



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 14, 2025	June 25, 2025

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

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

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

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

This plan is being used by 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

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

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

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

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, filled out an interest survey and discussed 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 meetings (AASAI) and Local Control Accountability Program (LCAP) meetings. Fairview values the input from its many educational partners and uses their input to benefit all Fairview students and shape our future plans to meet future goals.

The development of this Single Plan for Student Achievement was a collaborative effort. All major parent, staff and student groups were a part of the brainstorming process. School-wide data was presented to the English Language Advisory Committee (ELAC), School Site Council (SSC), African American Student Achievement Initiative (AASAI), Instructional Leadership Team (ILT), Site Based Decision Making Team (SBDM), and Parent-Teacher Association (PTA). 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. The staff was given a survey to prioritize the site's spending.

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 SSC on May 14.

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. We also use our data from Coordination of Service Team to identify other needs of our community.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.53%	0.37%	1	3	2
African American	17.15%	14.59%	14.55%	82	82	79
Asian	7.11%	7.47%	7.92%	34	42	43
Filipino	5.02%	5.87%	6.08%	24	33	33
Hispanic/Latino	52.09%	50.36%	52.85%	249	283	287
Pacific Islander	3.14%	1.78%	1.84%	15	10	10
White	5.65%	6.76%	5.89%	27	38	32
Two or More Races	9.00%	9.96%	8.29%	43	56	45
Not Reported	0.63%	2.67%	2.21%	3	15	
Total Enrollment				478	562	543

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			23
Kindergarten	95	93	76
Grade 1	63	86	68
Grade 2	70	87	84
Grade3	52	83	86
Grade 4	62	58	79
Grade 5	69	80	52
Grade 6	67	75	76
Total Enrollment	478	562	566

Conclusions based on this data:

1. Fairview's most significant populations are Hispanic/Latinx, African-American, Socio-Economically Disadvantaged, and English Learners. Our fifth grade enrollment was notably lower than average.

2. Fairview's general education population has slightly increased this year although we slightly dropped in our African American subgroup and we slightly increased in our hispanic subgroup.
3. Kinder numbers for 23-24 decreased with 2nd and 3rd and 4th grades having the highest enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	108	140	130	22.6%	24.9%	23.9%
Fluent English Proficient (FEP)	38	44	39	7.9%	7.8%	7.2%
Reclassified Fluent English Proficient (RFEP)	24	25	25	5.0%	4.4%	4.6%

Conclusions based on this data:

1. Due to nearby school closure, our EL population has increased significantly over the years but declined this year due to reclassified students. Therefore our need for additional resources, another .5 multilingual specialist has been allocated by the district.
2. Fairview's EL population makes up approximately 24% of the overall school's population. Our percentage is lower than the District's average, which is over 30%.
3. Fairview reclassified 8 students this year and we look forward to targeting our long term els next year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53	82	83	51	81	82	51	81	82	96.2	98.8	98.8
Grade 4	62	58	82	59	56	80	59	56	80	95.2	96.6	97.6
Grade 5	66	79	46	64	76	46	64	76	46	97.0	96.2	100
Grade 6	67	77	75	63	76	70	63	76	70	94.0	98.7	93.3
All Grades	248	296	286	237	289	278	237	289	278	95.6	97.6	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2360.	2393.	2414.	9.80	8.64	18.29	9.80	24.69	28.05	21.57	29.63	26.83	58.82	37.04	26.83
Grade 4	2417.	2398.	2412.	16.95	3.57	11.25	5.08	12.50	13.75	27.12	19.64	25.00	50.85	64.29	50.00
Grade 5	2440.	2445.	2389.	3.13	9.21	6.52	25.00	18.42	10.87	18.75	23.68	8.70	53.13	48.68	73.91
Grade 6	2538.	2483.	2488.	23.81	9.21	7.14	34.92	26.32	25.71	19.05	22.37	34.29	22.22	42.11	32.86
All Grades	N/A	N/A	N/A	13.50	7.96	11.51	19.41	21.11	20.50	21.52	24.22	25.18	45.57	46.71	42.81

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.84	7.41	15.85	47.06	60.49	65.85	45.10	32.10	18.29
Grade 4	5.08	1.79	6.25	72.88	60.71	58.75	22.03	37.50	35.00
Grade 5	9.38	7.89	2.17	51.56	64.47	43.48	39.06	27.63	54.35
Grade 6	19.05	11.84	7.14	53.97	46.05	50.00	26.98	42.11	42.86
All Grades	10.55	7.61	8.63	56.54	57.79	56.12	32.91	34.60	35.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.96	7.50	13.41	45.10	57.50	54.88	52.94	35.00	31.71
Grade 4	11.86	1.79	11.25	50.85	51.79	42.50	37.29	46.43	46.25
Grade 5	4.69	1.32	6.52	50.00	53.95	26.09	45.31	44.74	67.39
Grade 6	20.63	1.32	7.14	57.14	59.21	55.71	22.22	39.47	37.14
All Grades	10.13	3.13	10.07	51.05	55.90	46.76	38.82	40.97	43.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.92	4.94	9.76	78.43	82.72	79.27	17.65	12.35	10.98
Grade 4	8.47	0.00	3.75	59.32	76.79	71.25	32.20	23.21	25.00
Grade 5	4.69	9.21	8.70	78.13	61.84	54.35	17.19	28.95	36.96
Grade 6	7.94	10.53	11.43	79.37	72.37	67.14	12.70	17.11	21.43
All Grades	6.33	6.57	8.27	73.84	73.36	69.78	19.83	20.07	21.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.84	12.35	15.85	54.90	64.20	65.85	37.25	23.46	18.29
Grade 4	8.47	5.36	10.00	64.41	71.43	57.50	27.12	23.21	32.50
Grade 5	7.81	10.53	6.52	59.38	59.21	45.65	32.81	30.26	47.83
Grade 6	22.22	10.53	17.14	68.25	64.47	64.29	9.52	25.00	18.57
All Grades	11.81	10.03	12.95	62.03	64.36	59.71	26.16	25.61	27.34

Conclusions based on this data:

1. Based on the most recent CAASPP data, it is evident that additional support and resources must be directed toward students who are currently performing below standard. The data reveals that over 70% of students are not meeting grade-level expectations in English Language Arts (ELA), highlighting a significant area of concern. To address this, the school must prioritize improving students' reading and writing skills across all subject areas.

Strengthening literacy is not just an ELA goal but a schoolwide priority essential to academic success in every discipline.

2. Fairview showed an encouraging increase in test scores at the 3rd grade level, indicating that certain instructional strategies or supports are proving effective for students at that grade. After a significant drop in scores in 22-23, 4th grade scores improved significantly for the students above standard; however, scores in 4th and 5th grades were notably low for students at or near standard, suggesting a need for further analysis and targeted improvement in those areas. As a result, we will closely examine the practices and interventions currently being implemented in 3rd grade to identify what is contributing to their success. The goal is to replicate and adapt those effective strategies to support student achievement in the upper grades.
3. Fairview students are currently underperforming across all four ELA claim areas, with particular challenges in Reading, Writing, and Research/Inquiry. An analysis of claim data over the past several years reveals fluctuations in student performance in these key areas, with scores rising and falling from year to year. This lack of consistent academic progress suggests the absence of sustained, school wide instructional practices. These inconsistencies mirror broader systemic issues at Fairview, including frequent changes in leadership, a lack of shared instructional vision, uneven practices across grade levels, and ongoing shifts in the composition of grade-level teams. These structural and instructional challenges have hindered the development of a cohesive, stable learning environment. In response, our School Site Plan has been strategically designed to address these root causes by promoting leadership stability, fostering collaboration across grade levels, and implementing consistent, evidence-based instructional practices to improve student outcomes.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53	82	83	51	80	83	51	80	83	96.2	97.6	100
Grade 4	62	58	82	60	57	79	60	57	79	96.8	98.3	96.3
Grade 5	66	79	46	64	76	46	64	76	46	97.0	96.2	100
Grade 6	67	77	75	64	75	74	64	75	73	95.5	97.4	98.7
All Grades	248	296	286	239	288	282	239	288	281	96.4	97.3	98.6

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2395.	2393.	3.92	10.00	3.61	13.73	21.25	25.30	13.73	20.00	27.71	68.63	48.75	43.37
Grade 4	2394.	2376.	2415.	1.67	0.00	6.33	10.00	3.51	13.92	30.00	26.32	27.85	58.33	70.18	51.90
Grade 5	2405.	2416.	2393.	1.56	2.63	0.00	7.81	3.95	4.35	15.63	27.63	19.57	75.00	65.79	76.09
Grade 6	2489.	2449.	2443.	9.38	6.67	6.85	17.19	8.00	8.22	32.81	26.67	16.44	40.63	58.67	68.49
Grade 11															
All Grades	N/A	N/A	N/A	4.18	5.21	4.63	12.13	9.72	14.23	23.43	25.00	23.49	60.25	60.07	57.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.92	7.50	8.43	31.37	47.50	55.42	64.71	45.00	36.14
Grade 4	8.33	0.00	8.86	31.67	19.30	36.71	60.00	80.70	54.43
Grade 5	4.69	2.63	0.00	23.44	27.63	23.91	71.88	69.74	76.09
Grade 6	7.81	5.33	4.11	51.56	33.33	27.40	40.63	61.33	68.49
Grade 11									
All Grades	6.28	4.17	6.05	34.73	32.99	37.72	59.00	62.85	56.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.88	13.75	7.23	37.25	45.00	48.19	56.86	41.25	44.58
Grade 4	5.00	0.00	8.86	35.00	40.35	39.24	60.00	59.65	51.90
Grade 5	3.13	2.63	0.00	34.38	50.00	32.61	62.50	47.37	67.39
Grade 6	3.13	5.33	5.48	56.25	49.33	31.51	40.63	45.33	63.01
All Grades	4.18	5.90	6.05	41.00	46.53	38.79	54.81	47.57	55.16

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.92	13.75	7.23	54.90	55.00	67.47	41.18	31.25	25.30
Grade 4	5.00	0.00	8.86	33.33	50.88	55.70	61.67	49.12	35.44
Grade 5	3.13	2.63	0.00	37.50	36.84	47.83	59.38	60.53	52.17
Grade 6	12.50	6.67	8.22	65.63	53.33	50.68	21.88	40.00	41.10
All Grades	6.28	6.25	6.76	47.70	48.96	56.58	46.03	44.79	36.65

Conclusions based on this data:

1. Over 98% 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.
2. 3rd grade consistently was able to reduce the number of students that were below standards in communicating reasoning but not conceptual & procedures. All grades reduced the number of below standard students in communicating reasoning except for 6th grade.
3. Fairview requires targeted and sustained support in all three mathematics claim areas: Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. Current student performance data indicates that learners are struggling not only with understanding mathematical procedures and concepts but also with applying them to real-world problems and clearly articulating their reasoning. A deeper analysis of student responses, particularly in performance tasks, reveals that students often lack the critical problem-solving skills necessary to make meaningful connections between mathematical concepts and their applications. This highlights the need for explicit instruction that goes beyond procedural fluency and emphasizes higher-order thinking, strategic reasoning, and the ability to communicate mathematical understanding effectively. Moving forward, Fairview must prioritize the integration of critical thinking and application-based learning into daily instruction to build students' confidence and competence across all mathematical domains.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1433.9	1428.2	1420.0	1449.4	1430.5	1428.4	1397.8	1422.4	1400.8	19	23	27
1	1403.0	1448.1	1425.6	1410.8	1463.2	1443.8	1394.8	1432.4	1407.1	12	14	17
2	1474.3	1470.1	1464.7	1476.1	1482.1	1485.5	1472.0	1457.5	1443.5	20	20	13
3	1455.8	1496.3	1479.2	1455.8	1512.3	1482.4	1455.5	1479.7	1475.3	17	21	24
4	1508.5	1485.2	1497.1	1504.4	1497.5	1498.3	1511.9	1472.4	1495.2	16	20	18
5	*	1532.5	1507.5	*	1541.2	1505.4	*	1523.5	1509.1	10	25	17
6	*	1527.1	1508.5	*	1532.2	1509.4	*	1521.3	1507.4	9	18	17
All Grades										103	141	133

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.05	13.04	18.52	36.84	21.74	33.33	36.84	52.17	33.33	5.26	13.04	14.81	19	23	27
1	0.00	0.00	5.88	0.00	42.86	17.65	41.67	57.14	35.29	58.33	0.00	41.18	12	14	17
2	10.00	0.00	0.00	35.00	50.00	46.15	40.00	40.00	38.46	15.00	10.00	15.38	20	20	13
3	0.00	14.29	8.33	23.53	52.38	33.33	35.29	19.05	37.50	41.18	14.29	20.83	17	21	24
4	12.50	10.00	5.56	56.25	45.00	44.44	25.00	25.00	38.89	6.25	20.00	11.11	16	20	18
5	*	28.00	11.76	*	44.00	23.53	*	20.00	47.06	*	8.00	17.65	*	25	17
6	*	16.67	5.88	*	44.44	52.94	*	16.67	17.65	*	22.22	23.53	*	18	17
All Grades	11.65	12.77	9.02	32.04	42.55	35.34	33.98	31.91	35.34	22.33	12.77	20.30	103	141	133

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.05	8.70	25.93	47.37	39.13	33.33	21.05	34.78	29.63	10.53	17.39	11.11	19	23	27
1	0.00	7.14	11.76	8.33	71.43	47.06	58.33	21.43	11.76	33.33	0.00	29.41	12	14	17
2	10.00	25.00	23.08	60.00	50.00	53.85	30.00	15.00	23.08	0.00	10.00	0.00	20	20	13
3	11.76	57.14	29.17	35.29	23.81	33.33	23.53	14.29	29.17	29.41	4.76	8.33	17	21	24
4	37.50	50.00	22.22	50.00	15.00	55.56	0.00	25.00	22.22	12.50	10.00	0.00	16	20	18
5	*	60.00	35.29	*	32.00	29.41	*	0.00	17.65	*	8.00	17.65	*	25	17
6	*	33.33	41.18	*	44.44	41.18	*	5.56	5.88	*	16.67	11.76	*	18	17
All Grades	22.33	36.17	27.07	39.81	37.59	40.60	22.33	16.31	21.05	15.53	9.93	11.28	103	141	133

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	27.78	13.04	11.11	5.56	17.39	33.33	38.89	52.17	40.74	27.78	17.39	14.81	18	23	27
1	0.00	0.00	5.88	36.36	28.57	11.76	18.18	42.86	11.76	45.45	28.57	70.59	22	14	17
2	7.14	0.00	0.00	28.57	30.00	30.77	35.71	35.00	38.46	28.57	35.00	30.77	14	20	13
3	0.00	0.00	8.33	20.00	23.81	16.67	66.67	47.62	41.67	13.33	28.57	33.33	15	21	24
4	0.00	0.00	0.00	16.67	10.00	33.33	33.33	45.00	38.89	50.00	45.00	27.78	12	20	18
5	7.69	8.00	0.00	7.69	24.00	23.53	46.15	44.00	47.06	38.46	24.00	29.41	13	25	17
6	*	5.56	0.00	*	16.67	29.41	*	50.00	35.29	*	27.78	35.29	*	18	17
All Grades	1.94	4.26	4.51	20.39	21.28	25.56	41.75	45.39	36.84	35.92	29.08	33.08	103	141	133

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	26.32	8.70	22.22	63.16	69.57	66.67	10.53	21.74	11.11	19	23	27
1	8.33	7.14	17.65	50.00	85.71	58.82	41.67	7.14	23.53	12	14	17
2	10.00	20.00	30.77	85.00	65.00	61.54	5.00	15.00	7.69	20	20	13
3	23.53	9.52	12.50	29.41	71.43	62.50	47.06	19.05	25.00	17	21	24
4	50.00	10.00	16.67	37.50	55.00	77.78	12.50	35.00	5.56	16	20	18
5	*	20.00	23.53	*	76.00	41.18	*	4.00	35.29	*	25	17
6	*	11.11	0.00	*	55.56	70.59	*	33.33	29.41	*	18	17
All Grades	25.24	12.77	17.29	52.43	68.09	63.16	22.33	19.15	19.55	103	141	133

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.05	8.70	25.93	63.16	73.91	51.85	15.79	17.39	22.22	19	23	27
1	0.00	28.57	11.76	41.67	71.43	70.59	58.33	0.00	17.65	12	14	17
2	25.00	55.00	30.77	70.00	35.00	69.23	5.00	10.00	0.00	20	20	13
3	29.41	71.43	50.00	41.18	23.81	37.50	29.41	4.76	12.50	17	21	24
4	43.75	70.00	44.44	50.00	20.00	55.56	6.25	10.00	0.00	16	20	18
5	*	88.00	64.71	*	4.00	17.65	*	8.00	17.65	*	25	17
6	*	66.67	70.59	*	16.67	17.65	*	16.67	11.76	*	18	17
All Grades	33.01	56.74	42.11	47.57	33.33	45.11	19.42	9.93	12.78	103	141	133

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.26	13.04	3.70	94.74	69.57	70.37	0.00	17.39	25.93	19	23	27
1	0.00	14.29	17.65	16.67	42.86	5.88	83.33	42.86	76.47	12	14	17
2	5.00	10.00	0.00	65.00	55.00	46.15	30.00	35.00	53.85	20	20	13
3	0.00	0.00	0.00	23.53	33.33	58.33	76.47	66.67	41.67	17	21	24
4	12.50	0.00	0.00	62.50	30.00	61.11	25.00	70.00	38.89	16	20	18
5	*	8.00	0.00	*	64.00	47.06	*	28.00	52.94	*	25	17
6	*	5.56	0.00	*	27.78	41.18	*	66.67	58.82	*	18	17
All Grades	5.83	7.09	3.01	57.28	47.52	49.62	36.89	45.39	47.37	103	141	133

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.79	39.13	37.04	68.42	39.13	48.15	15.79	21.74	14.81	19	23	27
1	0.00	0.00	5.88	58.33	64.29	41.18	41.67	35.71	52.94	12	14	17
2	20.00	0.00	7.69	60.00	94.74	76.92	20.00	5.26	15.38	20	19	13
3	0.00	23.81	8.33	58.82	57.14	75.00	41.18	19.05	16.67	17	21	24
4	12.50	10.00	16.67	68.75	55.00	61.11	18.75	35.00	22.22	16	20	18
5	*	40.00	11.76	*	44.00	76.47	*	16.00	11.76	*	25	17
6	*	22.22	17.65	*	55.56	64.71	*	22.22	17.65	*	18	17
All Grades	9.71	21.43	16.54	65.05	57.14	62.41	25.24	21.43	21.05	103	140	133

Conclusions based on this data:

1. The data shows that our English Learners are making yearly progress on the ELPAC. Looking closely at that data to track each cohort of students, we notice that each year the mean gets higher. The 5th/6th grade mean scores are above 1500.
2. 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 whose writing is considered Well Developed is 20.0%. In the Reading Domain only 8.15% of Multilingual Student reading is considered Well-Developed.
3. In Overall Language, 62.22% of EL students at Fairview scored an overall L4 or L3 on the ELPAC in 2019. Fairview's percentage of L3's and L4's was aided by our Oral Language scores, in which approximately 75% of EL students tested at L3 or L4. Also 52.59% of the students assessed were considered Well Developed in the Speaking Domain.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
543	75.1%	23.9%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	130	23.9%
Foster Youth	0	0.0%
Homeless	6	1.1%
Socioeconomically Disadvantaged	408	75.1%
Students with Disabilities	74	13.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	79	14.5%
American Indian	2	0.4%
Asian	43	7.9%
Filipino	33	6.1%
Hispanic	287	52.9%
Two or More Races	45	8.3%
Pacific Islander	10	1.8%
White	32	5.9%

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 75.1%. Fairview's EL population makes up approximately 25% of the student population.
3. Fairview's student population consists on 13.6% 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Due to gains this year, Mathematics and ELA scores went from red to yellow. This illustrates that positive change is occurring. We also went from orange to yellow with our suspension rate.
- Fairview continued to rate at yellow in the areas of Chronic Absenteeism. We have had new staff in our main office and are starting to leverage our relationship-centered approach to get more students at school each day.

3. Fairview went from blue to red in progress for English Language Learners due to our reclassification rate. While this metric can vary from year to year, we have new been given more specialized hours from the school district to address this need.

School and Student Performance Data

Academic Performance English Language Arts

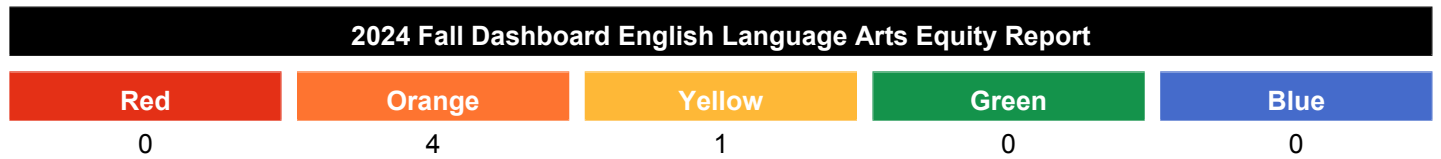
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>50.1 points below standard</div> <div>Increased 3.0 points</div> <div>268 Students</div>	<div>English Learners</div> <div> Orange</div> <div>72.6 points below standard</div> <div>Increased 10.8 points</div> <div>91 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>109.8 points below standard</div> <div>11 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>55.9 points below standard</div> <div>Increased 5.8 points</div> <div>209 Students</div>

Students with Disabilities  Orange 88.8 points below standard Increased 3.7 points 49 Students	African American  Orange 35.6 points below standard Maintained 2.1 points 40 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 1.9 points above standard Increased 40.3 points 24 Students	Filipino  No Performance Color 30.0 points below standard Declined 13.6 points 14 Students	Hispanic  Orange 63.5 points below standard Maintained 2.6 points 144 Students
Two or More Races  No Performance Color 63.7 points below standard Declined 11.6 points 23 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  No Performance Color 62.0 points below standard Declined 52.6 points 11 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 35.6 points below standard, slightly less students than last year. Significantly, our Hispanic students scored 63.5 points below the standard, slightly better than the previous year.

School and Student Performance Data

Academic Performance Mathematics

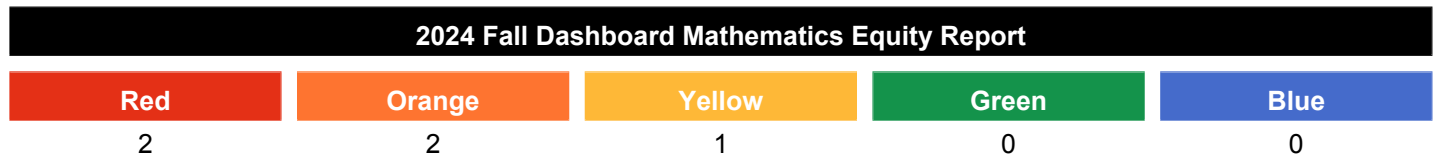
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>82.0 points below standard</div> <div>Increased 5.7 points</div> <div>272 Students</div>	<div>English Learners</div> <div> Orange</div> <div>102.3 points below standard</div> <div>Increased 4.6 points</div> <div>94 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>135.9 points below standard</div> <div>11 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>92.2 points below standard</div> <div>Maintained 2.3 points</div> <div>212 Students</div>

Students with Disabilities  Red 113.3 points below standard Declined 10.1 points 49 Students	African American  Yellow 88.7 points below standard Increased 16.6 points 40 Students	American Indian  No Performance Color Less than 11 Students 2 Students
Asian  No Performance Color 6.5 points below standard Increased 37.0 points 24 Students	Filipino  No Performance Color 62.4 points below standard Declined 14.4 points 14 Students	Hispanic  Red 98.0 points below standard Declined 4.7 points 147 Students
Two or More Races  No Performance Color 87.7 points below standard Increased 8.1 points 23 Students	Pacific Islander  No Performance Color Less than 11 Students 6 Students	White  No Performance Color 53.6 points below standard Increased 7.0 points 11 Students

Conclusions based on this data:

1. Overall, Fairview demonstrated low performance on the 2024 CAASPP test in all areas of mathematics but we did have an increase of 5.7 points overall.
2. Our African American students increased their math scores by 16.6 points and their subgroup was yellow indicating a positive change and increase.
3. The two lowest subgroups are students with disabilities and Hispanic students. These two 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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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 36.7% making progress. Number Students: 98 Students	 No Performance Color making progress. Number Students: 10 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
34.7%	28.6%	0%	36.7%

Conclusions based on this data:

- Overall, 34.7% of Fairview's Multilingual learners decreased by one level on the ELPI. Both of these scores are a decrease from last year.
- 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.
- Only 36.7% of our Multilingual Learners progressed at least one ELPI.

School and Student Performance Data

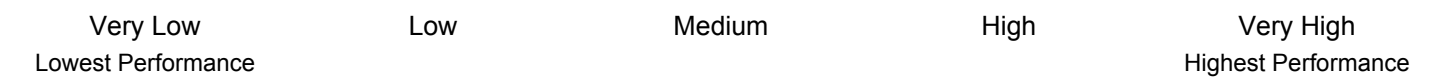
Academic Performance College/Career Report

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

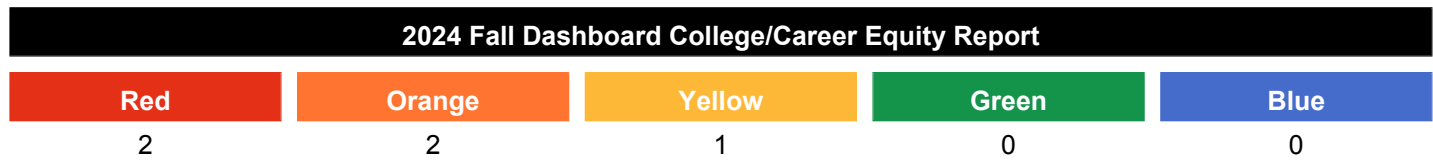
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable to Fairview as it is an elementary school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>31.8% Chronically Absent</div> <div>Declined 15.2</div> <div>570 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>30.2% Chronically Absent</div> <div>Declined 17.2</div> <div>159 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>36.4% Chronically Absent</div> <div>0</div> <div>11 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>33.5% Chronically Absent</div> <div>Declined 16</div> <div>445 Students</div>

Students with Disabilities  Orange 31.5% Chronically Absent Declined 14.9 89 Students	African American  Orange 34.1% Chronically Absent Declined 15.9 85 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 25% Chronically Absent Declined 9.1 44 Students	Filipino  Yellow 18.2% Chronically Absent Declined 9.6 33 Students	Hispanic  Yellow 33.8% Chronically Absent Declined 17 305 Students
Two or More Races  Orange 33.9% Chronically Absent Declined 14.8 59 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Yellow 18.8% Chronically Absent Declined 18.1 32 Students

Conclusions based on this data:

1. Analysis of the 22-23 data demonstrates that while attendance rates have improved, to impact the significant chronic absentee rate, the school still needs to emphasize the importance of attendance. 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. Our 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Conditions & Climate Suspension Rate

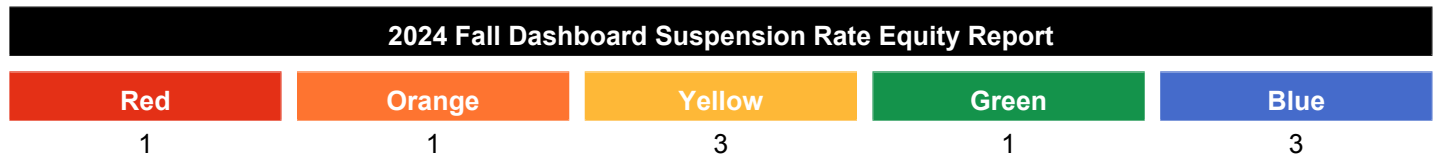
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>2.2% suspended at least one day</div> <div>Maintained 0.2%</div> <div>593 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>1.2% suspended at least one day</div> <div>Maintained 0%</div> <div>166 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>11 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>2.6% suspended at least one day</div> <div>Maintained 0.2%</div> <div>464 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Declined 1.2% 91 Students	African American  Orange 3.4% suspended at least one day Maintained 0.1% 87 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 52 Students	Filipino  Blue 0% suspended at least one day Declined 2.7% 33 Students	Hispanic  Yellow 2.2% suspended at least one day Maintained 0% 316 Students
Two or More Races  Green 1.6% suspended at least one day Declined 2.2% 61 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Red 6.3% suspended at least one day Increased 6.3% 32 Students

Conclusions based on this data:

1. Based upon the data, Fairview's suspension rate is 2.2%. and is in the yellow performance indicator. Our African-American subgroup maintained it's position in orange although our Hispanic subgroup moved to yellow. The biggest change was the subgroup of white students' movement to red. There were a significant number of suspensions for white students.
2. Students who are 2 or more races went down and now that is in the green. Last year it was our highest percent.
3. Fairview is focused on reducing suspensions to single digits in the 2025-2026 school year 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.	2022-2024 CASPP ELA Scores	2025-2026 CAASPP ELA data expected outcome will be an overall increase of 5 percentage points.
FastBridge Assessment Data - participation plus reducing the number of students who are at high risk.	FastBridge Data from 23-24 & 24-25	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>Fairview will continue their work with families to increase literacy across all grades. Funds are being allocated to support extra hours to plan and expand offerings to families and increase the use of literacy strategies at home and also at our Youth Enrichment Program.</p> <p>The use of UFLI, Benchmark Curriculum, the district's Literacy Block Guidance Documents, 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. Students will continue to use the cycle of Inquiry to go deeper with language arts content in both literature and informational reading. We will plan outreach events to families to highlight our site focus in literacy in all disciplinary areas.</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	11,229 Title I 2000-2999: Classified Personnel Salaries Additional Hours for Family Engagement Specialist
1.2	Teachers will be given time to analyze their reading data as a team and plan next instructional steps to maximize student learning. This will include ongoing analysis of FastBridge data as well as the new universal screener being adopted by HUSD approved by the State of California.	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	1000 Title I None Specified Materials and Supplies
1.3	At Fairview, the role of our Library Media Technician has become a vital component in supporting student literacy across grade levels. Through the intentional design and organization of engaging, standards-aligned learning experiences, the Library Media Technician helps foster a love of reading while reinforcing critical literacy skills. One key element of this support is our innovative Maker Space, a dynamic learning environment that encourages hands-on exploration and creativity. The Maker Space is not only highly engaging for students, but also serves as a powerful tool for connecting nonfiction reading to real-world problem solving. By integrating informational texts into projects that require inquiry, design creation, and collaboration, students develop essential literacy skills while applying their knowledge in meaningful, practical ways. This approach enriches student learning and aligns with school wide goals to strengthen reading comprehension, critical thinking, and 21st-century skills.	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	4190 LCFF 2000-2999: Classified Personnel Salaries Additional Hours for our Library Media Tech.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

For the 24-25 school year, Fairview continued implementing practices 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 group and whole group phonics lessons. This year we used a pull out program to include phonics/reading support in grades 1st-6th. In 24-25, the school added a Maker Space, where students are given an opportunity to enrich their learning time with integrated curriculum and use language in a real world, design based context. In 25-26 we will continue to build upon these strategies with greater rigor and internal support.

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 that had been used in the past to improve students' areas of unfinished learning. Fairview also implemented the use of Ignite!Reading for first graders that participated in staggered reading as to not miss out on learning time. Next year, we will not have the resources for a pull out intervention so we will rely on small group instruction to meet the different learning needs of the classroom.

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 25-26 school year, we will continue the work on phonics instruction using University of Florida Literacy Institute materials (UFLI) 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 FastBridge and/or the new universal screener provided by HUSD, 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 25-26 school year. 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 given 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 SVMU, 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 lifts agency, identification 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
Observation of Math/Number Talk Strategy	Currently 20% 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.	Over 50% of teachers will use the number talk/math talk strategy in their classrooms weekly.
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.	2025-2026 CAASPP math data expected outcome will be an overall increase of 25 points in all subgroups.
Local Assessment: Math Benchmark Assessment K-2	Currently, although administered, we have not recorded the data for this assessment site wide.	In 2025-2026 all Fairview K-2 teachers will participate in data talks and develop a baseline for their respective grades.

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	<p>Fairview's Family Engagement Specialist will use the following strategies to impact math learning at Fairview.</p> <p>Empowering Families to Support Math at Home:</p> <ol style="list-style-type: none"> 1. Workshops & Resources They organize math nights, workshops, or informational sessions to help families understand current math curricula, strategies, and grade-level expectations. Home Activities: They provide accessible, practical tools (games, activities, apps, or guides) that families can use to reinforce math concepts at home. 2. Bridging Communication Between Teachers and Families They help translate academic language into parent-friendly terms, making it easier for families to understand student progress and areas of need. They may facilitate goal-setting meetings or support personalized action plans for students who are struggling in math. 3. Promoting a Positive Math Mindset Through family education and engagement, they help shift attitudes about math, especially for parents who may have had negative experiences themselves. Encouraging a growth mindset at home can reinforce the idea that math ability improves with practice and effort. 	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.	5000 Title I 2000-2999: Classified Personnel Salaries Additional hours for Family Engagement Specialist

	<p>4. Connecting to Community Resources They can connect families to tutoring services, after school programs, or local community centers that offer math support. If a student needs specific interventions or materials (e.g., calculators, manipulatives), the specialist can help secure those resources.</p> <p>5. Creating a Culturally Responsive Environment By understanding the cultural and linguistic backgrounds of families, they ensure that math support is inclusive and accessible, helping students see the relevance of math in their own lives and communities.</p>		
2.2	<p>Fairview will pay classroom teachers to plan and facilitate professional learning experiences to deepen classroom practice. By analyzing data at these meetings, teachers will be able to plan for re-engagement opportunities as discussed by the Silicon Valley Math Initiative. Fairview will also allocate funds for site professional development on understanding performance tasks and how to guide students to explaining their thinking which is in line with the CCCS Mathematical Practices.</p> <p>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.</p>	<p>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.</p>	<p>1772 Title I 2000-2999: Classified Personnel Salaries Money for staff led professional development</p>
2.3	<p>At Fairview, the role of our Library Media Technician has become a vital component in supporting student literacy across grade levels. Through the intentional design and organization of engaging, standards-aligned learning experiences, the Library Media Technician helps foster a love of reading while reinforcing critical literacy skills. One key element of this support is our innovative Maker Space, a dynamic learning environment that encourages hands-on exploration and creativity.</p> <p>The Maker Space is not only highly engaging for students, but also serves as a powerful tool for connecting nonfiction reading to real-world problem solving. By integrating informational texts into projects that require inquiry, design creation, and collaboration, students develop essential literacy skills while applying their knowledge in meaningful, practical ways. This approach enriches student learning and aligns with school wide goals to strengthen reading comprehension, critical thinking, and 21st-century skills.</p> <p>Fairview's Maker Space will continue the project offerings using technology, engineering, art and math. We will use such tools as the 3-D printer, laser cutter, and cardboard screws to create and</p>	<p>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.</p>	<p>2000 LCFF 2000-2999: Classified Personnel Salaries Additional Hours for Library media Tech.</p>

	design projects that are problem based and showcase creativity.		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Although district resources are limited, in 2025-2026, Fairview will use their teacher teams to use the Cycle of Inquiry to push students' deeper understanding of math content. Using strategies from the Silicon Valley Math Initiative and our in-house expertise, we will continue to provide site based professional development on the mathematical practices and use the data from the performance tasks to guide our approach to problem solving.

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 more structured time and support for implementation of mathematical strategies in 2025-2026. Notwithstanding any assessment that the district will select, in 2025-2026 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 25-26 school year, by planning together, teachers will be able to chart the progress of their students and implement equitable tier 1 and tier 2 culturally and linguistically responsive strategies so all students, including the African-American and Latinx subgroups, multilingual learners, as well as students with IEPs, so that we increase the number of students who can meet or exceed standard. We will continue to outreach to parent and families and spend more time with mathematical reasoning as a community using our Maker Space as a place to provide real world context intertwined with content.

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	2023-2024 ELPAC Data	<p>Fairview 2025-2026 ELPAC data will indicate Our reclassification rate will increase by 5%.</p> <p>We will Increase parent participation among MLL families in school events and academic planning and Improve student performance on ELPAC and core content assessment by 5 percentage point increase in Multilingual</p> <p>There will be greater consistency in home support for literacy and math development and a strengthened sense of belonging and engagement among MLL families.</p>

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	<p>Fairview's Family Engagement Specialist will enhance communication with Multilingual Families by ensuring translation and interpretation services are available for all school communications and events and facilitating two-way communication by offering multilingual parent-teacher conferences and family feedback sessions.</p> <p>The FES will Empower Families to Support Learning at Home by providing workshops in families' home languages on curriculum, language development strategies, and assessment tools (e.g., ELPAC, CAASPP), and distributing culturally and linguistically appropriate learning resources that support both English development and content-area skills.</p> <p>The FES will promote inclusive family participation by building relationships of trust with MLL families through consistent outreach and culturally sensitive practices, and involving MLL families in school planning, leadership committees, and educational decision-making.</p> <p>The FES will connect families to tutoring, after-school programs, and community resources that support language acquisition and academic achievement and organize family literacy and math nights that include activities in both English and students' home languages.</p>	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.	<p>6000 Title I 2000-2999: Classified Personnel Salaries Hours for Family Engagement Specialist</p>

	<p>The FES will collaborate with teachers to share family insights and promote culturally responsive teaching, and advocate for MLL students' academic and linguistic needs across all school programs.</p>		
3.2	<p>Fairview's Maker Space directly supports school goals related to English Language Development (ELD), academic engagement, and access to rigorous, equitable learning opportunities. By integrating literacy, STEM, and language learning in one inclusive space, the Maker Space helps close opportunity gaps and strengthens student outcomes for MLLs.</p> <p>Key Benefits for MLLs:</p> <ol style="list-style-type: none"> 1. Hands-On Learning Reduces Language Barriers Maker Spaces emphasize doing over speaking, allowing MLLs to demonstrate understanding through building, creating, and designing, even if their English proficiency is still developing. Projects provide visual and tactile support, which helps MLLs make sense of complex academic concepts without relying solely on verbal explanations. 2. Supports Academic Language in Context Students encounter and use academic vocabulary (e.g., "design," "structure," "analyze," "problem-solve") in meaningful, real-world contexts. <p>Teachers and staff can embed language objectives into Maker Space projects, reinforcing vocabulary, sentence frames, and content-specific language naturally through collaboration and guided instruction.</p> <ol style="list-style-type: none"> 3. Encourages Collaborative Learning and Peer Interaction MLLs work alongside peers in a low-stress, high-engagement environment, which fosters authentic communication and social language development. <p>Group projects promote peer modeling, allowing MLLs to learn from classmates while contributing their own ideas and skills.</p> <ol style="list-style-type: none"> 4. Builds Confidence and a Growth Mindset Maker Spaces allow for trial and error, where mistakes are seen as part of the learning process. This is especially important for MLLs, who may feel anxious about making language mistakes. <p>Completing projects and solving problems boosts student agency and gives MLLs tangible successes they can take pride in, helping to build self-efficacy.</p> <ol style="list-style-type: none"> 5. Culturally Responsive Learning Opportunities Maker Space projects can be designed to connect with students' cultural backgrounds and lived 	<p>All Students in grades K-6</p>	<p>2000 LCFF 2000-2999: Classified Personnel Salaries Increase Hours of Library Media Tech.</p>

	experiences, allowing MLLs to bring their knowledge and creativity into the classroom. Multilingual learners can incorporate their home language into storytelling, design labels, or project presentations, supporting bilingualism as an asset.		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

In 2025-2026, Designated and Integrated ELD instructional time will be appropriately implemented. We will designate time for grade levels to match students in leveled groups to meet students' needs. All teachers will integrate 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 Maker Space to teach content with a scaffolding lens and provide a meaningful springboard for shared language strategies school wide. Students will be 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 previous reclassification rates, in 2025-2026, we aim to reclassify more students next year and hope to reclassify them in earlier grades by providing targeted instruction in all classrooms. We will use our reclassification rates as well as our caaspp scores to measure outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 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.

In the area of visual arts, our art teacher and teachers who integrate art in their classroom lessons have improved the opportunities to showcase student art work at school and in the community-at-large. This year we began a drama group; however, due to lack of funding, the show was limited. In 2025-2026, we hope to rally parent support to increase the frequency and opportunities for students to showcase thier work.

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 2025- 2026 school year.	Student performance frequency twice a year.	The student performance frequency for the2025-2026 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 such as GATE Theater productions. Our Family Engagement Specialist will help organize these events with our parent community this year	All Fairview students will be serviced by the aforementioned but we will ensure all art offerings hold our BIPOC students at the center of our offerings.	1000 Title I 2000-2999: Classified Personnel Salaries Extra Hours for our Family Engagement Specialist

4.2	Fairview's Maker Space will continue the project offerings for grades TK-6th by integrating science, technology, engineering, art and math, We will utilize such tools as the 3-D printer, laser cutter, and cardboard screws to create and design projects that are problem based and showcase creativity.	All students will be served and will benefit from the MakerSpace including multilingual learners, BIPOC students, and students with IEPs and 504s.	1000 LCFF 2000-2999: Classified Personnel Salaries Extra Hours for Library Media Tech
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year we increased our student performance offerings and had a theater performance of Alice in Wonderland. Our art teacher continues to serve all students in grades 1-6 and we held our annual school wide art show. We also invited The Village Method into our school for after school art offerings and our students performed in the Oakland Black Joy Parade. We included the Maker Space class for students who had teachers sign up on a rotating schedule where grades worked on themed projects for their grade level including a golf course challenge and students generated game boards using the laser cutter. In 2025-2026, we will continue to improve on the Maker Space classes for students and work with our art teacher.

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

We applied for the Turn Around arts grant but did not receive the funding. In 2025-2026, we will continue to train teachers to integrate visual and performing arts in all subjects because it 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 voices and their art work by centering the art and letting students lead art and cultural performances rather than "sit and get" traditional performances. Although we like performances from outside agencies, in 2025-2026, we would like to empower our artists and activists to lead and perform on a regular basis. This year our students were the master of ceremonies for our Black History event and it was a huge success with families. A significant change to this goal is not getting the VAPA funds we thought we had through Prop 28 to formalize our theater program. Whereas this may hinder progress, In 2025-2026, Fairview plans to continue to incorporate and integrate VAPA alignment across academic areas to support and improve student academic and social outcomes. We will use student surveys to gather data on the impact of this work.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 Fairview 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%.

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's Family Engagement Specialist will continue the work of uplifting all family and student voices in all stakeholder groups on campus. Community events will be prioritized and the work with our AASAI and ELAC will continue to strengthen the common bonds of different parent groups.	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.	8000 Title I 2000-2999: Classified Personnel Salaries Additional Hours for Family Engagement Specialist
5.2	Fairview will build a space in our Maker Space 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	4000 LCFF 2000-2999: Classified Personnel Salaries Additional Hours for our Library Media Tech

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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, in 2025-2026, we will 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 positives coming from the PBIS approach and clear expectations and teaching those expectations, In 2025-2026, we 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 2025-2026 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 school wide 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. In 2025-2026, we are looking to truly engage parents in discussions of student academics and social emotional learning. We plan to create 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.	2025-2026 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 and translation for parents, and more emphasis on parent-requested topics of discussion to be supported by the Family Engagement Specialist.	All families will be served; however, we plan to do specific outreach to our Black and Latinx families. We will be responsive to parent needs and focus on relationship-centered	10000 Title I 2000-2999: Classified Personnel Salaries Extra hours for Family Engagement Specialist to support Coffee with the

		events as well as academically-minded events.	principal, parent workshops, and other in person events.
6.2	Fairview will provide additional 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 to be supported by the Librarian Media Tech.	All families will be served; however, we plan to do specific outreach to our Black and Latinx families. We will be responsive to parent needs and focus on relationship-centered events as well as academically-minded events.	2000 LCFF 2000-2999: Classified Personnel Salaries Extra Hours for Library Media Tech.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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 Enrichment 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. In 2025-2026, we plan to build upon these events with emphasis on increased parent participation and learning opportunities for families.

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

In 2025-2026, 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. This year we will track family participation in order to be able to use the data to support our claim that it will impact our students' learning.

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 th2025-2026 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 Latinx 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. Our Attendance Clerk and Family Engagement Specialist will support families by hosting truancy meetings at flexible times and utilize virtual meetings 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.	8000 Title I 2000-2999: Classified Personnel Salaries Extra Hours Family Engagement Specialist

	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 / Family Engagement Action Plan (FEAP) parent groups to address the gap within the subgroups.		
7.2	By increasing the offering in the Maker Space, we hope to create an excitement about school especially on Mondays and Thursdays. Monday is an impacted day of absences for our students and we hope the hook of the Maker Space will inspire and motivate students to attend school more often.	Chronic absenteeism affects all students at Fairview. All students will be served by the aforementioned strategies.	3000 LCFF 2000-2999: Classified Personnel Salaries Extra Hours for Library Media Tech.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

During the 23-24 school year, Fairview was able to increase the overall attendance rate by over 3%. In 2024-2025, we had no SARB meetings which are crucial to highlight the barriers families encounter related to school attendance and proved beneficial to improving attendance. For the 2025-2026 school year, these efforts will continue.

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 in 2024-2025 year - we believe that the outreach to parents is crucial to the attendance rate. For the 2025-2026 school year, the team is untied in our goal for 95%, and we are planning on making sure that our budgeted expenditures are used to target these strategies for student achievement gains. We also plan to partner with RAISE, an initiative with the Hayward Promise Neighborhood grant to support our Attendance Outreach.

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 2025-2026 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. We also hope that the dedication of 30 minutes during the Coordination of Service Meetings on the topic of attendance will support an improved attendance rate.

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	\$00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$70,191.00
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	\$52,001.00

Subtotal of additional federal funds included for this school: \$52,001.00

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	\$18,190.00

Subtotal of state or local funds included for this school: \$18,190.00

Total of federal, state, and/or local funds for this school: \$70,191.00

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	18,190	0.00
Title I	52,001.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	18,190.00
Title I	52,001.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	69,191.00
None Specified	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	18,190.00
2000-2999: Classified Personnel Salaries	Title I	51,001.00
None Specified	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,419.00
Goal 2	8,772.00
Goal 3	8,000.00
Goal 4	2,000.00

Goal 5	12,000.00
Goal 6	12,000.00
Goal 7	11,000.00

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
Melissa Medina Pegueros	Classroom Teacher
Erica Rice	Classroom Teacher
Katherine Meares	Other School Staff
Lauren Matteis	Principal
Donna Scott	Parent or Community Member
Cristal Colindres	Parent or Community Member
Lori Conniff	Parent or Community Member
Ana Franco	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

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 5/15/2025.

Attested:

Principal, Lauren Matteis on 5/15/25

SSC Chairperson, Lori Coniff on 5/15/25

ELAC Representative, Laisha Hernandez on 5/23/25