



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 27, 2026	June 24th, 2026

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:

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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 27.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.37%	0.37%	0.17%	2	2	1
African American	14.55%	13.26%	13.56%	79	72	80
Asian	7.92%	8.84%	7.80%	43	48	46
Filipino	6.08%	6.45%	6.61%	33	35	39
Hispanic/Latino	52.85%	55.99%	54.41%	287	304	321
Pacific Islander	1.84%	0.74%	1.53%	10	4	9
White	5.89%	5.52%	7.46%	32	30	44
Multiple/No Response	8.29%	6.63%	6.78%	45	36	40
Total Enrollment				543	543	590

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	23	23	40
Kindergarten	76	74	65
Grade 1	68	72	77
Grade 2	84	71	72
Grade3	86	83	72
Grade 4	79	91	85
Grade 5	52	81	92
Grade 6	76	48	87
Total Enrollment	543	543	590

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 25-26 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	130	129	132	24.9%	23.9%	22.4%
Fluent English Proficient (FEP)	39	38	42	7.8%	7.2%	7.1%
Reclassified Fluent English Proficient (RFEP)				4.4%		

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	82	83	80	81	82	75	81	82	74	98.8	98.8	93.8
Grade 4	58	82	90	56	80	88	56	80	88	96.6	97.6	97.8
Grade 5	79	46	85	76	46	84	76	46	84	96.2	100	98.8
Grade 6	77	75	53	76	70	52	76	70	52	98.7	93.3	98.1
All Grades	296	286	308	289	278	299	289	278	298	97.6	97.2	97.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2393.	2414.	2402.	8.64	18.29	9.46	24.69	28.05	25.68	29.63	26.83	31.08	37.04	26.83	33.78
Grade 4	2398.	2412.	2425.	3.57	11.25	9.09	12.50	13.75	21.59	19.64	25.00	26.14	64.29	50.00	43.18
Grade 5	2445.	2389.	2423.	9.21	6.52	4.76	18.42	10.87	14.29	23.68	8.70	21.43	48.68	73.91	59.52
Grade 6	2483.	2488.	2458.	9.21	7.14	11.54	26.32	25.71	7.69	22.37	34.29	30.77	42.11	32.86	50.00
All Grades	N/A	N/A	N/A	7.96	11.51	8.39	21.11	20.50	18.12	24.22	25.18	26.85	46.71	42.81	46.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.41	15.85	9.46	60.49	65.85	66.22	32.10	18.29	24.32
Grade 4	1.79	6.25	6.82	60.71	58.75	72.73	37.50	35.00	20.45
Grade 5	7.89	2.17	7.14	64.47	43.48	41.67	27.63	54.35	51.19
Grade 6	11.84	7.14	7.69	46.05	50.00	38.46	42.11	42.86	53.85
All Grades	7.61	8.63	7.72	57.79	56.12	56.38	34.60	35.25	35.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.50	13.41	2.70	57.50	54.88	70.27	35.00	31.71	27.03
Grade 4	1.79	11.25	5.68	51.79	42.50	56.82	46.43	46.25	37.50
Grade 5	1.32	6.52	5.95	53.95	26.09	55.95	44.74	67.39	38.10
Grade 6	1.32	7.14	9.62	59.21	55.71	46.15	39.47	37.14	44.23
All Grades	3.13	10.07	5.70	55.90	46.76	58.05	40.97	43.17	36.24

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.94	9.76	6.76	82.72	79.27	71.62	12.35	10.98	21.62
Grade 4	0.00	3.75	5.68	76.79	71.25	77.27	23.21	25.00	17.05
Grade 5	9.21	8.70	4.76	61.84	54.35	66.67	28.95	36.96	28.57
Grade 6	10.53	11.43	5.77	72.37	67.14	71.15	17.11	21.43	23.08
All Grades	6.57	8.27	5.70	73.36	69.78	71.81	20.07	21.94	22.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.35	15.85	5.41	64.20	65.85	83.78	23.46	18.29	10.81
Grade 4	5.36	10.00	9.09	71.43	57.50	68.18	23.21	32.50	22.73
Grade 5	10.53	6.52	4.76	59.21	45.65	55.95	30.26	47.83	39.29
Grade 6	10.53	17.14	5.77	64.47	64.29	63.46	25.00	18.57	30.77
All Grades	10.03	12.95	6.38	64.36	59.71	67.79	25.61	27.34	25.84

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)

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.

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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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	82	83	80	80	83	78	80	83	78	97.6	100	97.5
Grade 4	58	82	90	57	79	90	57	79	90	98.3	96.3	100
Grade 5	79	46	85	76	46	84	76	46	84	96.2	100	98.8
Grade 6	77	75	53	75	74	53	75	73	53	97.4	98.7	100
All Grades	296	286	308	288	282	305	288	281	305	97.3	98.6	99

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2395.	2393.	2395.	10.00	3.61	1.28	21.25	25.30	30.77	20.00	27.71	23.08	48.75	43.37	44.87
Grade 4	2376.	2415.	2418.	0.00	6.33	3.33	3.51	13.92	17.78	26.32	27.85	27.78	70.18	51.90	51.11
Grade 5	2416.	2393.	2404.	2.63	0.00	3.57	3.95	4.35	3.57	27.63	19.57	17.86	65.79	76.09	75.00
Grade 6	2449.	2443.	2403.	6.67	6.85	1.89	8.00	8.22	5.66	26.67	16.44	15.09	58.67	68.49	77.36
Grade 11															
All Grades	N/A	N/A	N/A	5.21	4.63	2.62	9.72	14.23	15.08	25.00	23.49	21.64	60.07	57.65	60.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.50	8.43	7.69	47.50	55.42	58.97	45.00	36.14	33.33
Grade 4	0.00	8.86	4.44	19.30	36.71	44.44	80.70	54.43	51.11
Grade 5	2.63	0.00	1.19	27.63	23.91	22.62	69.74	76.09	76.19
Grade 6	5.33	4.11	0.00	33.33	27.40	24.53	61.33	68.49	75.47
Grade 11									
All Grades	4.17	6.05	3.61	32.99	37.72	38.69	62.85	56.23	57.70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.75	7.23	6.41	45.00	48.19	53.85	41.25	44.58	39.74
Grade 4	0.00	8.86	8.89	40.35	39.24	35.56	59.65	51.90	55.56
Grade 5	2.63	0.00	2.38	50.00	32.61	39.29	47.37	67.39	58.33
Grade 6	5.33	5.48	3.77	49.33	31.51	24.53	45.33	63.01	71.70
All Grades	5.90	6.05	5.57	46.53	38.79	39.34	47.57	55.16	55.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.75	7.23	7.69	55.00	67.47	60.26	31.25	25.30	32.05
Grade 4	0.00	8.86	4.44	50.88	55.70	55.56	49.12	35.44	40.00
Grade 5	2.63	0.00	4.76	36.84	47.83	39.29	60.53	52.17	55.95
Grade 6	6.67	8.22	1.89	53.33	50.68	43.40	40.00	41.10	54.72
All Grades	6.25	6.76	4.92	48.96	56.58	50.16	44.79	36.65	44.92

Conclusions based on this data:

- 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.
- 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.
- 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1428.2	1420.0	1410.8	1430.5	1428.4	1422.6	1422.4	1400.8	1383.2	23	27	20
1	1448.1	1425.6	1427.0	1463.2	1443.8	1439.2	1432.4	1407.1	1414.2	14	17	17
2	1470.1	1464.7	1450.8	1482.1	1485.5	1472.4	1457.5	1443.5	1429.0	20	13	17
3	1496.3	1479.2	1496.0	1512.3	1482.4	1510.4	1479.7	1475.3	1481.1	21	24	16
4	1485.2	1497.1	1483.3	1497.5	1498.3	1479.7	1472.4	1495.2	1486.3	20	18	24
5	1532.5	1507.5	1504.0	1541.2	1505.4	1506.5	1523.5	1509.1	1500.9	25	17	18
6	1527.1	1508.5	1496.6	1532.2	1509.4	1488.8	1521.3	1507.4	1503.8	18	17	17
All Grades										141	133	129

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.04	18.52	5.00	21.74	33.33	45.00	52.17	33.33	25.00	13.04	14.81	25.00	23	27	20
1	0.00	5.88	0.00	42.86	17.65	23.53	57.14	35.29	47.06	0.00	41.18	29.41	14	17	17
2	0.00	0.00	0.00	50.00	46.15	41.18	40.00	38.46	23.53	10.00	15.38	35.29	20	13	17
3	14.29	8.33	18.75	52.38	33.33	37.50	19.05	37.50	31.25	14.29	20.83	12.50	21	24	16
4	10.00	5.56	4.17	45.00	44.44	37.50	25.00	38.89	33.33	20.00	11.11	25.00	20	18	24
5	28.00	11.76	5.56	44.00	23.53	38.89	20.00	47.06	38.89	8.00	17.65	16.67	25	17	18
6	16.67	5.88	5.88	44.44	52.94	23.53	16.67	17.65	47.06	22.22	23.53	23.53	18	17	17
All Grades	12.77	9.02	5.43	42.55	35.34	35.66	31.91	35.34	34.88	12.77	20.30	24.03	141	133	129

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.70	25.93	15.00	39.13	33.33	40.00	34.78	29.63	20.00	17.39	11.11	25.00	23	27	20
1	7.14	11.76	5.88	71.43	47.06	35.29	21.43	11.76	41.18	0.00	29.41	17.65	14	17	17
2	25.00	23.08	17.65	50.00	53.85	35.29	15.00	23.08	35.29	10.00	0.00	11.76	20	13	17
3	57.14	29.17	56.25	23.81	33.33	31.25	14.29	29.17	0.00	4.76	8.33	12.50	21	24	16
4	50.00	22.22	12.50	15.00	55.56	58.33	25.00	22.22	8.33	10.00	0.00	20.83	20	18	24
5	60.00	35.29	38.89	32.00	29.41	44.44	0.00	17.65	5.56	8.00	17.65	11.11	25	17	18
6	33.33	41.18	17.65	44.44	41.18	35.29	5.56	5.88	29.41	16.67	11.76	17.65	18	17	17
All Grades	36.17	27.07	22.48	37.59	40.60	41.09	16.31	21.05	19.38	9.93	11.28	17.05	141	133	129

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		11.11	5.00		33.33	30.00		40.74	45.00		14.81	20.00		27	20
1		5.88	0.00		11.76	23.53		11.76	23.53		70.59	52.94		17	17
2		0.00	0.00		30.77	29.41		38.46	11.76		30.77	58.82		13	17
3		8.33	6.25		16.67	18.75		41.67	37.50		33.33	37.50		24	16
4		0.00	0.00		33.33	12.50		38.89	50.00		27.78	37.50		18	24
5		0.00	0.00		23.53	16.67		47.06	44.44		29.41	38.89		17	18
6	5.56	0.00	0.00	16.67	29.41	17.65	50.00	35.29	29.41	27.78	35.29	52.94	18	17	17
All Grades	4.26	4.51	1.55	21.28	25.56	20.93	45.39	36.84	35.66	29.08	33.08	41.86	141	133	129

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.70	22.22	20.00	69.57	66.67	45.00	21.74	11.11	35.00	23	27	20
1	7.14	17.65	23.53	85.71	58.82	47.06	7.14	23.53	29.41	14	17	17
2	20.00	30.77	35.29	65.00	61.54	52.94	15.00	7.69	11.76	20	13	17
3	9.52	12.50	25.00	71.43	62.50	43.75	19.05	25.00	31.25	21	24	16
4	10.00	16.67	16.67	55.00	77.78	45.83	35.00	5.56	37.50	20	18	24
5	20.00	23.53	5.56	76.00	41.18	72.22	4.00	35.29	22.22	25	17	18
6	11.11	0.00	5.88	55.56	70.59	58.82	33.33	29.41	35.29	18	17	17
All Grades	12.77	17.29	18.60	68.09	63.16	51.94	19.15	19.55	29.46	141	133	129

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.70	25.93	20.00	73.91	51.85	50.00	17.39	22.22	30.00	23	27	20
1	28.57	11.76	5.88	71.43	70.59	76.47	0.00	17.65	17.65	14	17	17
2	55.00	30.77	11.76	35.00	69.23	82.35	10.00	0.00	5.88	20	13	17
3	71.43	50.00	87.50	23.81	37.50	0.00	4.76	12.50	12.50	21	24	16
4	70.00	44.44	29.17	20.00	55.56	54.17	10.00	0.00	16.67	20	18	24
5	88.00	64.71	88.89	4.00	17.65	0.00	8.00	17.65	11.11	25	17	18
6	66.67	70.59	47.06	16.67	17.65	35.29	16.67	11.76	17.65	18	17	17
All Grades	56.74	42.11	40.31	33.33	45.11	43.41	9.93	12.78	16.28	141	133	129

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	13.04	3.70	0.00	69.57	70.37	55.00	17.39	25.93	45.00	23	27	20
1	14.29	17.65	5.88	42.86	5.88	35.29	42.86	76.47	58.82	14	17	17
2	10.00	0.00	0.00	55.00	46.15	47.06	35.00	53.85	52.94	20	13	17
3	0.00	0.00	6.25	33.33	58.33	31.25	66.67	41.67	62.50	21	24	16
4	0.00	0.00	0.00	30.00	61.11	58.33	70.00	38.89	41.67	20	18	24
5	8.00	0.00	0.00	64.00	47.06	61.11	28.00	52.94	38.89	25	17	18
6	5.56	0.00	0.00	27.78	41.18	35.29	66.67	58.82	64.71	18	17	17
All Grades	7.09	3.01	1.55	47.52	49.62	47.29	45.39	47.37	51.16	141	133	129

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	39.13	37.04	30.00	39.13	48.15	50.00	21.74	14.81	20.00	23	27	20
1	0.00	5.88	0.00	64.29	41.18	70.59	35.71	52.94	29.41	14	17	17
2	0.00	7.69	0.00	94.74	76.92	52.94	5.26	15.38	47.06	19	13	17
3	23.81	8.33	6.25	57.14	75.00	68.75	19.05	16.67	25.00	21	24	16
4	10.00	16.67	0.00	55.00	61.11	70.83	35.00	22.22	29.17	20	18	24
5	40.00	11.76	0.00	44.00	76.47	83.33	16.00	11.76	16.67	25	17	18
6	22.22	17.65	5.88	55.56	64.71	82.35	22.22	17.65	11.76	18	17	17
All Grades	21.43	16.54	6.20	57.14	62.41	68.22	21.43	21.05	25.58	140	133	129

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 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
543	74.2%	23.8%	0.9%
Total Number of Students enrolled in Fairview Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	129	23.8%
Foster Youth	5	0.9%
Homeless	8	1.5%
Socioeconomically Disadvantaged	403	74.2%
Students with Disabilities	79	14.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	72	13.3%
American Indian	2	0.4%
Asian	48	8.8%
Filipino	35	6.4%
Hispanic	304	56%
Two or More Races	36	6.6%
Pacific Islander	4	0.7%
White	30	5.5%

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. there was a slight drop this year with both this year, Mathematics and ELA scores went from ryellow to Orange. This illustrates that despite positive instructional changes occurring, more work is needed to hone in on how students do with tested standards and increase reading rates score wide.. We also went from oback to orange to yellow with our suspension rate.

2. Fairview dropped in the area of Chronic Absenteeism and now is at Red however mid-year we have already changed some of our schoolwide practices to increase attendance rates. The team of attendance clerk and family engagement specialist worked collaboratively to meet and problem solve with parents around attendance concerns.
3. Fairview saw a slight rise from red to orange due to our reclassification rate. While this metric can vary from year to year, we continue to have the funding from the school district to have 2 Multilingual Specialist on campus half time to address this area of focus.

School and Student Performance Data

Academic Performance English Language Arts

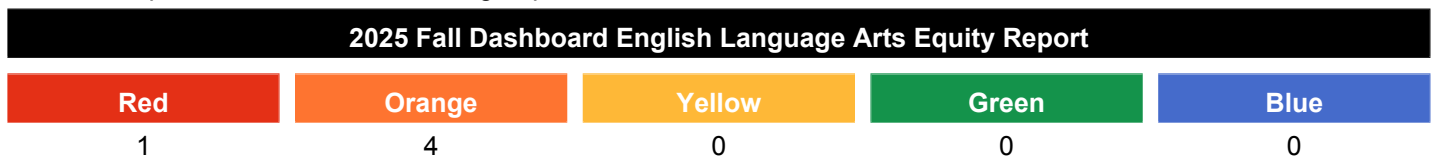
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 52.8 points below standard Maintained -2.8 points 280 Students	English Learners Red 77.5 points below standard Declined 4.9 points 77 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Orange 60.6 points below standard Declined 4.7 points 214 Students

Students with Disabilities  Orange 81.9 points below standard Increased 6.8 points 50 Students	African American  Orange 65.1 points below standard Declined 29.4 points 37 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 8.8 points below standard Declined 10.7 points 23 Students	Filipino  No Performance Color 19 points above standard Increased 49 points 21 Students	Hispanic  Orange 67.1 points below standard Declined 3.7 points 155 Students
Two or More Races  No Performance Color 83 points below standard Declined 19.3 points 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 7.8 points below standard Increased 54.2 points 14 Students

Conclusions based on this data:

1. All of the five 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. The average mean scale score for Reclassified English Learners is below the scale score threshold for Meeting the Standards however this is a data mark that has fluctuated each year. While we made some gains last year, the latest data shows that our current Multilingual Learners demonstrated a regression and are at 77.5 below the standard which is indicated by the Red performance indicator ignifying more attention needed to this subgroup.
3. Despite our African-American students making gains last year, the most current data shows that our African-American students are 65.1 points below standard. Significantly, our Hispanic students are 67.1 points from standard which only decline by about 4 points but continues to be a schoolwide priority.

School and Student Performance Data

Academic Performance Mathematics

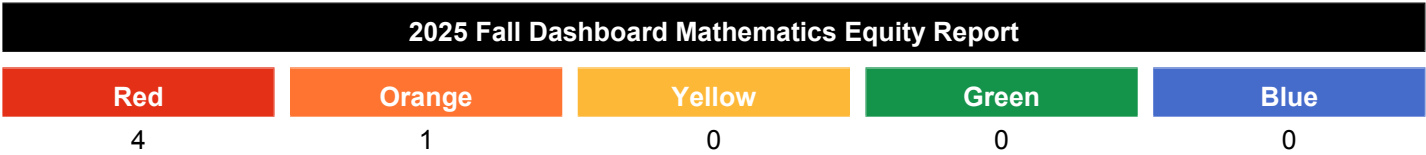
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 86.3 points below standard Declined 4.4 points 287 Students	English Learners  Red 109 points below standard Declined 6.7 points 82 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Red 95.9 points below standard Declined 3.7 points 221 Students

Students with Disabilities  Orange 101.6 points below standard Increased 11.7 points 52 Students	African American  Red 110.1 points below standard Declined 21.4 points 37 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 37.1 points below standard Declined 30.6 points 25 Students	Filipino  No Performance Color 40.9 points below standard Increased 21.5 points 22 Students	Hispanic  Red 95.5 points below standard Maintained 2.4 points 159 Students
Two or More Races  No Performance Color 106.3 points below standard Declined 18.6 points 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 51.9 points below standard Maintained 1.8 points 14 Students

Conclusions based on this data:

1. Overall, Fairview demonstrated low performance on the 2025 CAASPP test in all areas of mathematics and we decreased our distance from the standard however that drop was only 4.4 points.
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. Students with disabilities had a slight gain closer to standard. 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 Science

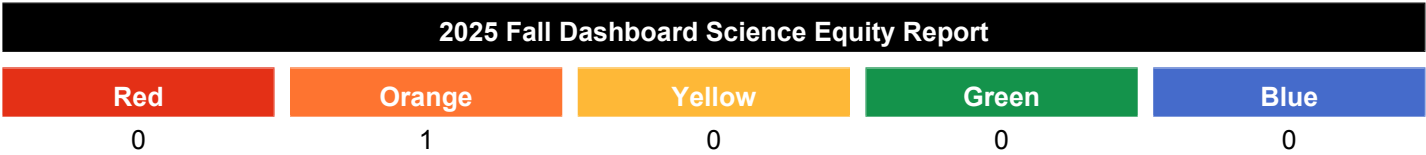
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 39 science points Maintained -0.9 points 79 Students	English Learners  No Performance Color 35.4 science points Declined 3.1 points 22 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 36.1 science points Declined 2.1 points 65 Students

Students with Disabilities  No Performance Color 36 science points 13 Students	African American  No Performance Color 37.3 science points 12 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  No Performance Color 36.2 science points Maintained -0.4 points 41 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
35.1 making progress.	making progress.
Number Students: 97 Students	Number Students: 8 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.

2025 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
20.6%	44.3%	0%	35.1%

Conclusions based on this data:

- Overall, over 1/3 of all Multilingual Learners progressed at least one ELPI Level. Overall about 30 students are making progress with English Development.
- We have 44% of students maintaining their level which reveals that instruction did not sufficiently prepare these 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.
- One fifth of our students, around 20 students, decreased a ELPI level which is significant and pushes us to examine reasons behind the loss of achievement.

School and Student Performance Data

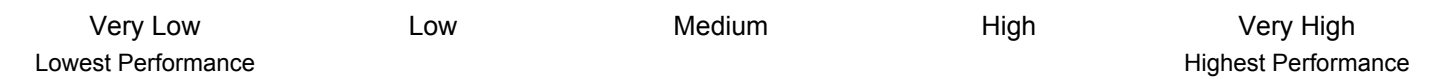
Academic Performance College/Career Report

The 2025 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 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.

2025 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:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

32.1% Chronically Absent

Maintained 0.3

574 Students

English Learners



Red

31.5% Chronically Absent

Increased 1.4

149 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Socioeconomically Disadvantaged



Red

36.5% Chronically Absent

Increased 3

449 Students

Students with Disabilities  Red 36.5% Chronically Absent Increased 5 96 Students	African American  Orange 30.4% Chronically Absent Declined 3.7 79 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 21.6% Chronically Absent Declined 3.4 51 Students	Filipino  Yellow 17.1% Chronically Absent Declined 1 35 Students	Hispanic  Red 36.8% Chronically Absent Increased 3 318 Students
Two or More Races  Red 40% Chronically Absent Increased 6.1 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 11.4% Chronically Absent Declined 7.3 35 Students

Conclusions based on this data:

1. Analysis of data demonstrates that attendance is a continued priority for our site. While the overall rate has maintained, the school has 32% of chronically truant students. The data shows that 32% of Fairview students are considered chronically absent, meaning they miss 10% or more of school (18 days or more). Our highest subgroup is Two or More Races; 40% of that subgroup is chronically truant.
2. The Hispanic subgroup continues to increase their rate, this year by 3%, and 36.8% of Hispanic students are chronically absent, and are currently in the Red performance indicator.
3. Although the school is Red, our African American subgroup continued to decline by 3.7% and they have an Orange performance indicator.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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

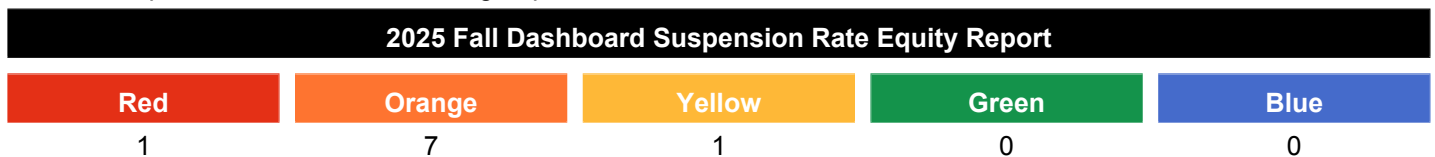
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.7% suspended at least one day Increased 1.5% 590 Students	English Learners  Orange 1.9% suspended at least one day Increased 0.7% 154 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Orange 3.7% suspended at least one day Increased 1.1% 457 Students

Students with Disabilities  Orange 5.2% suspended at least one day Increased 5.2% 96 Students	African American  Orange 4.9% suspended at least one day Increased 1.5% 81 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 1.9% suspended at least one day Increased 1.9% 54 Students	Filipino  Red 8.6% suspended at least one day Increased 8.6% 35 Students	Hispanic  Orange 2.8% suspended at least one day Increased 0.5% 326 Students
Two or More Races  Orange 5.8% suspended at least one day Increased 4.1% 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 5.6% suspended at least one day Declined 0.7% 36 Students

Conclusions based on this data:

1. Based upon the data, Fairview's suspension rate is 3.7%. and is in the Orange performance indicator. Our African-American and our Hispanic Subgroup are both Orange. The biggest change was the subgroup of white students' movement to yellow. The Filipino subgroup moved to Red which is an increase of 8.6% and that is the only subgroup that is in the red performance indicator.
2. Students who are 2 or more races went up and moved from Green to Orange and increased by 4%.
3. Fairview is focused on reducing suspensions to single digits in the 2026-27 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 iFairview Climate Team work, we 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 points towards standard.

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 points closer to the standard.
FastBridge Assessment Data - participation plus reducing the number of students who are at high risk.	FastBridge Data from 23-26	We will minimize the number of students who are at high-risk in grades 1st-6th based on last year's scores by 5 points closer to the standard.

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	Fairview will continue their work with families to increase literacy across all grades. Funds are being allocated to support hours to plan and expand offerings to families and increase the use of literacy strategies at home and also at our Youth Enrichment Program. 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.	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	6,000 Title I 2000-2999: Classified Personnel Salaries 12% of a 0.5 FTE
1.2	Fairview will continue their work with students to increase literacy across all grades. Funds are being allocated to support the use of Lexia, an online platform that gives teacher the data needed to form small group intervention in class and target specific skills that individual support for students is needed. Teachers will be given time to analyze their reading data Lexia and monitor progress using multiple measures of assessment.	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	11,000 Title I 5000-5999: Services And Other Operating Expenditures Online reading program
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	1,000 LCFF 2000-2999: Classified Personnel Salaries Additional Hours for our Library Media Tech. 2000 Title I 2000-2999: Classified Personnel Salaries Additional hours for our Library Media Tech
1.4	Fairview will continue their work with students to increase literacy across all grades. Funds are being allocated to support the use of Accelerated	Students in grades 4th-6th will be served by the following strategies with	9000 Title I

	Reader, an online platform that helps monitor independent reading and creates incentives for students to reach a reading goal of the trimester. Teachers also incorporate this program with their literature groups in their classroom. Teachers will be given time to analyze their reading data Lexia and monitor progress using multiple measures of assessment.	a special focus on Multilingual Learners, African American Students, Socioeconomically Disadvantaged Students and Student with IEPs and 504s	5000-5999: Services And Other Operating Expenditures Software for reading program
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Annual Review

SPSA Year Reviewed: 2025-26

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 25-26 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 small group instruction in all classes to address gaps in instruction and reinforcement of key skills. In 25-26, the School's Maker Space and library continues to be a place where students engage in learning across the curriculum, Students have opportunities to enrich their learning time with integrated curriculum and use language in a real world, design based context. In 26-27, we will continue to build upon these strategies and increase the number of students that the program supports.

First grade classes continue to use staggered reading to meet the needs of emergent readers.

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 is that the school has moved to fund our library media technician to expand on the work in our Maker Space as opposed to last year's support of one day of service. We will continue the work differentiating instruction in all grades. Fairview stopped using the Ignite program and will rely on Lexia's data to focus on student's individual needs. Next year, we will not have the resources for pull out intervention so we will rely on small group instruction to meet the different learning needs of the classroom.

We also plan to continue the funding of our Family Engagement Specialist even though this position is not be centrally funded by the school district. As a site, we believe that a key to literacy growth starts with the bridge between schools and families and that our plan will fund the FES position to support this endeavor.

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 26-27, we will change how we measure success by changing the goal of growth to distance from standard rather than the percentage growth target we used in 25-26. 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, Lexia, 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 continue to prioritize Mathematics instruction and the mathematical practices during the 26-27 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. Finally, our qualitative data shows us that our students still struggle with automaticity of 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 or question they are trying to solve.

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 SVMl, 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 25% 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 5 points increase towards the distance to standard.
Local Assessment: Math Benchmark Assessment K-2	Currently, although administered, we have not recorded the data for this assessment site wide.	In 2026-2027 all Fairview K-2 teachers will participate in data talks and develop a baseline for their respective grades. Self selected teachers will also continue their work with ACOE's "Count, Play, Explore" grant continued next year.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Fairview's Family Engagement Specialist will use the following strategies to impact math learning at Fairview. Empowering Families to Support Math at Home: 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.	3000 Title I 2000-2999: Classified Personnel Salaries 6% of 0.5 FTE

	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. 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.		
2.2	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. 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 design projects that are problem based and showcase creativity.	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.	3000 Title I 2000-2999: Classified Personnel Salaries Additional Hours for Library Media Tech 4000 LCFF 2000-2999: Classified Personnel Salaries Additional Hours for Library Media Tech

Annual Review

SPSA Year Reviewed: 2025-26

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 2026-2027, Fairview will use their teacher teams to review progress monitoring 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 2026-2027 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 26-27 school year, teachers will be able to chart the progress of their students and implement equitable tier I and tier 2 culturally and linguistically responsive strategies so all students, including the African-American and Hispanic subgroups, multilingual learners, as well as students with IEPs, so that we increase the number of students who can meet or exceed standard.

For the 26-27, we will change how we measure success by changes the goal of growth to distance from standard rather than the percentage growth target we used in 25-26. We will continue to focus on mathematical reasoning as a community using our Maker Space as a place to provide real world context intertwined with content, to build engagement with real world problem solving and we will continue our outreach to families.

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	We plan to increase our reclassification rate in 26-27 by 5%. 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 point movement towards the standard in by Multilingual Learners. There will be greater consistency in home support for literacy and math development and a strengthened sense of belonging and engagement among MLL families to be measured by parent surveys and attendance at school events.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Fairview's Family Engagement Specialist will enhance communication with Families of Multilingual Learners 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. 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. 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. 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. The FES will collaborate with teachers to share family insights and promote culturally responsive teaching, and advocate for MLL students'	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.	3,000 Title I 2000-2999: Classified Personnel Salaries 6% of 0.5 FTE

	academic and linguistic needs across all school programs.		
3.2	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. Key Benefits for MLLs: 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. 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. 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. Group projects promote peer modeling, allowing MLLs to learn from classmates while contributing their own ideas and skills. 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. Completing projects and solving problems boosts student agency and gives MLLs tangible successes they can take pride in, helping to build self-efficacy. 5. Culturally Responsive Learning Opportunities Maker Space projects can be designed to connect with students’ cultural backgrounds and lived experiences, allowing MLLs to bring their knowledge and creativity into the classroom.	All Students in grades K-6	2000 LCFF 2000-2999: Classified Personnel Salaries Increase Hours of Library Media Tech.

	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: 2025-26

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 2026-2027, 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 2026-2027, 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 2026-2027, we hope to rally parent support to increase the frequency and opportunities for students to showcase their 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 the 2026-2027 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.	1381 Title I 2000-2999: Classified Personnel Salaries 2.76% of 0.5 FTE
4.2	Fairview's Maker Space will continue the project offerings for grades TK-6th by integrating science,	All students will be served and will benefit	3000 LCFF

	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.	from the MakerSpace including multilingual learners, BIPOC students, and students with IEPs and 504s.	2000-2999: Classified Personnel Salaries Extra Hours for Library Media Tech
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Annual Review

SPSA Year Reviewed: 2025-26

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 Oliver Twist. 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 2026-2027, 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 2026-2027, 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 2026-2027, 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 2026-2027, 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

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 SEL curriculum or our culture & climate initiatives. The school will use Multi Tiered System of Supports to provide social and emotional interventions for all children needing support as well as using our Coordination of Services Team to track support..

During the 25-26 school year, 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.	Continue to increase the 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 160 student referrals tot he office in the 25-26 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	Under the umbrella of school climate, 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, Black Student Union, 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, responsible and own their actions.	15000 Title I 2000-2999: Classified Personnel Salaries 30% of a 0.5 FTE
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 5000 Title I 2000-2999: Classified Personnel Salaries Additional Hours for our Library Media Tech

Annual Review

SPSA Year Reviewed: 2025-26

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.

Fairview has relied 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 2026-2027, we will also actively working on Restorative Practices to foster deeper, more connected relationships with students and families, and explicitly teach coping skills to help with regulation. COST had an increase of 66.67% of new referrals from 207 to 275. This means our school has been identifying needs for student supports. However this year we lost funding for our Community Schools Specialist and our Family Engagement Specialist.

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 dysregulated. While we see some positives coming from the PBIS approach and clear expectations and teaching those expectations, in 2026-2027, we will 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 2026-2027 school year, we will expand our opportunities for student and parent voice in

our policies as well as our procedures. We plan to increase participation with our Black Student Union and Student Council. Student feedback will be considered when we make school wide decisions.

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

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 2026-2027, 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 events as well as academically-minded events.	15000 Title I 2000-2999: Classified Personnel Salaries 30% of 0.5FTE

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.	1857 LCFF 2000-2999: Classified Personnel Salaries Extra Hours for Library Media Tech.
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Our Family Engagement Specialist increased the number of family events at the site including our STEAM Night, Art Night, and awards ceremonies for significant subgroups. He also managed the Community Food Pantry. we were able to organize our participation in the Black Joy Parade in Oakland increasing our community recognition and providing leadership roles for students and families. In 2026-2027, 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 2026-2027, we plan to focus on parent engagement in academic enrichment for our community but we will do so without the additional funding from the school dsitric and we will only be able to have a part time Family Engagement Specialist.

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 is currently at 92.3% during the 2025-2026 school year but over 30% of our students have challenges with truancy.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Data: Infinite Campus Monthly Attendance Reports, COST Form data, truancy meetings, and A2A school status reports.	Currently Fairview's attendance rate is 92.3%. Our African American subgroup has an attendance rate of 91.2% and our Hispanic subgroup has a 90.5%.	Expected outcome for the 2026-2027 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. We will use the funds for materials to fund a parent attendance workshop in collaboration with the	Chronic absenteeism affects all students at Fairview. All students will be served by the aforementioned strategies.	9000 Title I 2000-2999: Classified Personnel Salaries 18% of 0.5 FTE

	Family Engagement Specialist, Attendance Clerk, 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: 2025-26

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 2025-2026 school year, the site used the Coordination of Services Team to target attendance and prioritize family meetings to improve communication around attendance. We began the year partnering with RAISE but we lost funding through the Hayward Promise Neighborhood, so we increased the collaboration between the family engagement specialist and our attendance clerk to support specific families and the school support needed to improve attendance.

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 began having conferences again with families. Outreach to parents is crucial to the attendance rate. For the 2025-2026 school year, the team is united 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.

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 2026-27 school year, with the increased use of our new STEAM Space, we are hoping to deepen the learning opportunities that the Maker Space provides across the grades. Although our funding has changed for our Family Engagement Specialist, 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 plan to continue the dedication of 30 minutes during the Coordination of Service Meetings on the topic of attendance to support an improved attendance rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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

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	\$65,849
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101,238.00
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	\$82,381.00

Subtotal of additional federal funds included for this school: \$82,381.00

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	\$18,857.00

Subtotal of state or local funds included for this school: \$18,857.00

Total of federal, state, and/or local funds for this school: \$101,238.00

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	18,857	0.00
Title I	82381.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	18,857.00
Title I	82,381.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	81,238.00
5000-5999: Services And Other Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	18,857.00
2000-2999: Classified Personnel Salaries	Title I	62,381.00
5000-5999: Services And Other Operating Expenditures	Title I	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,000.00
Goal 2	10,000.00
Goal 3	5,000.00

Goal 4	4,381.00
Goal 5	24,000.00
Goal 6	16,857.00
Goal 7	12,000.00

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
Alison Trumbull	Classroom Teacher
Elana Louie	Classroom Teacher
Jillian Cadoo	Classroom Teacher
Katherine Meares	Other School Staff
Lauren Matteis	Principal
Donna Scott	Parent or Community Member
Michelle Wong	Parent or Community Member
Patricia Greenidge	Parent or Community Member
Erika Crawford	Parent or Community Member
Norma Felix	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 5/27/26

SSC Chairperson, Erika Crawford on 5/27/26

ELAC Representative, Norma Felix on 6/3/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023