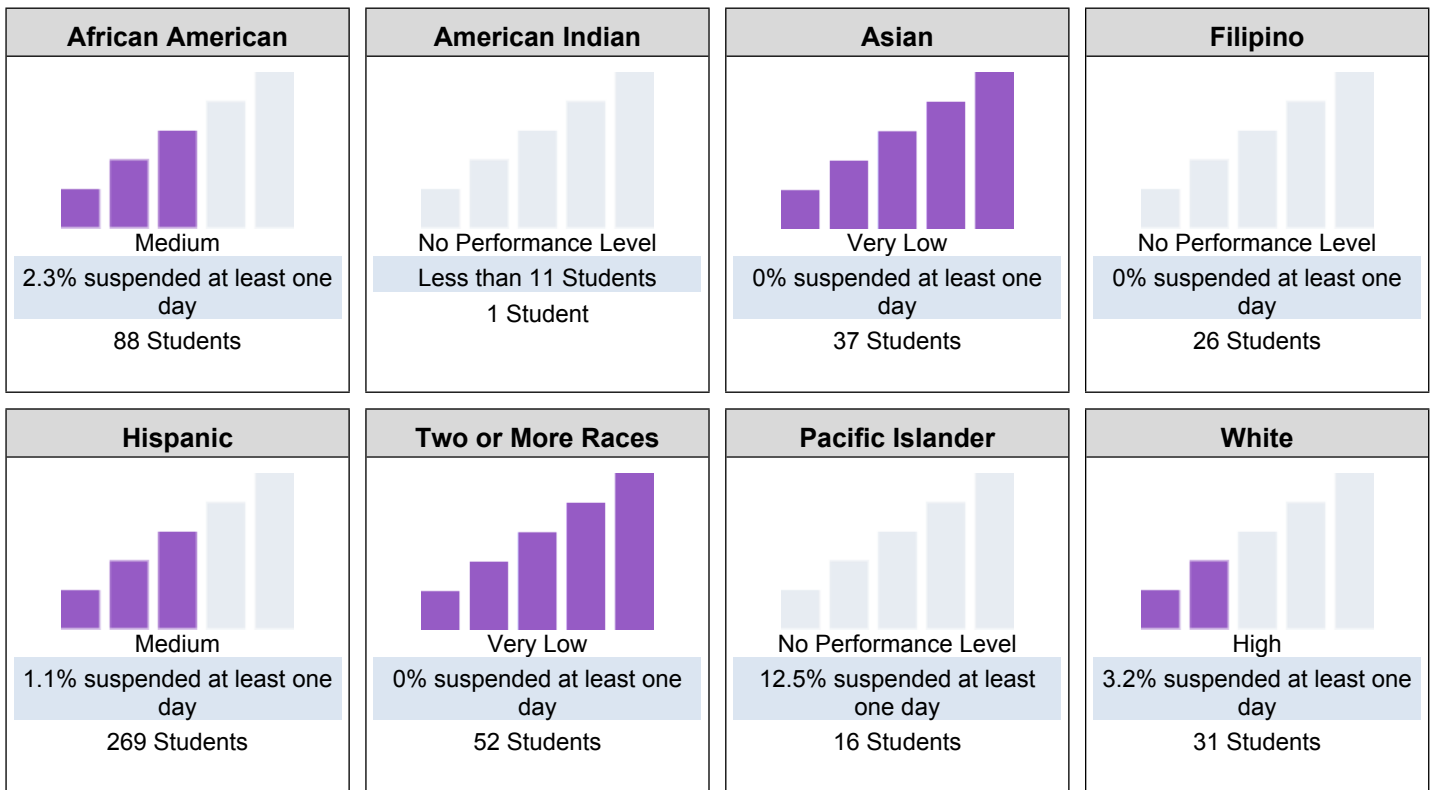
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

Based upon the data, Fairview suspension rate is 1.5% which is low but the Hispanic and African American subgroups are medium - higher than the schools average. This signifies an inequity.

# 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

Deeper Learning -- Language and Literacy

## LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

## Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. All students will increase performance on CAASPP ELA by 5 percentage points.

## Identified Need

Due to low reading and literacy scores, all students are in need of continued support with English Language Arts as a whole.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - CAASPP English Language Arts 3rd-6th grade.	2021-2022 CASPP ELA data reports.	2023-2024 CAASPP ELA data expected outcome will be an overall increase of 5 percentage points.

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 be served by the following strategies with a special focus on English Learners, Socioeconomically Disadvantaged and Student with Disabilities.

### Strategy/Activity

1. Teachers will be provided with additional tools (ie, Lexia Core5 and Accelerated Reader) to use as part of their Tier I and Tier II supports within the classroom. This will enable them to differentiate their instruction and work with small groups within their own classrooms.
2. Also, Fairview will continue to provide K-2 literacy small group/intervention support .
3. Materials necessary for the implementation of Nearpod, Newsela and SeeSaw.
4. Additional day of library media tech.

### 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)
30000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Reading interventionist
13000	LCFF Supplemental and Concentration Funds 5000-5999: Services And Other Operating Expenditures For Nearpod, Newsela and SeeSaw
14000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries K-2 literacy and small group intervention
10000	LCFF 2000-2999: Classified Personnel Salaries Additional day of library media tech

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Fairview spent time 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, through 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.

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

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. We took a similar approach of assessing our needs to identify ways Fairview school could mitigate learning loss amongst our 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.

Fairview will continue with our Balanced Literacy Approach to ELA instruction. 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. We will be more intentional about assigning independent work on the Chromebooks. We will continue to use 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.

# 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

Deeper Learning -- Mathematics

## LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

## Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. All Students will increase performance on CAASPP Math by 5 percentage points.

## Identified Need

Overall achievement in Mathematics reports a decrease in the percent of students who "Exceed" or "Meet" grade level standards from the 2018-2019 school year (pre-pandemic) and the 2021-2022 school year (post-pandemic). There is a need for additional supports in math. Our students in our significant subgroups scored in the low range and our students with disabilities scored in the very low range. Therefore, all students are in need of continued support with mathematics as a whole.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessment - CAASPP. Data: Mathematics 3rd-6th grade.	2021-2022 CAASPP math data reports.	2023-2024 CAASPP math data expected outcome will be an overall increase of 5 percentage points.

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 be served by the following strategies with a special focus on English Language Learners, Socioeconomically Disadvantaged and Student with Disabilities.

### Strategy/Activity

Fairview will provide teachers with collaboration time on a regular basis to analyze assessment data and determine next steps, including intervention/acceleration for students who would benefit from it. Fairview will also allocate funds for professional development in this area for teachers.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries Teacher intervention hourly as well as professional development.
5000	LCFF 4000-4999: Books And Supplies Math manipulatives
2500	Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Supplemental test prep and materials

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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.

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

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.

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.

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 internalize 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. 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.

# 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

Deeper Learning -- English Language Development

## LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

## Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by 5 percentage points.

## Identified Need

Fairview's English language learners continue to make progress overall but we would like see a higher reclassification rate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - ELPAC data.	2022-2023 ELPAC Data	2023-2024 ELPAC data will indicate a 5 percentage point increase in ELL students reclassifying from EL learners to non EL learners.

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 English Learners with a special focus on newcomers and students at risk of becoming a long term English Learner in grades 4-6. Tier I - Universal Level. The expectation is that the majority of English Learners will be able to succeed at the Tier I level.

### Strategy/Activity

Fairview will provide teachers with additional collaboration time for teachers to plan Integrated and Designated ELD to fully support students' language proficiency and access to the content.

### 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)
4000	LCFF Supplemental and Concentration Funds 4000-4999: Books And Supplies Culturally responsive materials for instruction
15000	Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Service or bilingual para professional to support English Language Learners

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Each grade level at Fairview had an official Integrated ELD time daily except on Wednesday. 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. 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.

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. Fairview would also benefit from having a full time EL Specialist. Currently, our EL specialist is only on campus 20 hours per week.

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.

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 will 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

Deeper Learning -- Visual and Performing Arts

## LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

## Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a regular basis using a variety of discourse techniques.

## Identified Need

Fairview integrates art through its prep art teacher as well as collaborates with outside agencies such as Cheza Nami, weekly African storytelling and dance class.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Student performance frequency for the 2022-2023 school year.	Student performance frequency was once a trimester.	The student performance frequency for the 2023-2024 school year expected outcome will increase.

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 Fairview students will be serviced by the following strategy:

### Strategy/Activity

Fairview will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering after school enrichment, etc.

### 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)
1000	LCFF - Supplemental 4000-4999: Books And Supplies Purchase art supplies for art classes.
5000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Cheza Nami or other cultural schoolwide assemblies

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Fairview is fortunate to be able to provide 1st-6th students with a preparatory art class during the week with a 50 minute session. Students also participate in music class for students in 1st - 4th grade and choir & instrumental music for grades 5th and 6th. In addition, art shows showcasing student art are scheduled during the year as well as musical performances.

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

No major differences between the intended implementation and the budgeted expenditures to implement the strategies to meet the articulated goal.

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.

No major changes will be made to this goal.

# 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

Relationship-Centered Schools -- School Climate and Social Emotional Learning

## LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

## Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a daily basis, either through standalone SEL curriculum or culture/climate initiatives. All students will report a 5 percentage point increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

## Identified Need

School climate and social emotional learning became a clear focus now that we are back to in-person learning. Students need direct instruction on regulating their emotions, responding to peers, and creating an inclusive environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Survey: California Healthy Kids Survey Grade 5	The California Healthy Kids Survey reported a low participation rate.	Increase the low participation rate of the California Healthy Kids Survey by more than 5 percentage points.

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 at Fairview will get the opportunity to participate in the Zones of Regulation SEL curriculum. Also, students will continue to receive "Falcon Feathers" for showing that they are safe, respectful and responsible.

Strategy/Activity

Fairview will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices. This includes training on the Zones of Regulation.

### 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)
15000	Title I Part A: Basic Grants Low-Income and Neglected 1000-1999: Certificated Personnel Salaries School psychologist intern
5000	Title I: Schoolwide Program 5000-5999: Services And Other Operating Expenditures For Falcon Fether incentives to encourage positive behavior.
5269	LCFF 5000-5999: Services And Other Operating Expenditures SEL assemblies such as Soul Shoppe

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Fairview's Attendance Clerk, Family Engagement Specialist, COST Specialist, Counseling Staff and Administration 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.

School personnel listed here will continue their dedicated and hard work to make sure that students and families receive the support they need by combining resources and

# 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

Relationship-Centered Schools -- Parent Engagement

## LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

## Goal 6

Relationship-Centered Schools -- Parent Engagement: Fairview will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 5 percentage points.

## Identified Need

Currently, Fairview has low participation in our PTA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: number of in person family events offered.	2022-2023 calendars report that there were less than 6 in-person school-wide events for families.	2023-2024 calendar data expected outcome will be an overall increase to 10 or more in-person school-wide events for families.

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)

Involve FES, staff and administration in reaching out more to families. Create schoolwide events that specifically include parent participation. Do more outreach in various formats to enable improved participation.

### Strategy/Activity

Fairview will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF - Supplemental 0000: Unrestricted Coffee with the principal, parent workshops, and other in person events.
3346	Title I 4000-4999: Books And Supplies Curriculum for parent workshops

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Fairview has had low parent participation rates in the past. As more and more people get more comfortable being around others, Fairview will need to take the opportunity to do more in person activities.

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

With Covid restrictions easing, it will be easier to have parents be more involved in school. This could also include parent volunteers in the classroom. This is a dramatic change from the 2022-2023 school year when no parent volunteers were allowed on campuses.

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.

Provide more in person opportunities for more parent participation.

# 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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

## LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

## Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Fairview will decrease chronic absenteeism by 5 percentage points in the 23-24 school year.

## Identified Need

Fairview has seen its chronic absenteeism increase substantially within the last several years.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Infinite Campus Monthly Attendance reports.	2022-2023 Infinite Campus Monthly Attendance Reports. Overall data indicates that monthly attendance was at 90% or below for the months of August thru March.	Expected outcome for the 2023-2024 is to raise the overall monthly attendance to be at 90% or above.

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)

Chronic absenteeism affects all students at Fairview. All students will be served by the following strategies.

### Strategy/Activity

Fairview staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I: Schoolwide Program  
5000-5999: Services And Other Operating Expenditures  
Incentives for all students to be less chronically absent.

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Our Attendance Clerk, Family Engagement Specialist, COST Specialist, Counseling Staff and Administration all worked separately on improvement projects for the school. 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 decreasing chronic absenteeism by 5 percentage points. 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.

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.

# 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	\$146,115.00

## 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	\$3,346.00
Title I Part A: Basic Grants Low-Income and Neglected	\$75,500.00
Title I Part A: Professional Development (PI Schools)	\$14,000.00

Subtotal of additional federal funds included for this school: \$92,846.00

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	\$20,269.00
LCFF - Supplemental	\$8,500.00
LCFF Supplemental and Concentration Funds	\$17,000.00
Title I: Schoolwide Program	\$7,500.00

Subtotal of state or local funds included for this school: \$53,269.00

Total of federal, state, and/or local funds for this school: \$146,115.00

# 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	16,280.00
Title I	72,959.00	69,613.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	20,269.00
LCFF - Supplemental	8,500.00
LCFF Supplemental and Concentration Funds	17,000.00
Title I	3,346.00
Title I Part A: Basic Grants Low-Income and Neglected	75,500.00
Title I Part A: Professional Development (PI Schools)	14,000.00
Title I: Schoolwide Program	7,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,500.00
1000-1999: Certificated Personnel Salaries	72,000.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	15,846.00
5000-5999: Services And Other Operating Expenditures	45,769.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	10,000.00

4000-4999: Books And Supplies	LCFF	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,269.00
0000: Unrestricted	LCFF - Supplemental	2,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration Funds	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration Funds	13,000.00
4000-4999: Books And Supplies	Title I	3,346.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	58,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	14,000.00
5000-5999: Services And Other Operating Expenditures	Title I: Schoolwide Program	7,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,000.00
Goal 2	20,500.00
Goal 3	19,000.00
Goal 4	6,000.00
Goal 5	25,269.00
Goal 6	5,846.00
Goal 7	2,500.00



# 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
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Anamarie Buljan	Classroom Teacher
Jillian Cadoo	Classroom Teacher
Morgan Ezier	Classroom Teacher
Katherine Meares	Other School Staff
Mario Gonzalez	Principal
Cynthia Allen	Parent or Community Member
Suridday Rodriguez	Parent or Community Member
Lori Conniff	Parent or Community Member
Norma Felix	Parent or Community Member
Tryscia Breedlove	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

*Approved by email*

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/31/2023.

Attested:

*Mario Gonzalez*

Principal, Mario Gonzalez on 06/01/2023

*Cynthia Allen*

SSC Chairperson, Cynthia Allen on 6/20/2023

# Title I School-Level Parent and Family Engagement Policy

## Fairview Elementary School

August 20, 2023

With approval from the local governing board, Fairview Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through the Fairview Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

### Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at **Fairview Elementary School**, the following practices have been established:

- a) Each year, **Fairview** presents its Title I status at its Coffee with the Principal meeting in September. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers and emails.
- c) **Fairview** has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the **Fairview** Student Handbook.
- d) The school provides parents of participating children with the following:
  1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages.
  2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are

informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.

3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conferences, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.
- e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

### **Building Capacity for Involvement (Parent and Family Engagement Policy Continued)**

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

- a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.
- b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.
- c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.
- d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide

information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.

- e) Overall 10%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.
- f) The school will provide additional support as requested by parents.

## **Accessibility**

**Fairview** Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and works directly with parents, typically in the Parent Center. The webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

## **School-Parent Compact**

**Fairview School**  
**Student/Parent/Family/Teacher**  
**School Compact**

**Name** \_\_\_\_\_ **Room #** \_\_\_\_\_

### **Student Pledge:**

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Return completed homework on time
- Return corrected work to my parents
- Be responsible for my own behavior

- Come to school on time ready to learn and work hard
- Bring necessary materials and completed assignments on time
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my TV watching and video use and instead study or read every day after school
- Respect the school, classmates, staff and families on and off campus
- Avoid cyberbullying on social media platforms
- Incorporate physical activity into my daily activities

Student's Signature

\_\_\_\_\_ Date \_\_\_\_\_

**Parent/ Family/Pledge:**

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Support my child with his/her homework
- Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC
- Read and agree to the **Fairview** Code of Conduct
- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor and limit my child's TV viewing and screen time
- I will educate my child on internet safety and the dangers of cyberbullying
- I will not allow my child to have access to social media websites as students under age 13 are not permitted.
- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, PTA, AASAI, SBDM, and ELAC
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families (no bullying)
- I will not approach students and families regarding behavior conflicts between students. I will let the school know if I have any concerns.

Parent's Signature

\_\_\_\_\_ Date \_\_\_\_\_

**Staff Pledge:**

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Limit and monitor screen time in the classroom. (No more than 30% of the day)
- Provide a warm, safe, and caring learning environment
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

Date