



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairview Elementary	01611926000962	May 1, 2024	May 22, 2024

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

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

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

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

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

- Schoolwide Program
- Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Schoolwide Program

Fairview Elementary 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 that reflect anti-bias/anti-racist education.
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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 their 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 ELAC, AASAI, SBDM, ILT, and SSC.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

n/a

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

In the area of Academic Performance, Fairview was in the "Orange" performance Category for English Language Arts and Mathematics. Fairview was also "Orange" for the suspension rate under the topic of school climate.

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

There was no indicator which was 2 or more performance levels below the "all student" performances however the "all student" performance was lower than desired and we aim to target all students in academic mitigations.

Other Needs

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

We use our student responses from California Healthy Kids Survey to also determine how safe and supported students feel at school.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	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
Total Enrollment				537	478	562

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	101	95	93
Grade 1	75	63	86
Grade 2	64	70	87
Grade3	75	52	83
Grade 4	75	62	58
Grade 5	82	69	80
Grade 6	65	67	75
Total Enrollment	537	478	562

Conclusions based on this data:

1. 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 and is even higher than the 20-21.
2. Fairview's general education population has slightly increased although the numbers have changed substantially though the school year.

3. Our kinder numbers are our highest; we lose students through the grades and don't seem to gain students in upper grades.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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	7	14	1.9%	15%	10%

Conclusions based on this data:

1. Due to nearby school closure, our EL population has increased significantly. Therefore our need for additional resources has also increased.
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 reclassified 13 students in 2022-2023; Although the percentage went down by 5%, the number of Multilingual Learners onsite increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	82	0	51	81	0	51	81	0.0	96.2	98.8
Grade 4	74	62	58	0	59	56	0	59	56	0.0	95.2	96.6
Grade 5	79	66	79	0	64	76	0	64	76	0.0	97.0	96.2
Grade 6	65	67	77	0	63	76	0	63	76	0.0	94.0	98.7
All Grades	293	248	296	0	237	289	0	237	289	0.0	95.6	97.6

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2393.		9.80	8.64		9.80	24.69		21.57	29.63		58.82	37.04
Grade 4		2417.	2398.		16.95	3.57		5.08	12.50		27.12	19.64		50.85	64.29
Grade 5		2440.	2445.		3.13	9.21		25.00	18.42		18.75	23.68		53.13	48.68
Grade 6		2538.	2483.		23.81	9.21		34.92	26.32		19.05	22.37		22.22	42.11
All Grades	N/A	N/A	N/A		13.50	7.96		19.41	21.11		21.52	24.22		45.57	46.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.41		47.06	60.49		45.10	32.10
Grade 4		5.08	1.79		72.88	60.71		22.03	37.50
Grade 5		9.38	7.89		51.56	64.47		39.06	27.63
Grade 6		19.05	11.84		53.97	46.05		26.98	42.11
All Grades		10.55	7.61		56.54	57.79		32.91	34.60

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Writing									
Producing clear and purposeful writing									
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		1.96	7.50		45.10	57.50		52.94	35.00
Grade 4		11.86	1.79		50.85	51.79		37.29	46.43
Grade 5		4.69	1.32		50.00	53.95		45.31	44.74
Grade 6		20.63	1.32		57.14	59.21		22.22	39.47
All Grades		10.13	3.13		51.05	55.90		38.82	40.97

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Listening									
Demonstrating effective communication skills									
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	4.94		78.43	82.72		17.65	12.35
Grade 4		8.47	0.00		59.32	76.79		32.20	23.21
Grade 5		4.69	9.21		78.13	61.84		17.19	28.95
Grade 6		7.94	10.53		79.37	72.37		12.70	17.11
All Grades		6.33	6.57		73.84	73.36		19.83	20.07

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Research/Inquiry Investigating, analyzing, and presenting information									
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	12.35		54.90	64.20		37.25	23.46
Grade 4		8.47	5.36		64.41	71.43		27.12	23.21
Grade 5		7.81	10.53		59.38	59.21		32.81	30.26
Grade 6		22.22	10.53		68.25	64.47		9.52	25.00
All Grades		11.81	10.03		62.03	64.36		26.16	25.61

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Conclusions based on this data:

1. Based on the most recent CAASPP data,, it is clear that resources need to be given to the students who are below standard - Over 70% of students are not meeting the standards for ELA.. Writing & reading in all subjects are school wide priorities.
2. Fairview increased scores in grade 3 and yet in grade 4, more than 60% of students did not meet standard.
3. Fairview students struggle in all four claim areas, especially Reading, Writing and Research/Inquiry. 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. Our school site plan aims to address this issue.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	82	0	51	80	0	51	80	0.0	96.2	97.6
Grade 4	74	62	58	0	60	57	0	60	57	0.0	96.8	98.3
Grade 5	79	66	79	0	64	76	0	64	76	0.0	97.0	96.2
Grade 6	65	67	77	0	64	75	0	64	75	0.0	95.5	97.4
All Grades	293	248	296	0	239	288	0	239	288	0.0	96.4	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2395.		3.92	10.00		13.73	21.25		13.73	20.00		68.63	48.75
Grade 4		2394.	2376.		1.67	0.00		10.00	3.51		30.00	26.32		58.33	70.18
Grade 5		2405.	2416.		1.56	2.63		7.81	3.95		15.63	27.63		75.00	65.79
Grade 6		2489.	2449.		9.38	6.67		17.19	8.00		32.81	26.67		40.63	58.67
All Grades	N/A	N/A	N/A		4.18	5.21		12.13	9.72		23.43	25.00		60.25	60.07

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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	7.50		31.37	47.50		64.71	45.00
Grade 4		8.33	0.00		31.67	19.30		60.00	80.70
Grade 5		4.69	2.63		23.44	27.63		71.88	69.74
Grade 6		7.81	5.33		51.56	33.33		40.63	61.33
All Grades		6.28	4.17		34.73	32.99		59.00	62.85

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88	13.75		37.25	45.00		56.86	41.25
Grade 4		5.00	0.00		35.00	40.35		60.00	59.65
Grade 5		3.13	2.63		34.38	50.00		62.50	47.37
Grade 6		3.13	5.33		56.25	49.33		40.63	45.33
All Grades		4.18	5.90		41.00	46.53		54.81	47.57

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	13.75		54.90	55.00		41.18	31.25
Grade 4		5.00	0.00		33.33	50.88		61.67	49.12
Grade 5		3.13	2.63		37.50	36.84		59.38	60.53
Grade 6		12.50	6.67		65.63	53.33		21.88	40.00
All Grades		6.28	6.25		47.70	48.96		46.03	44.79

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Conclusions based on this data:

- Over 96% of all eligible students in grades 3rd-6th were tested. Over 93% of students tested are at or nearly met and below standard. There were no 4th grade students above standard in 22-23 but 3rd grade had the highest number of students who scored above standard.
- Fairview's data did not fluctuate much between 21-22 and 22-23 in the communicating reasoning which is a large part of the performance task on the CAASPP.

3. Fairview needs focused supports in all three claim areas (Concepts & Procedures, Problem Solving & Modeling, and Communicating Reasoning. Thinking about how the performance tasks are presented, Fairview needs to teach critical problem solving skills in relation to the application of procedures and concepts.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1420.2	1433.9	1428.2	1430.1	1449.4	1430.5	1397.6	1397.8	1422.4	18	19	23
1	1435.9	1403.0	1448.1	1467.2	1410.8	1463.2	1404.0	1394.8	1432.4	22	12	14
2	1469.9	1474.3	1470.1	1482.6	1476.1	1482.1	1456.8	1472.0	1457.5	14	20	20
3	1495.9	1455.8	1496.3	1507.3	1455.8	1512.3	1484.1	1455.5	1479.7	15	17	21
4	1514.0	1508.5	1485.2	1546.7	1504.4	1497.5	1480.7	1511.9	1472.4	12	16	20
5	1521.3	*	1532.5	1538.3	*	1541.2	1503.8	*	1523.5	13	10	25
6	*	*	1527.1	*	*	1532.2	*	*	1521.3	4	9	18
All Grades										98	103	141

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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		
	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
K	16.67	21.05	13.04	22.22	36.84	21.74	44.44	36.84	52.17	16.67	5.26	13.04	18	19	23
1	4.55	0.00	0.00	36.36	0.00	42.86	36.36	41.67	57.14	22.73	58.33	0.00	22	12	14
2	7.14	10.00	0.00	50.00	35.00	50.00	21.43	40.00	40.00	21.43	15.00	10.00	14	20	20
3	6.67	0.00	14.29	46.67	23.53	52.38	46.67	35.29	19.05	0.00	41.18	14.29	15	17	21
4	25.00	12.50	10.00	33.33	56.25	45.00	33.33	25.00	25.00	8.33	6.25	20.00	12	16	20
5	15.38	*	28.00	30.77	*	44.00	46.15	*	20.00	7.69	*	8.00	13	*	25
6	*	*	16.67	*	*	44.44	*	*	16.67	*	*	22.22	*	*	18
All Grades	11.22	11.65	12.77	37.76	32.04	42.55	37.76	33.98	31.91	13.27	22.33	12.77	98	103	141

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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		
	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
K	11.11	21.05	8.70	38.89	47.37	39.13	33.33	21.05	34.78	16.67	10.53	17.39	18	19	23
1	27.27	0.00	7.14	36.36	8.33	71.43	31.82	58.33	21.43	4.55	33.33	0.00	22	12	14
2	35.71	10.00	25.00	35.71	60.00	50.00	14.29	30.00	15.00	14.29	0.00	10.00	14	20	20
3	26.67	11.76	57.14	73.33	35.29	23.81	0.00	23.53	14.29	0.00	29.41	4.76	15	17	21
4	58.33	37.50	50.00	33.33	50.00	15.00	8.33	0.00	25.00	0.00	12.50	10.00	12	16	20
5	53.85	*	60.00	38.46	*	32.00	0.00	*	0.00	7.69	*	8.00	13	*	25
6	*	*	33.33	*	*	44.44	*	*	5.56	*	*	16.67	*	*	18
All Grades	33.67	22.33	36.17	42.86	39.81	37.59	16.33	22.33	16.31	7.14	15.53	9.93	98	103	141

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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		
	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
K	27.78	5.26	13.04	5.56	15.79	17.39	38.89	63.16	52.17	27.78	15.79	17.39	18	19	23
1	0.00	0.00	0.00	36.36	0.00	28.57	18.18	16.67	42.86	45.45	83.33	28.57	22	12	14
2	7.14	5.00	0.00	28.57	35.00	30.00	35.71	35.00	35.00	28.57	25.00	35.00	14	20	20
3	0.00	0.00	0.00	20.00	5.88	23.81	66.67	41.18	47.62	13.33	52.94	28.57	15	17	21
4	0.00	0.00	0.00	16.67	50.00	10.00	33.33	25.00	45.00	50.00	25.00	45.00	12	16	20
5	7.69	*	8.00	7.69	*	24.00	46.15	*	44.00	38.46	*	24.00	13	*	25
6	*	*	5.56	*	*	16.67	*	*	50.00	*	*	27.78	*	*	18
All Grades	7.14	1.94	4.26	20.41	20.39	21.28	38.78	41.75	45.39	33.67	35.92	29.08	98	103	141

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	18.75	26.32	8.70	81.25	63.16	69.57	0.00	10.53	21.74	16	19	23
1	27.27	8.33	7.14	68.18	50.00	85.71	4.55	41.67	7.14	22	12	14
2	21.43	10.00	20.00	64.29	85.00	65.00	14.29	5.00	15.00	14	20	20
3	20.00	23.53	9.52	80.00	29.41	71.43	0.00	47.06	19.05	15	17	21
4	50.00	50.00	10.00	41.67	37.50	55.00	8.33	12.50	35.00	12	16	20
5	30.77	*	20.00	46.15	*	76.00	23.08	*	4.00	13	*	25
6	*	*	11.11	*	*	55.56	*	*	33.33	*	*	18
All Grades	27.08	25.24	12.77	65.63	52.43	68.09	7.29	22.33	19.15	96	103	141

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	22.22	21.05	8.70	61.11	63.16	73.91	16.67	15.79	17.39	18	19	23
1	22.73	0.00	28.57	63.64	41.67	71.43	13.64	58.33	0.00	22	12	14
2	35.71	25.00	55.00	42.86	70.00	35.00	21.43	5.00	10.00	14	20	20
3	53.33	29.41	71.43	46.67	41.18	23.81	0.00	29.41	4.76	15	17	21
4	83.33	43.75	70.00	16.67	50.00	20.00	0.00	6.25	10.00	12	16	20
5	84.62	*	88.00	7.69	*	4.00	7.69	*	8.00	13	*	25
6	*	*	66.67	*	*	16.67	*	*	16.67	*	*	18
All Grades	46.94	33.01	56.74	42.86	47.57	33.33	10.20	19.42	9.93	98	103	141

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	5.56	5.26	13.04	61.11	94.74	69.57	33.33	0.00	17.39	18	19	23
1	9.09	0.00	14.29	40.91	16.67	42.86	50.00	83.33	42.86	22	12	14
2	21.43	5.00	10.00	35.71	65.00	55.00	42.86	30.00	35.00	14	20	20
3	0.00	0.00	0.00	66.67	23.53	33.33	33.33	76.47	66.67	15	17	21
4	16.67	12.50	0.00	25.00	62.50	30.00	58.33	25.00	70.00	12	16	20
5	7.69	*	8.00	30.77	*	64.00	61.54	*	28.00	13	*	25
6	*	*	5.56	*	*	27.78	*	*	66.67	*	*	18
All Grades	9.18	5.83	7.09	42.86	57.28	47.52	47.96	36.89	45.39	98	103	141

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
K	31.25	15.79	39.13	50.00	68.42	39.13	18.75	15.79	21.74	16	19	23
1	0.00	0.00	0.00	61.90	58.33	64.29	38.10	41.67	35.71	21	12	14
2	7.14	20.00	0.00	64.29	60.00	94.74	28.57	20.00	5.26	14	20	19
3	0.00	0.00	23.81	86.67	58.82	57.14	13.33	41.18	19.05	15	17	21
4	0.00	12.50	10.00	58.33	68.75	55.00	41.67	18.75	35.00	12	16	20
5	8.33	*	40.00	75.00	*	44.00	16.67	*	16.00	12	*	25
6	*	*	22.22	*	*	55.56	*	*	22.22	*	*	18
All Grades	8.51	9.71	21.43	65.96	65.05	57.14	25.53	25.24	21.43	94	103	140

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Conclusions based on this data:

- The data shows that our English Learners are making yearly progress on the ELPAC. If you look at that data to track each cohort of students, you will notice that each year the mean gets higher. The 5th/6th grade mean scores are above 1500.
- There is a clear need for our Multilingual Learners to receive additional support in Writing & Reading. The overall percentage of students performing at Level 4 in Writing on ELPAC is 4.6% - but this is an increase from the percentage of 1.94% the year before. The overall percentage of English Learners who's writing is considered Well Developed is 20.0%. In the Reading Domain only 8.15% of Multilingual Student reading is considered Well-Developed.
- 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
562	73.7	24.9	0.9
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	140	24.9
Foster Youth	5	0.9
Homeless	14	2.5
Socioeconomically Disadvantaged	414	73.7
Students with Disabilities	72	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	82	14.6
American Indian	3	0.5
Asian	42	7.5
Filipino	33	5.9
Hispanic	283	50.4
Two or More Races	56	10
Pacific Islander	10	1.8
White	38	6.8

Conclusions based on this data:

1. Fairview's most significant ethnic subgroups are Hispanic/Latinx. In terms of district percentages, Fairview has the largest African American student population of all the elementary schools in our district.
2. Fairview has a high percentage of Socioeconomically Disadvantaged families at 73/7%. Fairview's EL population makes up approximately 25% of the student population.
3. Fairview's student population consists on 12.8% 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%. Fairview also has the Deaf and Hard of Hearing Program for our SELPA.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Fairview rated low in academic performance in both English Language Arts and Mathematics for all students.
2. Fairview rated at yellow in the areas of Chronic Absenteeism. We have been making some improvements in this category.

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3. Fairview rated blue in progress for English Language Learners due to our reclassification rate. Chronic absenteeism was very high and the suspension rate was higher than average at the orange..

School and Student Performance Data

Academic Performance English Language Arts

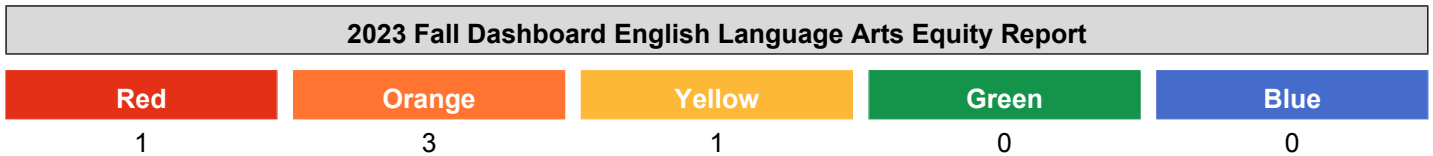
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 53.1 points below standard Decreased -13.1 points 276 Students	English Learners  Red 83.4 points below standard Decreased Significantly -22.1 points 89 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 61.7 points below standard Maintained +0.4 points 211 Students	Students with Disabilities  Orange 92.5 points below standard Increased +5.3 points 41 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 37.7 points below standard Increased +3.2 points 43 Students	Less than 11 Students 2 Students	38.4 points below standard Increased +13 points 17 Students	16.4 points below standard Decreased -13.1 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66 points below standard Decreased Significantly - 21.3 points 140 Students	52.2 points below standard Decreased -10 points 32 Students	Less than 11 Students 8 Students	9.4 points below standard Decreased Significantly - 25.5 points 16 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.1 points below standard Decreased -7.4 points 74 Students	3.9 points above standard Maintained -2.5 points 15 Students	39.2 points below standard Maintained -2.1 points 176 Students

Conclusions based on this data:

1. Based on the 2023 California School Dashboard school and student performance data, all significant subgroups grouped by race and ethnicity are performing below the standard on the English-Language Arts section of the CAASPP. Fairview's most significant subgroups include Socioeconomically Disadvantaged, Hispanic/Latinx, Multilingual Learners, and African-American students.
2. Our reclassified students were able to maintain their increased points from the previous year and that specific subgroup actually scored above the standard. The average mean scale score for Reclassified English Learners is above the mean scale score threshold for Meeting the Standards. Current English Learners demonstrated the lowest growth at 101.1 below the standard.
3. Despite our African-American students making gains in ELA, African-American students are still 37.7 points below standard. Significantly our Hispanic students scored 66 points below the standard.

School and Student Performance Data

Academic Performance Mathematics

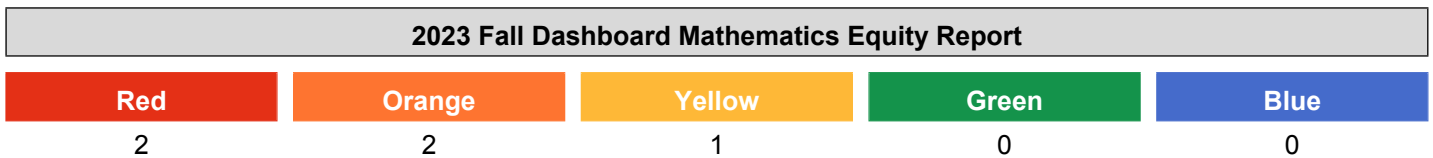
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 87.6 points below standard Decreased -3.2 points 272 Students	<p>English Learners</p>  Red 107 points below standard Maintained -1.5 points 87 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 94.5 points below standard Increased +6.2 points 208 Students	<p>Students with Disabilities</p>  Orange 103.3 points below standard Increased Significantly +19.2 points 41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 105.3 points below standard Decreased Significantly - 21.1 points 43 Students	Less than 11 Students 2 Students	43.5 points below standard Increased Significantly +36.9 points 17 Students	47.9 points below standard Decreased -6.8 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 93.3 points below standard Maintained -2.4 points 138 Students	95.8 points below standard Decreased -8.5 points 32 Students	Less than 11 Students 8 Students	60.6 points below standard Decreased Significantly -18 points 16 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
120.5 points below standard Increased +3.7 points 73 Students	57.2 points below standard Increased +9.2 points 15 Students	79.2 points below standard Maintained -1.3 points 174 Students

Conclusions based on this data:

1. Overall, Fairview demonstrated low performance on the 2023 CAASPP test in all areas of mathematics, especially our multilingual learners.
2. All Fairview subgroup's mean scale scores fall below the standard. Fairview ranks as Yellow (moderate) school in Math which signifies that the scores have been consistently low.
3. The 2 lowest subgroups are students with disabilities and english learners. These 2 groups are the only subgroups scoring in the Red (lowest level) on the Math section of CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

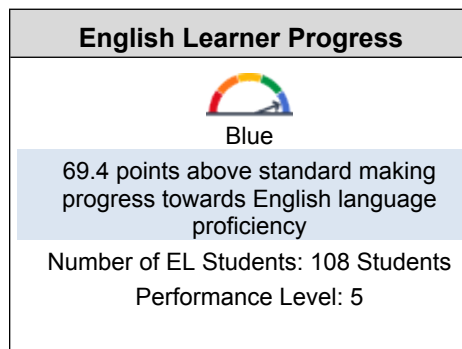
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	26	0	75

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.
- Based upon the data, 7 students decreased by an ELPI level and 26 students remained at their ELPI in 2023. Analysis of the data reveals that in two years instruction did not sufficiently prepare these seven students to score a Level 2 or higher on CAASPP. So, even though they met the qualifications for reclassification on ELPAC, they did not meet reclassification criteria for CAASPP.
- Fairview has 75 students that are progressed at least one ELPI level and the students met our goal to accelerate their growth on the ELPAC assessment. We want to continue seeing this level of growth for the following year and not see regression or stagnancy.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 47% Chronically Absent Declined Significantly -20.7 596 Students	English Learners Yellow 47.4% Chronically Absent Declined Significantly -17.6 156 Students	Foster Youth Less than 11 Students 8 Students
Homeless 81.3% Chronically Absent 0 16 Students	Socioeconomically Disadvantaged Yellow 49.5% Chronically Absent Declined Significantly -23.1 457 Students	Students with Disabilities Orange 46.3% Chronically Absent Declined -22.6 82 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 50% Chronically Absent Declined -12.8 86 Students	Less than 11 Students 3 Students	 Orange 34.1% Chronically Absent Declined -17.3 44 Students	27.8% Chronically Absent Declined -16.2 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.8% Chronically Absent Declined Significantly -22.7 305 Students	 Orange 48.6% Chronically Absent Declined -26.4 74 Students	Less than 11 Students 10 Students	36.8% Chronically Absent Declined -11.4 38 Students

Conclusions based on this data:

1. Analysis of the 22-23 data demonstrates that while attendance rates have improved, the school still needs to emphasize how important attendance is to impact the significant chronic absentee rate. The data shows that 47% of Fairview students are considered chronically absent, meaning they miss 10% or more of school (18 days or more).
2. The Hispanic subgroup declined significantly by 22.7 and maintaining the yellow performance indicator..
3. POur African American subgroup declined by 12.8 as well but they have an orange performance indicator.

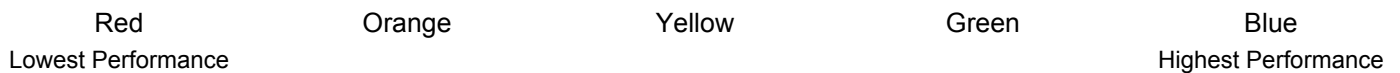
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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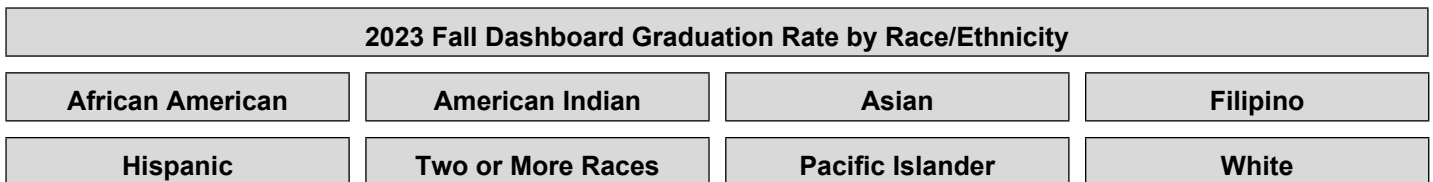
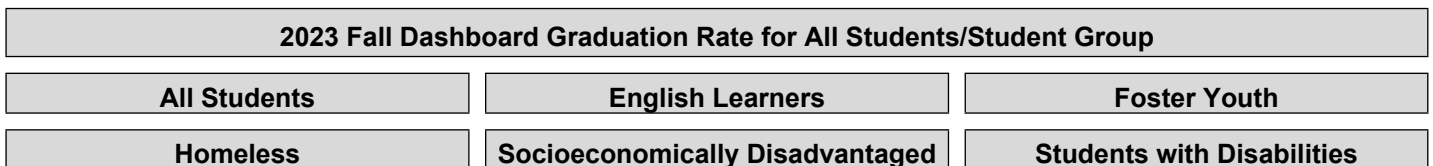
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

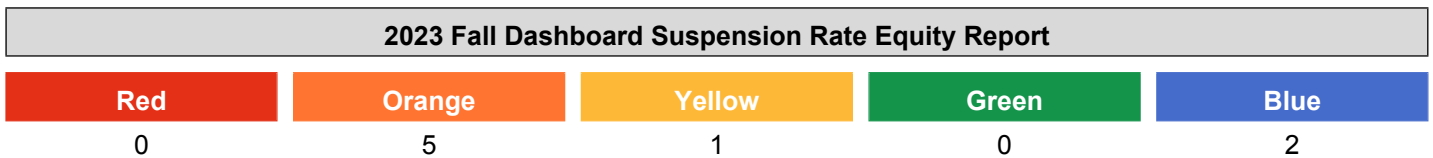
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 0.9 620 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.4 162 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 8 Students</p>
<p>Homeless</p> <p>11.1% suspended at least one day</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased Significantly 2.4 470 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained -0.1 82 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 3.4% suspended at least one day Increased 1.1 89 Students	Less than 11 Students 3 Students	 Blue 0% suspended at least one day Maintained 0 46 Students	2.7% suspended at least one day Increased 2.7 37 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.2% suspended at least one day Increased 1.1 316 Students	 Orange 3.8% suspended at least one day Increased 3.8 79 Students	Less than 11 Students 10 Students	 Blue 0% suspended at least one day Declined -3.2 40 Students

Conclusions based on this data:

1. Based upon the data, Fairview suspension rate is 2.4%.and is in the orange performance indicator. Hispanic and African American subgroups are labeled orange as opposed to the the white and Asian subgroup which are labeled blue. which shows an increase in suspension rates. - higher than the schools average. This signifies an inequity.
2. Students who are 2 or more races have the highest suspension rate at 3.8% followed by the African American subgroup at 3.4%.
3. Fairview is focused on reducing suspensions to single digits in 2024-2025 by implementing, with fidelity, school-wide positive behavior and intervention supports, and offering social emotional counseling support. In addition, teachers will be trained on how to implement Social-Emotional Learning (SEL) strategies in their classrooms. In conjunction with the internal climate work, Fairview will continue learning about ways to support students using trauma informed practices and de-escalation strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Deeper Learning -- Language and Literacy

Deeper Learning -- Language and Literacy: All Fairview 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Identified Need

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

Professional Development Needs for Staff to Meet the ELA Needs of the Students:

2024-2025 K-2 Literacy: Focus on Science of Reading and Fast Bridge Data

2024-2025 3rd - 6th Comprehension & Writing (ongoing): CAASPP Data Analysis (Claims/Targets)

Review of ELA Standards/Claims/Targets by Grade Level

Identify how Target Mastery is Assessed on CAASPP

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - CAASPP English Language Arts 3rd-6th grade.	2021-2023 CASPP ELA Scores	2023-2024 CAASPP ELA data expected outcome will be an overall increase of 5 percentage points.
Universal Screener Data - participation plus reducing the number of students who are at high risk.	Fast Bridge Data from 22-23 & 23-24	We will minimize the number of students who are at high risk in grades 1st-6th based on last year's scores by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1. Teachers will be provided with additional tools such as LexiaCore5 and Accelerated Reader) to use as part of their Tier I supports within the classroom. This will enable them to differentiate their instruction and work with small groups within their own classrooms.</p> <p>2. We will fund the use of our library media tech. to create and organize learning experiences to support student</p> <p>3. The use of UFII, Heggerty and Core reading materials will be used to implement instruction in foundational skills using evidence-based practices as outlined in the Science of Reading in all of our classrooms.</p> <p>4. Teachers will be given time to analyze their reading and math data as a team and plan next instructional steps to maximize student learning.</p>	All Students will be served by the following strategies with a special focus on Multilingual Learners, African American Students, Socioeconomically Disadvantaged Students and Student with IEPs and 504s	<p>4,235 Title I 1000-1999: Certificated Personnel Salaries</p> <p>14,000 Title I 5000-5999: Services And Other Operating Expenditures</p> <p>Lexia 4,000 LCFF 4000-4999: Books And Supplies K-2 literacy and small group intervention 5,000 LCFF 2000-2999: Classified Personnel Salaries Additional day of library media tech 5,000 Title I 2000-2999: Classified Personnel Salaries</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

For the 24-25 school year, Fairview will continue implementing practices begun in 2022/2023 which include the following: using evidence based practices as outlined in the science of reading to address our ELA needs. We see that students need lots of exposure to phonics lessons and building of foundational skills: implementation of small groups and whole group phonics lessons. In 24-25, the school will also add a Steam Space, where students will be given an opportunity to enrich their learning time with integrated curriculum.

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

The major difference this year was the use of Ignite to target learning gaps as opposed to leveled Literacy Intervention to improve students' areas of unfinished learning. For the 2024/2025 school year, Fairview will implement the use of Ignite!Reading for first graders.

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.

For the 24-25 school year, we will continue the work on phonics instruction using University of Florida Literacy Institute materials (UFLI), Heggerty, and our Benchmark Phonics resources to address unfinished learning and fortify foundational skills. The other major difference is giving teacher teams time to analyze the reading data from Fast Bridge, benchmark, and other local assessments to plan strategic lessons.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Deeper Learning -- Mathematics

Deeper Learning -- Mathematics: All Fairview 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Fairview will prioritize Math during the 24-25 school year. 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. 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.

Our focus will be on procedural fluency, conceptual understanding and application in problem solving. The data shows we have relative strength in application but the students have difficulty connecting conceptual understanding to deepen the learning, and they will focus on improving efficient procedural fluency. In order to address student needs, the staff will need Professional Development in multiple areas:

1. All professional development will include standards for the math practices, K-2 foundational components as well as 3rd-6th core components for coherence through outside agencies including SVMI, Conferences, California Math Projects, pedagogical training for whole group instruction, re-engagement, questioning, strategic grouping, facilitating collaborative group work, conferencing, math talks, and intervention strategies.
2. Content and pedagogical training in place value/operations and rational numbers which represent most of the major targets for grades Kinder-5th, and support conceptual development for 6th grade along with proportional reasoning/ratios.
3. Fairview will Implement problem-based learning that focuses on mathematical justifications and Number / Math Talks to bolster communication. The clear purpose of Number Talks lift agency, identify and authority of the math learner in the classroom which addresses the needs of our targeted subgroups. Instructional techniques and materials that support student development in modeling and problem solving strategies through the eight Standards for Math Practice (SMPs). We will prioritize re-engagement to address misconceptions and learning gaps around key concepts in all grades. Teachers will learn to use formative assessments and the resulting data to guide their instructional decisions.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessment - CAASPP. Data: Mathematics 3rd-6th grade.	Our students scored on average 87.6 points below standard on the CAASPP mathematics test. Our African American subgroup scored 105 points below standard and our Latinx subgroup scored 93 points below standard. Both of these subgroups are labeled red on the dashboard.	2023-2024 CAASPP math data expected outcome will be an overall increase of 25 points in all subgroups.
Observation of Math/Number Talk Strategy	Currently 15% of our teachers are using number/math talks in their classrooms weekly. There is some use of this strategy but it is inconsistent across all grades levels.	All teachers will use the number talk/math talk strategy in their classrooms weekly.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Fairview will provide teachers with collaboration time on a regular basis to analyze math 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.	All students will be served by the following strategies with a special focus on English Language Learners, Socioeconomically Disadvantaged, Student with Disabilities, and our two highest significant subgroups, Hispanic and African American Students.	10000 Title I 1000-1999: Certificated Personnel Salaries Teacher time to collaborate and analyze data in all grades as well as intervention hourly as well as professional development. 8000 LCFF 5800: Professional/Consulting Services And Operating Expenditures SVMI and Professional Development for teachers 4800 Title I 2000-2999: Classified Personnel Salaries
2.2	Fairview will use these funds to buy materials and supplies to support problem solving, math workshop, counting collections, and performance based tasks in the classroom.	All students	1000 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

For the 24-25 school year, Fairview has planned specific professional development with the Silicon Valley Math Initiative to support teachers' understanding of the number/math talk strategy in their classrooms in grades K-6.

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

Although we provided some opportunities for professional development with problem solving and mathematical thinking, in the 24-25 year, we will provide time and support for implementation of mathematical strategies. Not with standing any assessment that the district will select, in the meantime we will be using grade level appropriate assessments to collaborate and monitor progress toward procedural fluency, conceptual understanding, and application in problem solving.

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.

For the 24-25 school year, by planning together, teachers will be able to chart the progress of their students and implement tier 1 and tier 2 strategies so all students, including the African-American and Hispanic subgroups, so that all can meet or exceed standard.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Deeper Learning -- English Language Development

Deeper Learning -- English Language Development: Fairview 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Our Multilingual Learners need support on multiple areas. Our multilingual 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 literacy intervention in foundational skills, reading, and comprehension. Finally, but most importantly, when it comes to reclassifying our multilingual students to English proficiency, writing support is key. Our students would benefit from small group conferencing about their writing.

Multilingual Learner Professional Development Needs for Teachers

- Providing opportunities for students to practice their oral language skills in the classroom, including using academic vocabulary.
- Using language routines to promote curiosity and address misconceptions so that multilingual learners are engaged in deeper learning activities.
- Strategies and best practices for embedding academic language throughout content areas.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Assessment - ELPAC data and the student reclassification rate	2022-2023 ELPAC Data	2023-2024 ELPAC data will indicate a 5 percentage point increase in Multilingual Student scores Our reclassification rate will increase by 5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Multilingual Learners with a special focus on newcomers. The expectation is that the majority of Multilingual Learners will be able to move a level on ELPAC.	6,000 Title I 4000-4999: Books And Supplies Culturally responsive materials for instruction 11,000 Title I 2000-2999: Classified Personnel Salaries 3,765 LCFF 4000-4999: Books And Supplies 13,000 LCFF 2000-2999: Classified Personnel Salaries Classified media Tech

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Designated and Integrated ELD instructional time has not been calibrated and all teachers are teaching ELD at all times in all rooms because our students need sheltered instruction; this is especially important as the number of Multilingual Learners rise at our site.

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

The use of the Steam Room to teach content with a scaffolding lens and provide a meaningful springboard for shared language strategies school wide. Students are engaged in the content and this is where we can layer language instruction and provide real life use of Tier 2 vocabulary words.

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.

Looking at reclassification rates, we aim to reclassify more students next year but hoping to reclassify them in earlier grades by providing targeted instruction in all classrooms.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Deeper Learning -- Visual and Performing Arts

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Student performance frequency for the 2022-2023 school year.	Student performance frequency twice a year.	The student performance frequency for the 2023-2024 school year expected outcome will increase by 1-2 student lead performances.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Fairview will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, and offering after school enrichment, etc.	All Fairview students will be serviced by the aforementioned but we will ensure all art offerings hold our BiPOC	1000 LCFF - Supplemental 4000-4999: Books And Supplies Purchase art supplies for art classes.

		students at the center of our offerings.	1000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
4.2	In addition to the activites listed above, we will be using the 2024-2025 school year to develop or Propostion 28 Site Plan.	All Students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This year we had an art teacher serve students in grades 1-6 and we held a school wide art show. We also invited The Villaige Method into our school for after school art offerings.

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

This year we will look to enhance teacher training with arts integration in all subjects knowing that project based learning and arts training promotes student engagement in school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We look to amplify student voice and their art work by centering them and letting them lead art and cultural performances rather than "sit and get" traditional performances. Although we like performances from outside agencies, we would like to empower our artists and activists to lead and perform on a regular basis.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

At Fairview Elementary, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

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.

Identified Need

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

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, either through standalone SEL curriculum or culture/climate initiatives. The school will use Multi Tiered System of Supports to provide social and emotional interventions for all children needing support.

During the 23-24, there were 203 students referred to the Coordination of Services Team. There were 299 referrals made from the 203 referred - some of the students received multiple services. The majority were referred to COST for support in the following areas (Mental Health, Trauma, Home Environment & Peer Interactions/Social Skills) There were 57 Student Success Team Meetings in 23-24.

Behavior/Discipline: The use of restorative practices to mitigate student conflicts was used inconsistently and not enough data was used to track the effectiveness of this strategy.

There were 12 suspensions this school year and 2 were related to vaping.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Survey: California Healthy Kids Survey -Grade 5 Site wide survey data and student interviews	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.
Student PBIS data + number of student referrals to the office	There were 197 student referrals tot he office in the 23-24 school year.	We aim to lower than number of student referrals to the office by 5%.
The use of the Pilot Racial Complaint Form is to target the underlying cause of racial trauma in school for students and/or staff.	Baseline for Pilot of the Form - 3 complaints since May 2024. The form is to document racial aggressions and/or microaggressions on campus.	Next year we hope to have use of the form from Aug-June.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Fairview will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices; this includes training on Restorative Practices. Fairview will also hire a Counseling or Psych intern to help provide additional support for students who have been through	All students at Fairview will get the opportunity to participate in the SEL lessons. Also, students will continue to receive "Falcon Feathers" for showing that they are safe, respectful, and responsible.	4274 Title I 1000-1999: Certificated Personnel Salaries Additional counselor services 3500 Title I: Schoolwide Program 5000-5999: Services And Other Operating Expenditures 1000 LCFF 3000-3999: Employee Benefits
5.2	Fairview will build a space in our media center to increase student engagement in STEAM experiences, with the idea that with a stimulating curriculum, students will be encouraged to attend school and be more connected to school.	All Students	3000 LCFF 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Previously Fairview has relied heavily on PBIS supports and Zones of Regulation to support school climate however this year we increased our participation in our Anti-Bias and Anti-Racism work extending the discussion into staff meetings and collaboration time. We are focusing on student identity and student voice. While PBIS is still a component of our school plan, we are also actively working on Restorative Practices to focus deeper, more connected relationships with students and families.

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

We did not use the zones of regulation as frequently as we planned but many staff did attend free trainings to work on restorative practices and many teachers used circles and morning meetings to connect with their students. Most teachers have established a peace or calming corner in their class to give students a safe spot to be when disregulated. While we see some positive coming from the PBIS approach and clear expectations and teaching those expectations, we do want to focus on repairing harm when there has been a negative interaction with peers or staff.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We typically use California Healthy Kids Survey as the metric for data collection but that is really just a small snapshot of our student population. For the 2024-2025 school year, we will expand our opportunities for student and parent voice in our policies as well as our procedures. Student feedback will be considered when we move to make schoolwide improvements. We also will pilot the district's racial complaint process to collect data on how to be responsive to racial trauma and improve school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Relationship-Centered Schools -- Parent Engagement

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

- 21st Century

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.

Identified Need

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

We have increased parents at school events largely due to our Family Engagement Specialist. Next year we are looking to truly engage parents in discussions of student academics and social emotional learning. We would like to see more opportunities to build trust and rapport with all parents and families.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: number of in-person family events offered.	2023-2024 calendars report that there were over 6 in-person school-wide events for families.	2024-2025 calendar data expected outcome will be an overall increase to 10 or more in-person school-wide events for families. We would like their to be a monthly activity/event at school for full family participation.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	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.	All families will be served; however, we plan to do specific outreach to our Black and Latinx families. We	1000 Title 1: Parent Allocation 4000-4999: Books And Supplies

		will be responsive to parent needs and focus on relationship-centered events as well as academically-minded events.	Coffee with the principal, parent workshops, and other in person events. 1000 LCFF None Specified Curriculum for parent workshops and child care for parent meetings
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

With the hire of our new Family Engagement Specialist, we increased the number of family events at the site including our Science and Literacy nights and with the support of our Quad Team comprised of our counselor, Family Engagement Specialist, Youth Enrich Program Coordinator, and our Community School Specialist, we were able to organize 2 larger family gatherings: our Black Joy Event and our Multi-Cultural Event.

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

Next year we are focusing on parent engagement in academic enrichment for our students including the opening of a Steam Space and the potential for Family Lego and Engineering events.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will collect data through parent surveys and give time for our committees to look at a variety of parent voices, not just those parents who attend smaller parent meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: Fairview will decrease chronic absenteeism by 5 percentage points in the 24-25 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

LCAP Goal:

- Increase average daily attendance by 1%

Identified Need

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

Overall, Fairview aims to increase the attendance rate to over 95% in all subgroups. Fairview's attendance rate during the 22-23 school year was under 90%. Efforts in 23-24 and continuing in 2024-2025 aim to improve this trend.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Infinite Campus Monthly Attendance Reports, COST Form data, truancy meetings, and A2A school status reports.	Currently Fairview's attendance rate is 92.3%. Our African American subgroup has an attendance rate of 91.2% and our Hispanic subgroup has a 90.5%.	Expected outcome for the 2024-2025 is to raise the overall monthly attendance to be at 95% or above in all subgroups. We aim to reach over 95% specifically in our African American and Hispanic subgroups.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Fairview staff will collaborate with the District's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention, transportation, and COST services. 1. Our Attendance Clerk will support families by hosting truancy meetings at flexible times and utilize zoom so families can attend and collaborate with the school.	Chronic absenteeism affects all students at Fairview. All students will be served by the aforementioned strategies.	1000 Title I 2000-2999: Classified Personnel Salaries 765 Title I

	<p>2. We will fund extra hours for the attendance clerk to organize and implement this monthly target.</p> <p>3. We will use the funds for materials to fund a parent attendance workshop in collaboration with the Family Engagement Specialist, Attendance Clerk, Community Schools Specialist, and the Admin Team, and we will target specifically our English Language Advisory Committee and our AASAI parent groups to address the gap within the subgroups.</p>		4000-4999: Books And Supplies
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

During the 23-24 school year, Fairview was able to increase the overall attendance rate by over 3%. This year we increased the number of SARB hearings from 3 to 5; these meetings are crucial to highlight the barriers families have encountered related to school attendance.

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

One major difference is that we didn't have a parent attendance workshop this year - we believe that the outreach to parents is crucial to the attendance rate. For the 2024-2025 school year, the team is on track in our goal for 95% in 2024-2025, and we are planning on making sure that our budgeted expenditures are used to target these strategies for student achievement gains.

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.

For the 2024-2025 school year, with the implementation of our new STEAM Space, we are hoping to provide exciting learning opportunities for all students. We also hope that by engaging families in our school community, we will connect more families to our school and impact the overall attendance rate. Specifically our parent events will build trust and connection between school and home.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$68,072.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,339.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$62,074.00

Subtotal of additional federal funds included for this school: \$62,074.00

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	\$38,765.00
LCFF - Supplemental	\$2,000.00
Title 1: Parent Allocation	\$1,000.00
Title I: Schoolwide Program	\$3,500.00

Subtotal of state or local funds included for this school: \$45,265.00

Total of federal, state, and/or local funds for this school: \$107,339.00

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	38,765.00	0.00
Title I	62,074.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	38,765.00
LCFF - Supplemental	2,000.00
Title 1: Parent Allocation	1,000.00
Title I	62,074.00
Title I: Schoolwide Program	3,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,509.00
2000-2999: Classified Personnel Salaries	39,800.00
3000-3999: Employee Benefits	4,000.00
4000-4999: Books And Supplies	17,530.00
5000-5999: Services And Other Operating Expenditures	18,500.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	LCFF	18,000.00
3000-3999: Employee Benefits	LCFF	4,000.00
4000-4999: Books And Supplies	LCFF	7,765.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	8,000.00
None Specified	LCFF	1,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	Title 1: Parent Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	18,509.00
2000-2999: Classified Personnel Salaries	Title I	21,800.00
4000-4999: Books And Supplies	Title I	7,765.00
5000-5999: Services And Other Operating Expenditures	Title I	14,000.00
5000-5999: Services And Other Operating Expenditures	Title I: Schoolwide Program	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,235.00
Goal 2	23,800.00
Goal 3	33,765.00
Goal 4	2,000.00
Goal 5	11,774.00
Goal 6	2,000.00
Goal 7	1,765.00

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
Cecelia McKenna	Classroom Teacher
Erica Rice	Classroom Teacher
Katherine Meares	Other School Staff
Lauren Matteis	Principal
Donna Scott	Parent or Community Member
Suridday Rodriguez	Parent or Community Member
Lori Conniff	Parent or Community Member
Crystal Colindres	Parent or Community Member
Patricia Greenidge	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

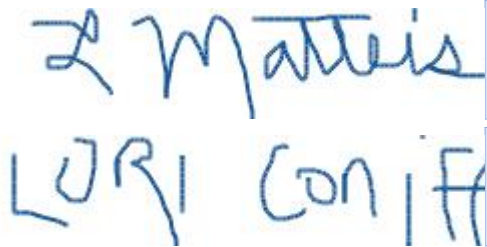
Other: Site Based Decision Making Team

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 5/1/2024.

Attested:



Principal, Lauren Matteis on 5/1/24

SSC Chairperson, Lori Coniff on 5/1/24