

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Fairview Elementary School

50711676962682
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 16, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

All Fairview Falcons, students and staff, will learn and grow everyday.

The leadership team revisited the mission statement this year in April 2023, and after collaboration and analysis of data, it was determined that this would continue to be the mission statement that encompassed the goals of the entire site.

School Description:

Fairview Elementary School is located in South Modesto and encompasses students from the nearby farming area as well as local housing developments. The school was built for a far fewer number of students than it houses today. However, the large space accommodates the current population with areas of green grass and open space for the school community. Fairview is a site whose appearance can be a bit deceptive from the country road you travel down as you approach. Upon arrival, one may think Fairview is but a small country school, but our K-6 school is home to 753 TK-6th grade students. Additionally, we house two Head-Start classes.

The school population is 96.1% Socioeconomically Disadvantaged as determined through free and reduced lunch eligibility, 88% Hispanic, 3% White, and 52% English Learners. Students with Disabilities make up 5% of the student population.

A staff of 29 General Education Teachers, 1.5 Computer Literacy Teacher, 1 Prep Provider, 1 Resource Teacher, 1 Speech/Language Pathologist, and 2 Head-Start Teachers make Fairview their home each day. Fairview also has a school psychologist 2 days a week, nursing services 3 days weekly, a health clerk 3 hours daily, and a Remediation teacher that provides reading intervention to TK-6th grade students through research-proven direct instruction programs. Staff also provides site-wide intervention during designated time for increased reading literacy skills through the use of Language for Learning, Phonics for Reading, Reading Mastery, and Corrective Reading. During this designated intervention time, students are provided with the supports or enrichment needed to learn and grow. Students are also socially and emotionally supported by a Student Assistance Specialist and Mental Health Clinicians through the Center for Human Services. These support providers provide not only individual support to students with parent consent, but also provide whole class supports and instruction for targeted grades.

In the classroom, teachers use the District-wide adopted Wonders English Language Arts and English Language Development Curriculum. We are also on our fourth year of implementation for the SWUN Math program in all grades, Transitional Kindergarten - 6th Grade. Science and Social Science instruction are embedded into ELA instructional time, as selections from these texts are chosen for their text complexity, rigor, comparative qualities and other standards based components to enhance student learning. As previously indicated, the school population includes 52% English Language Learners. English Language Development (ELD) is presented in both a designated format as well as through integrated instruction across all curriculum areas.

There is a large variety of opportunities for staff to be involved in and develop professionally at Fairview. The effective use of our staff meeting time to provide professional development is just one way we have demonstrated the commitment to provide instructional supports to learn and grow for our staff. Collaboration sessions are scheduled throughout the year through the district calendar. These opportunities provide time for teachers to meet in grade level teams to plan, analyze data, discuss rubrics, adjust intervention groupings, and work through many professional, data-driven learning discussions.

The site's leadership team is composed of teacher leaders throughout the site that have a desire to focus on the mission statement and provide input on next steps impacting the site's growth.

Fairview's PBIS team (Positive Behavior Intervention and Support), has provided the site with the opportunity to review policies, procedures, and belief systems when addressing student behavior. Through this team, daily announcements that include a focus on our site-wide character expectations of SOAR (SOAR: S – Safe, O – On Task, A – Accountable, R – Respectful), and the recitation of the Peace Builder Pledge have been implemented. Our district-wide monthly character trait is reiterated through the morning announcements. Data is collected, recorded, and shared with staff and students who are awarded after appropriate behavior is displayed in the common areas on campus. The implementation of the "Golden Fork" (for excellent cafeteria behavior) and the "Golden Shoes", (for using Peace Feet while moving about on campus) are provided on Fridays to support and encourage students in their behavioral growth and development through positivity. Teachers have been provided with model lessons to use in their classrooms that follow our lesson design ideals and include effective instructional strategies. Students who are observed displaying SOAR characteristics receive PBIS Rewards points, that they can use in our online PBIS Rewards Falcon Store. The PBIS team continues to work to establish purposeful ways in which to explicitly teach behavior and expectations for success to our students while carefully reviewing our behavior data to troubleshoot specific issues and areas on campus.

Academic interventions take place during the school day as part of the classroom environment for Math and ELA as a response to instructional formative assessments. Additionally, students are provided with 40 minutes of designated intervention time through our school-wide MTSS Program, 4-5 days a week, to support language and literacy development. RISE Afterschool Intervention for the 23-24 school year will target ALL students that are showing learning gaps as well as students that are struggling learners who need additional support in ELA and Math.

Additionally, 270 Falcons in grades K-6th participate in the ASES Afterschool Program. The program provides a safe environment for students after school hours in which they may participate in a variety of activities that include homework time, technology access, and field trips. The on-site supervisor is in consistent communication with the school administration to strengthen the connection between the daily school program and the current offerings with the intent of bridging the connection to insure that students are supported in their academics prior to going home, have ample opportunity to be provided that opportunity while on campus. The ASES program has also begun to speak with site educators about bringing in additional opportunities for arts with a culminating activity at the end, such as painting, quilting, playing an instrument; to involve both staff and students in something that students can enjoy and possibly develop as a life-long recreation.

Currently, Fairview Elementary School celebrates our students through an MVP of the Month Assembly. They are exciting moments for students and families as well. Students are celebrated for exhibiting our SOAR characteristics as well as the district-wide character trait of the month. Students are also recognized on a monthly basis for perfect attendance. Students will start to be recognized on a trimester basis for their improvements in reading and literacy as well.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

Students with Disabilities, Hispanic, Socioeconomically Disadvantaged and Students with two or more races are the identified groups in need of additional support.

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard and is written and evaluated by Educational Partners.

Resource Inequities

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

Upon review of the needs assessment, the greatest need at Fairview Elementary School is the academic, attendance, and PBIS outcomes for our Students With Disabilities. Resources have been allocated to meet the needs such as: site walkthroughs to provide supports and suggested instructional strategies; extended learning time and professional development with an emphasis on the creation of Common Formative Assessments, data analysis and lesson design. The site will work to build capacity utilizing the strategies outlined in the SPSA.

The following resource inequities have been identified as a result of the site needs assessment:

1. Professional Development to address teacher clarity for core instruction
2. Collaboration time to allow teachers to fully explore what students are expected to learn, how we know they learned it, how we respond when they don't learn, and how we respond if they already know it.
3. Increase parents knowledge and the skills to partner with schools and communities to ensure their children achieve to their full potential.
4. Behavior curriculum to strategically teach expected student behaviors while at school.
5. Support for families of chronically absent students.
6. Professional Development in the area of AVID and the implementation of AVID in grades 4-6 to support scholars with WICOR (writing, inquiry, collaboration, organization, and reading).
7. Increase student social-emotional support through increased time with the Center for Human Services Student Assistant Specialist (SAS)

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Fairview Elementary School's Site Council members (SSC), English Learner Advisory Committee (ELAC), Site Leadership, teachers, classified staff and community members participated in the evaluation process of Fairview Elementary School's 2022-2023 SPSA which included the analysis of quantitative and qualitative data to determine effectiveness of strategies with each goal, specifically which strategies to continue, discontinue or revise. Again, this occurred throughout the school year as data became available for dissection. The final review of Fairview's data was conducted in May of 2022 during the aforementioned stakeholder meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from Fairview stakeholder groups, specifically from Fairview's School Site Council, English Learner Advisory Committee, School Leadership, teachers, classified staff members and parent groups, there was a review of the strategies used from the previous school year with careful review of student outcomes and goals achieved. The aforementioned stakeholder groups discussed strategies to continue and discontinue in an effort to increase student learning and close the achievement gap. The specific strategies were identified in the 2023-2024 School Plan for Student Achievement.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The coordination and implementation of in-school leveled reading intervention was refined throughout the year. Transitional Kindergarten through Sixth grade participated in leveled in-school reading utilizing the district adopted Direct Instruction curriculum through our school-wide MTSS program. All students were progress monitored frequently and consistently by teachers and our site MTSS Instructional Coach. All Intervention Teachers and Instructional Paraprofessionals were trained and provided with program coaching/feedback on effective instructional delivery. The Principal, Vice Principal, and MTSS Coach supported teachers, provided modeling, and gave feedback when needed. Student data was frequently analyzed and placements of student were revised when needed. All enrichment groups focused on the area of writing. As a site, we targeted students based upon DIBEL's data and fluency for additional interventions provided afterschool at all grade levels. In addition, EL students were provided additional support and intervention.

Professional Development -

There were many opportunities for Professional Development both on site and off site for teachers. Teachers took part in district Wonders Workshops, grade level writing trainings, DIBELS trainings, and Reading Intervention trainings during the school day, during staff meetings and on collaborations days. Following benchmarks, DIBELS assessments, and CAASPP scores data, teachers took part in grade level data conversations regarding the progress or lack of progress in student performance as well as, the "next steps" and supports that would assist in student achievement. The sites focus was on the implementation of Professional Learning Communities and the unwrapping of standards, learning intentions, success criteria, and common formative assessments. Parent Involvement/Education and ELAC meetings were held and the grade level expectations in ELA were reviewed, as well as, Fairview's school progress with meeting these standards.

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

During the school year, all grade level teams worked together through PLCs in Collaboration, however extending that PLC time as offered, was only evident in some grade level teams. Team Teaching with support of an Instructional Coach did occur in all grade levels, but not with every teacher. Progress Monitoring with the DIBELS resources was not evident in all classrooms to be consistent.

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

The goal to increase English Language Arts student achievement as well as various assessment outcomes will remain the same as the previous school year, 2022-2023. Fairview remains committed to using assessment data to guide instruction. Furthermore, the Modesto City School's Professional Development Department has offerings that will assist teachers as they navigate through teaching English Language Arts. The metrics used to guide teachers will be periodic English Language Arts Smarter Balanced Practice Interim Assessments and/or Wonders Assessments, Reading Fluency Assessments, Writing Data (using the MCS Rubrics to score) as well as Common Formative Assessments. Due to the additional and comprehensive CIPD professional development department, the monies will not be allocated toward soliciting professional coaching.

Changes that will be implemented for the next year include the following: Team Teaching and Learning Rounds will be scheduled and implemented in all grade levels for language arts with embedded English Learner strategies, Progress Monitoring will occur TK - 6 with close monitoring by Admin and MTSS Instructional Coach, a focus on Tandem Teaching Strategies for Kinder - 3rd grade and the Critical Reading Routine for 4th - 6th grade will be a part of all PLC discussions as a way to support students Reading Foundational Skills. AVID strategies will continue to be implemented in all 4th - 6th grade classrooms.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 50-59% of English Learners students are in need of support / intervention in the area of: Phonics

To address this the school can:

identify the first - third grade students who tested below and well below basic on the MOY DIBELS assessment given January 2023. Once identified, ensure Great Instruction First Time (GIFT) by conducting daily walkthroughs with feedback data dispersed to the teachers. In addition, during the walkthroughs, verify phonemic awareness, phonics and word attack skills (tandem teaching occurs in grades Kindergarten through third) are being taught daily with accuracy and fidelity. Furthermore, provide additional assistance to the identified at-risk students by providing them with in-school interventions, after school tutoring assistance and DIBELS progress monitoring throughout the school year.

ELA PD

Based on PLC input we identified the following area of need in professional development PLC release time

To address this the school can:

provide additional opportunities for grade levels to meet to discuss data and design lessons that provide teacher and student clarity (success criteria, learning progressions and Common Formative Assessments).

Additionally we analyzed specific data to indicate the following need(s):

English Learner Reclassification numbers were reviewed with our English Learner Advisory Committee and they recommended an ELPAC Boot Camp and intersession ELD courses throughout the school year. A recommendation was also made to have a ELPAC Bootcamp for students to support them in being successful on the test.

Discuss the areas of strength and need based on data analysis:

During the 2022-2023 school year, teachers worked diligently to continue to stay on pace and provide additional support to students who are below grade level as well as the use of engagement and checking for understanding tools to ensure students are learning. An area of strength is the use of reading fluency

instruction and practice, as measured by the growth of nearly all students on mCLASS composite scores. An area of need is ongoing support and training with progress monitoring so that students receive instructional supports at their level and meet grade level standards, prior to the summative Middle of Year and End of Year DIBELS assessments.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 We will improve distance from standard for ELA by +15 points

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -77.2	Goal -62.2
English Learners (EL)	Actual -78.7	Goal -63.7
Students with Disabilities (SWD)	Actual -142.2	Goal -127.2
Other Student Groups Socioeconomically Disadvantaged (SED)	Actual -77.5	Goal -62.5

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills.					
Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.					

Schoolwide (SW)		<p>To effectively monitor the effectiveness of these strategies and subsequent steps, the following will need to occur:</p> <ul style="list-style-type: none"> * frequent and consistent classroom visits with immediate feedback to certificated teachers. * consistent follow-up during scheduled collaborations and staff meetings. * continuous analyzing of fluency assessments and trimester assessment data. 			
			Learning Rounds Subs	Title 1 Professional Development	6119
			Instructional Supplies	Title 1 Supplies and Services	7195

	<p>During additional collaboration, professional development will be presented on the following in order to support reading foundational standards: District Instructional Norms, site instructional norms, researched-based instructional strategies, further exploration of the Wonders ELA curriculum and its most essential components for growth in foundational skills, and committing to the suggested weekly lesson plan and pacing calendar.</p> <p>Professional development will be offered for the following direct instruction programs:</p> <ul style="list-style-type: none"> * Reading Mastery * Corrective Reading * REWARDS * Phonics for Reading * Language for Learning <p>Provide paraprofessional support during the site's school wide intervention times which is specifically focused on students' needs in the area of reading foundational standards.</p> <p>Substitutes will be utilized to release</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>teachers interested in studying, planning, and teaching lessons together during the school day. These opportunities will include:</p> <ul style="list-style-type: none"> * grade level lesson studies * tandem teaching (phonics K-2) * tandem teaching (vocabulary 3-6) * peer observations with a specific focus. 				
	After analyzing DIBELS data and other fluency measures, after school intervention will be provided for the areas of need.	Continuous analyzing of fluency assessments and trimester assessment data	Extra Collaboration - Curriculum Development rate	Title 1 Professional Development	2172
			Participant Rate	Title 1 Professional Development	3672
	Assess 4th-6th grade students in their reading to identify gaps in achievement by purchasing a 4th-6th grade reading assessment.	Using the reading assessments ongoing tool, student progress will be monitored and instruction adjusted.	Reading Intervention materials	Title 1 Supplies and Services	2000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide reading intervention with an additional paraprofessional	Progress monitoring of students who receive reading intervention with an additional paraprofessional.			
	Before school reading intervention.	Progress monitoring through mCLASS for participating students.			
	Site-based professional development will be provided on how to teach reading foundational skills, TK-6. We will be an AVID Year 2 school for the 2023 - 2024 School Year. 4th - 6th Grade Teachers will receive Professional Development at the AVID Summer Institute before the beginning of the school year.	mCLASS Beginning of Year, Middle of Year and End of Year DIBELS results. AVID Certification and AVID Domain Evidence	AVID Summer Institute	Title 1 Professional Development	10000
English Learners (EL)			Childcare	Title 1 Parent Involvement	383

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Professional development and additional collaboration on strategies supporting EL students' acquisition of language and the ELD component of the adopted ELA curriculum will be provided. During this time CELDT data and ELPAC question types will be analyzed to determine next steps of instruction and intervention.	To effectively monitor strategies and subsequent steps, the following will need occur: * input to be collected from the ELPP committee to support English Learner growth	Refreshments for parent trainings and meetings	Title 1 Parent Involvement	368
			Reprographics	Title 1 Parent Involvement	250
			Extra Collaboration - Curriculum Development rate	Title 1 Professional Development	1000
	Classes focusing on the significance of a parents role in the development of their English Learner child will be provided to support with increased reading and accountability at home.	* Input to be collected from the ELAC committee to support English Learner growth. * Follow-up conversations with parents who attended the parent classes provided from the Student Parent and Community Support Services from MCS to determine additional areas of need. * Monthly newsletter that will include requests for parents to provide feedback on topics to support reading at home.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Communication requiring translations with families for input on strategies to address student and parent needs in regards to reading foundational standards will be created.		Translations	Title 1 Parent Involvement	383
	The Remediation Teacher and MTSS Instructional Coach will be used to support teachers with effective instructional strategies (as prescribed by the text authors) and provide English Learner students with intervention. English Learner data discussions with teachers, parents and coach will be used when creating "next steps" in an effort to provide all stakeholders appropriate strategies to help student achievement.	The Remediation Teacher, MTSS Instructional Coach and teachers will use pre and post assessments to place students into appropriate groups and progress monitor students as prescribed by the authors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	TK-6 job embedded professional development with a site instructional coach on lesson design & delivery (team teaching) with English Learner strategies	Progress monitoring language levels of English Learners.			
Students with Disabilities (SWD)	Release time to be provided to the Resource Teacher to allow for in class observations of student progress and to advise the classroom teacher on next steps in addressing IEP goals specifically in the area of increasing words correct read per minute and accuracy.	Fluency data will be provided to the Special Education staff every trimester to inform them of in class progress in fluency skills related to their IEP goals.			
	Provide after school intervention to students with disabilities utilizing the resource paraprofessional and scripted intervention programs (Corrective Reading and Reading Mastery).	Fluency data will be provided to the Special Education staff every trimester to inform them of in class progress in fluency skills related to their IEP goals.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Socioeconomically Disadvantaged (SED)	<p>The Remediation Teacher and MTSS Instructional Coach will be used to support teachers with effective instructional strategies (as prescribed by the text authors) and provide students in this subgroup with intervention.</p> <p>Provision of additional time for teachers to specifically collaborate related to students in this subgroup, strategies such as composition of sentence frames and intentional planning to help our students be successful.</p>	The Remediation Teacher and MTSS Coach and teachers will use pre and post assessments to place and progress monitor students in this subgroup.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		<p>Working with the Fairview Site Leadership team members, site Admin and District Instructional Coaches, teachers will use extra hours of collaboration to lesson design by creating products with clear standards, success criteria (rubrics), learning targets, required vocabulary and a time frame as to when the unit will be taught. Student success will be monitored using the following: mClass, district benchmarks, teacher-generated common formative assessments and writing samples.</p>			

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The SWUN implementation continued for the 2022 - 2023 school year. All teachers participated in the following strategies: team teaching/whisper coaching and Learning Rounds with SWUN math coach and District Math Coach, Beyond the Basic Facts planning, data analysis of benchmark results, training and viewing a demonstration lesson Math Task or Reaching Consensus and ongoing discussions regarding math results during collaboration time. These strategies demonstrated significant growth for all grade levels as measured by the SWUN cumulative benchmark assessments; there was an increase in the percentage of students who reached proficient and advanced levels when compared to the previous years.

Professional Development, Support and Training for teacher on Standards Based Instruction through Core Curriculum was provided for teachers through the following:

- Grade level TEAM planning (Time allotted/Structured)
- Site Professional Development with specific focus
- Frequent classroom visits with specific feedback given to teachers
- School wide instructional focus with data/feedback
- Math Coaches – Math Collaborative Teaching Model, Learning Rounds, and Visual Supports
- Assess/Progress monitoring frequently (BTBF, CFA, Summative Assessments)

Strategic Intervention with Monitoring was provided through the following:

- School Wide Intervention (Enrichment, specific teacher placement)
- After School Intervention
- Basic Math Facts - SWUN Math BTBF
- Professional Development/Training for Intervention Teachers (Site Math Training)
- Frequent opportunities for progress monitoring and collaboration

Research Based Instructional Strategies guidance, support, and professional development:

- Guided by MCS Instructional Core, District Instructional Norms, and Hattie's Research
- Set High Expectations/Specific learning targets
- Focus on academic achievement by using best practices
- Commit to students being engaged and successful
- Book Club Teachers (Hattie)

Refinement of our Professional Learning Communities (PLC) practices and Developing Teacher Leaders:

- Create common math assessments (PowerSchool, Performance Matters, SWUN)
- Math Benchmark data/Exit Tickets data

Use common data to drive instruction
Leadership Team Focus (Model, Connect, Involve)
Collaborative Capacity Building – Effective Collaboration

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

Our professional development plan with mathematics was for the most part followed and implemented successfully. Due to sub issues, many of the Learning Rounds opportunities did not include full grade level teams. Additionally, some of the data analysis professional development sessions occurred with portions of grade levels, instead of full grade level teams. However, every teacher received most of the planned support and participated in the math professional development activities.

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

The following changes will be implemented to achieve the above math goal:

A change that will be made for our math goal is that team Learning Rounds will occur with full grade level teams in the 2023 - 2024 school year. Beyond the Basic Facts will be consistently provided throughout the school year with friendly facts competitions to motivate and reward students. These strategies are listed under specific actions to improve student achievement, SWUN pacing guide accountability, SWUN monthly coaching and support, SWUN assessments given (according to pacing guide), engagement and checking for understanding strategies in all lessons and ongoing math intervention will be offered to struggling students. Fairview will host another Parent Math Academic Night aimed at educating parents on their child's grade level math standards and our district SWUN math program.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 60-69% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

ensure all teachers are using the modified SWUN pacing guide with fidelity and SWUN assessments to guide instruction. In addition, teachers need to use additional time to provide small group instruction to students who fail to understand concepts and procedures. Furthermore, teachers should utilize engagement and checking for understanding throughout math lessons.

MATH PD

Based on Assessment Data we identified the following area of need in professional development Access to specific math PD

To address this the school can:

utilize the SWUN math and district coaches for additional SWUN support related to math pacing and data analysis.

Additionally we analyzed specific data to indicate the following need(s):

Due to student gaps in our Fairview students with achievement in basic math skills, teachers stated that they struggled to stay on pace using the recommended pacing guidelines due to students lacking basic math subskills necessary for grade level achievement. However, teachers are committed to ensuring their students

receive a full year of grade level, standards-based math using the recommended pacing guide. Fairview teachers are committed to using data to drive their instruction and, due to the user-friendly assessment tool provided with the SWUN curriculum and Performance Matters, teachers are able to easily dissect assessment data and use it for reteaching, differentiated instruction and parent-teacher conversation.

Discuss the areas of strength and need based on data analysis:

During 2022-2023, there was ongoing progress monitoring of our English Learners in an effort to ensure language development and academic readiness related to math achievement. In addition, there was challenging enrichment opportunities for students who scored at or above grade level on SWUN assessments. SWUN benchmark assessments and unit assessments given throughout the school year, indicated areas of student growth. During the 2023-2024 school year, teachers will continue to stay on pace and provide additional support to students who are below grade level as well as use engagement and checking for understanding tools to ensure students are learning.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve distance from standard by +17 point in Mathematics

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -98.2	Goal -81.2
English Learners (EL)	Actual -93.1	Goal -76.1
Students with Disabilities (SWD)	Actual -165.3	Goal -148.3
Other Student Groups Socioeconomically Disadvantaged (SED)	Actual -98.5	Goal -81.5

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					

Schoolwide (SW)		<p>To monitor the effectiveness of these strategies and subsequent steps, the following will occur: weekly classroom visits with immediate feedback to staff, consistent follow-up during scheduled collaboration and staff meetings, continuous analyzing of math fact fluency assessments and trimester assessment data, math coaching support and following reflective conversations, and tracking the number of teachers attending professional development opportunities to determine the effectiveness of this structure.</p> <p>Cumulative Benchmark data</p> <p>Math facts progress/data for Beginning of the Year, Middle of the Year and End of the Year</p> <p>Math Facts assessment results.</p> <p>Cumulative Benchmark data on problem solving.</p>			
			Subs for Learning Rounds	Title 1 Professional Development	500
			Instructional Materials	Title 1 Supplies and Services	10000

	<p>Staff development will be presented on the following:</p> <ul style="list-style-type: none"> * Mathematical Practices * Essential Standards * SWUN Math - Back to Basic Facts * Engagement and checking for understanding strategies * Appropriate pacing using the district approved curriculum. * Reaching Consensus * Visual Supports * Standards Based Calendar (TK-2nd) <p>Additional grade level collaboration will occur using the SBAC Math Interim Assessment, exit tickets, and previous year's CAASPP data as a guide to next steps on changes needed in regards to mathematical instructional practices and pacing.</p> <p>Substitutes will be utilized to release teachers interested in studying and teaching lessons together during the school day.</p> <p>Team Teaching/Whisper Coaching with full grade level teams, TK-</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>6</p> <p>Consistent implementation of Beyond the Basic Facts</p> <p>Math Facts competitions in 2nd-6th grade and purchase materials for math facts practice, TK-6</p> <p>Consistent implementation of Math Tasks and Reaching Consensus.</p>				
	A Math night will be offered to parents to strengthen their understanding of the math standards and activities that can be practiced at home in support of this goal.		Reprographics - Parent Letters/Fliers	Title 1 Parent Involvement	250
			Translations	Title 1 Parent Involvement	300
			Teacher Hourly Rate Curriculum and Development (Family Math Night)		
		The administrator will conduct an ELAC meeting to ensure that parents are comfortable with SWUN math and also help parents with the online lessons and resources after the Parent Math Night. A parent survey will also go out to all parents after the Parent Math night to gain suggestions and recommendations from parents.	Math Night Parent Materials	Title 1 Supplies and Services	2500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	By increasing flexibility and engagement through technology (hardware), students' learning will be augmented through more efficient interaction with the learning objectives allowing them to demonstrate a deeper understanding of the math standards.	SWUN math benchmark, BTBF and unit assessment online platform data will be reviewed via PLC meetings and data discussion meetings.	Technology	Title 1 Supplies and Services	2500
	After school intervention providing support to students struggling with math facts and essential math standards will be provided.	After school intervention teachers will use pre and post assessments to determine student growth during math intervention.			
	Provide opportunities for students to interact and experience the Math standards being addressed through the arts (field trips and assemblies) and connections to science (field trips and assemblies).	Upon return from a STEAM related field trip, teachers will provide students with math and technology opportunities aimed at meeting the objective of the proposed, standards-based field trip.	Field Trip Admissions	Title 1 Supplies and Services	5000
			Field Trip Transportation	Title 1 Supplies and Services	5000
English Learners (EL)			Books for Staff Development	Title 1 Supplies and Services	750

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Provide professional development for teachers to use ELD strategies during mathematics instruction especially when working with the mathematical practices which is a site norm.</p> <p>ELD standards and strategies will be reinforced during after school intervention.</p>	<p>To monitor the effectiveness of these strategies and subsequent steps, the following will occur: input to be collected from the ELAC and Parent Engagement Committee to support English Learner growth, and a monthly newsletter that will include the requests for parents to provide feedback on topics to support math fact practice at home and practice with the mathematical practices at home.</p>			
	<p>Provide translations and communication to parents regarding progress in meeting criteria with math standards and support during parent math nights, parent teacher conferences, and newsletters sent home monthly.</p> <p>Communication requiring translations with families for input on strategies to address student and parent needs in regards to essential math standards.</p>	<p>Extra clerical assistance, child care and translators will be secured to ensure smooth/seamless parent meetings and activities.</p>	Refreshments for parent trainings and meetings	Title 1 Parent Involvement	500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>Release time to be provided to the resource teacher to allow for in class observations of student progress and advise teacher on next steps in addressing IEP goals.</p> <p>After school intervention will be offered to students with disabilities in the area of math facts and essential math standards tied to their IEP goals.</p>	<p>Monitoring of these strategies will occur at IEP meetings, parent conferences, collection of data after collaboration where the resource teacher has offered input on student needs, and through monitoring of math benchmark assessments and exit tickets provided with the math curriculum, and after school intervention effectiveness through the use of pre and post assessment data used with the paraprofessional or resource teacher.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups Socioeconomically Disadvantaged (SED)	SWUN Coaches and District Instructional Math Coaches will provide ongoing training to teachers related to instructional strategies for students in this subgroup which will ultimately support all students in being successful.	The principal will conduct walk throughs and data will be used to progress monitor the use and effectiveness of math instruction.			
	Teachers will progress monitor students using SWUN assessments to ensure math achievement or progress.	SWUN assessment data will be used to assist with SWUN lesson development and reteaching.			

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 2022-2023 school year, Fairview implemented all noted strategies to increase attendance and decrease chronic absenteeism. However, due to COVID-19 quarantines, Fairview's overall attendance rate was not at the desired rate and while chronic absenteeism did decrease from the 2021-2022 school year, it was still at a higher rate than desired. Fairview's English Learners chronic absenteeism remains significantly higher than other subgroups so it will be monitored daily by administrative team, Attendance Clerk and School Records Clerk during 2023 - 2024. Trimester awards for students who maintained good attendance or improved their attendance were shared with students and families. Student Attendance Review Team (SART) strategies were used effectively to reduce the percentage of students who were chronically absent. Attendance needs were addressed, where appropriate, during IEP and SST meetings to improve student attendance.

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

Fairview was able to fully implement the attendance plan. However, due to COVID-19 quarantines and protocols, Fairview's attendance and chronic absenteeism were still not at a desired rate. The parent workshops on attendance and the importance of maintaining good attendance were not completed. Due to staff shortages, some strategies were not started until mid November 2022, such as SART.

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.

Monthly incentives to reward good attendance or improved attendance will start at the beginning of the school year in 2023 - 2024. Additionally, SART will begin in August and September for the 2023 - 2024 school year. Given the immediate, positive impact of SART, these strategies will be prioritized for the 2023 - 2024 school year.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Chronic Absenteeism we identified that 60-69% of Two + Races students are in need of support / intervention in the area of: Attendance

To address this the school can:

administration will systematically present attendance data to Educational Partners inclusive of teachers regarding additional support for students who struggle with attendance.

ensure to begin early interventions to support student attendance. (i.e., Parent education and workshops SART, home visits, individualized attendance incentives)

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development PD from SAS/Mental Health Specialist

To address this the school can:
incorporate SAS/Mental Health Specialist PD's during staff meetings and optional PDs during collaborations, on strategies/coping skills to support students with anxiety and SEL techniques to incorporate in the classroom.

Additionally we analyzed specific data to indicate the following need(s):

We began the 2022-2023 school year through in person learning and have identified an issue with students still having to quarantine due to COVID-19 symptoms. Therefore, we will continue to use the above monitoring system (indicated in the strategies below) to increase student participation and attendance.

Discuss the areas of strength and need based on data analysis:

Overall, during the 2022 - 2023 school year, Fairview increased the attendance rate and decreased the chronic absenteeism. From this data it was determined that our students with two or more races had the highest chronic absenteeism rate. Due to this data analysis, it was determined that there needs to be ongoing progress monitoring of this student group with ongoing chronic absenteeism.

Subject: Attendance**LEA/LCAP:** LCAP Goal 1**Goal #3** Increase student attendance rate by 0.5% or to 98%. Decrease chronic absenteeism rate by 1%.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	2023-24 Data Goal Increase	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 91.99%	Goal 92.49%	Actual 29.75%	Goal 28.75%
English Learners (EL)	Actual 92.41%	Goal 92.91%	Actual 27.75%	Goal 26.75%
Students with Disabilities (SWD)	Actual 92.24%	Goal 92.74%	Actual 35.14%	Goal 34.14%
Other Student Groups Two or More Races	Actual 88.21%	Goal 88.71%	Actual 47.37%	Goal 46.37%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Administration, SRC, and TCII - Attendance Clerk will monitor student absences and tardies daily, paying close attention to chronic absenteeism. Provide recognition through assemblies and class and individual incentives to students demonstrating growth in their attendance. Provide Saturday school to support the goal of increasing school-wide attendance.	Daily, weekly, and monthly attendance will be tracked by office staff and administration.	Instructional Materials	Title 1 Supplies and Services	1000
			Additional Clerical Hours		
	The Student Attendance Review Team (SART) will hold regular parent meetings to support families where attendance is impacting their overall academic and social performance. The Student Attendance Review team will develop an individual plan for the student and family to best support consistent daily attendance.	Attendance rates, TK-6	Reprographics	Title 1 Supplies and Services	750

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Reward students with recognition and incentives, including PBIS Rewards points and assemblies, for maintaining good attendance or improving attendance	Attendance rates, TK-6			
English Learners (EL)	Provide translations, written and verbal, to families where an attendance concern exists (phone calls home, translations at SART), provide parent workshop for EL parents where attendance is addressed.	The Typist Clerk II will support the other office staff in monitoring attendance and daily contacting of the parents of English Learners to clear absences and reiterate the significance of attendance.			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	Provide additional communication home to families where attendance is a concern and remind of upcoming IEP meetings and provide translation during the meetings	Student attendance will be discussed at every IEP meeting where it is significantly impacting the students' academic and social emotional growth.			
Other Student Groups two or more races	Working with Students Records Clerk, Attendance Liaison and Vice Principal. Daily, weekly and monthly data to be reviewed with a specific focus on students with two or more races and next steps (i.e., Parent education and workshops SART, home visits, individualized attendance incentives)	Attendance rates, TK-6			
		Attendance and achievement data will be reviewed with this subgroups families in an effort to improve attendance.			
		Daily attendance will be used to monitor this subgroups chronically absent students.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Office staff has a list and proper discourse to be used for chronically absent students. _____				
	_____ _____	_____ _____	_____ _____		
	_____ _____	_____ _____	_____ _____		
	_____ _____	_____ _____	_____ _____		
	_____ _____	_____ _____	_____ _____		

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The implementation of Second Step, restorative practices, PBIS Rewards, SAS services, 2 X 10 check-ins and mindfulness positively impacted Fairview's discipline data. All teachers received access to the Second Step curriculum and we practiced the use of the strategies at staff meetings, site-wide training was offered and provided through video and in-person training on how to effectively implement the Second Step curriculum with students. SAS services were provided to the maximum number of students allowed and a waitlist was created, restorative practices were utilized with classified and certificated staff, PBIS Rewards was utilized by certificated and classified staff and mindfulness was launched in many classrooms. The consistent use of these PBIS strategies positively impacted our data as indicated by a decrease in incidents and referrals when compared to all previous school years.

Positive Behavior Intervention and Supports (PBIS) strategies were implemented and used by Fairview Elementary staff members and parents. Teachers and students reviewed and recited the Peace Builder pledge on a daily basis to communicate behavior expectations. Students were awarded blue or gold Falcon Feathers when they exhibited positive behavior. The blue Falcon Feathers could be given by any staff member at any time, and the gold Falcon Feathers (worth 3 feathers) are strictly used by Administration and Yard Duty Supervisors for those students exhibiting outstanding SOAR behaviors during non-instructional times. During the 2020 - 2021 school year, all PBIS meetings were held. The PBIS team consistently reviewed and analyzed data about incidents and suspensions. As a result of the site's efforts disciplinary referrals and incidents decreased.

Communication -

PBIS/Rules Assembly
Communicate S.O.A.R with all stakeholders
Safe, On-Task, Accountable, Respectful
Recess Rodeo Beginning of Each Trimester
Parent Communication/Parent Training
Quarterly PBIS meeting and discipline analysis
Posted Common Area Rules
Teacher/Admin.
Visibility
Newsletter
Daily Announcements

Incentives -

PBIS Rewards points for students exhibiting S.O.A.R behaviors

Falcon Store
MVP - Monthly Awards
Trimester PBIS/Academic Incentive (4th – 6th Dance, 1st – 3rd Play Day)
Morning Clubs
*Art Club
*Garden Club
*Movie Club
*Basketball Club
*Kindness Club
*Drawing Club

Intervention/Prevention -

Tier II/III Check-in
PBIS Behavior Reflection Sheet
Restorative Questions/Think Sheet
Peacebuilder Pledge
Peace Path
Student Conflict Management
Yard Duty training in PBIS
Parent/Student/Teacher/Admin. Meetings
Restorative Practices (Teacher, Yard Duty, Parent trainings)
SAS (5 days)
Mental Health Clinicians (1)
Behavioral Coach
General Education BCBA

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

A major difference between the intended implementation of strategies is the implementation of Peace Builders lessons did not occur site-wide for the current school year. Site-wide weekly data tracking for targeted behaviors did not occur.

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.

Strategies that were not utilized consistently or site-wide for the current school year, will be implemented with fidelity in 2023 - 2024; these include the following: lessons on structured play, data tracking for targeted behaviors, and Peace Builder lessons. Our SAS will facilitate and guide teachers and scholars through these PBIS lessons. Professional Development will be offered to staff members regarding the importance of using Restorative Practices as well as provision of quality service to the community and to each other. The PBIS team members will be creating clear and concise behavioral rubrics related to proper Peacebuilder behaviors. They will be posted and referred to by staff, students and parents, in all common areas on campus. All staff members will be trained on how to use the behavioral rubrics and parents will be offered educational opportunities for training as well. In addition, full implementation of Second Step social skills curriculum will be made available to all students in Transitional Kinder - 6th grade. Growth Mindset teaching methodology and systems will be spearheaded and implemented upon return to school with the long-term goal of using Growth Mindset teaching strategies in all grade levels.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals we identified that 0-49% of All students are in need of support / intervention in the area of: PBIS Lessons

To address this the school can:
identify, monitor, and provide social skills lesson and restorative justices practices to achieve desired behaviors. Implementation of the Second Step curriculum.

PBIS PD

Based on Observations we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:
provide professional development to teachers with the Second Step Curriculum.

Additionally we analyzed specific data to indicate the following need(s):

All classified, certificated and support staff would benefit from Restorative Practices 101, which is offered through the Curriculum & Instruction and Professional Development Department in MCS. Training for families in Restorative Practices 101 would further support decreasing incidents and referrals on campus. Site-wide, community-based training on Restorative Practices will positively impact our students and could lead to increased academic achievement.

Discuss the areas of strength and need based on data analysis:

Positive and school-wide behavioral systems and procedures were implemented during 2022 - 2023 school year. Fairview's suspension rates remained relatively the same. However, Fairview's staff will need continued training and accountability on use of Restorative Practices, PBIS and Peacebuilders. The expectation is for teachers to use social skills curriculum to help teach positive behaviors to students. The Vice Principal and Student Support Manager will be responsible for bringing discipline data to PBIS meetings for committee members to dissect and create plans for in an effort to be proactive with at-risk students. An area of strength is the consistent use of PBIS Rewards by classified and certificated staff. Wellness circles are established in some classrooms. The SAS support showed growth and progress for every student who received the service, however, there is a waitlist.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 0.9%	Goal 0.6%
English Learners (EL)	Actual 1.02%	Goal 0.72%
Students with Disabilities (SWD)	Actual 0.00%	Goal 0.00%
Other Student Groups Socioeconomically Disadvantaged (SED)	Actual 0.76%	Goal 0.46%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	Increase visibility of the Peacebuilder/Restorative Practices and PBIS supports by incorporating incentives (PBIS - Falcon Student Store), signs, assemblies, and other positive behavior activities.	PBIS team will meet five times per year to discuss student discipline data and make recommendations related to continued reduction of suspensions for at-risk subgroups.	PBIS Materials & Signs/ PBIS Recognitions & Incentives	Title 1 Supplies and Services	10000
	Use of collaboration time to develop and monitor school wide behavior supports as listed in the PBIS rubrics.	PBIS team will also discuss and move forward with the purchase of incentives for students who display desired behavior or have improved behaviors (individual incentives, Golden Peace Feet, Golden Spoon and Spirit Falcon).	Extra Clerical	Title 1 Parent Involvement	1363
	Provide students and groups of students with social-emotional needs with the interventions provided by the Student Assistance Specialists with 1 on 1 and group sessions and classroom presentations where classroom management needs to be supported.	Daily, weekly, and monthly discipline data will be monitored by the administration and the PBIS team to determine areas of need and steps needed to support this goal.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>School-wide assembly addressing nonbullying, peacebuilding, good citizenship and positive character building.</p> <p>Falcon Renaissance for each trimester to celebrate and reward students who demonstrated SOAR and PeaceBuilder behavior for an entire trimester.</p>	<p>Suspension data will be used to monitor hot spots and most typical, ongoing ill behaviors to be addressed in assemblies.</p> <p>Number and percentage of qualifying scholars per trimester.</p>	School-wide Assembly on Anti-bullying	Title 1 Supplies and Services	5000
	<p>Restorative Practice Consultant to conduct/train yard duties, teachers, administration and Mental Health Clinicians five hours per year using Restorative Practices. Yard duty meetings will be held to provide ongoing training to yard duties and to review at-risk students and playground areas to be watched carefully.</p>	<p>Suspension, referral and incident reports will be used and discussed at monthly yard duty meetings and one-on-one in an effort to trouble shoot prevention related to ill behaviors.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide parents with training on PBIS and improving student behavior strategies at home.	Suspension, referral and incident reports will be used to discuss at parent meetings in an effort to trouble shoot prevention related to ill behaviors.			
	Increase access to social-emotional learning by providing increased access to Student Assistant Specialist (SAS) to teach targeted behaviors in all classrooms and with individual students.	Documentation of lessons in classes & incident reports & referrals for students who receive SAS individual services			
English Learners (EL)	Principal and Vice Principal will collaborate with Modesto City Schools English Language Learner department and school psychologist to discuss alternatives to suspensions and possible professional development to voluntary staff to assist with English Learners with behavioral issues.	Suspension, referral and incident reports will be used when meeting with English Learner students' families who have chronic discipline issues to discuss strategies to help students modify poor behaviors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Mental Health Clinicians and English Learner Department to conduct meeting regarding English Learner students and behaviors that are results of the students' lacking language.</p> <hr/>	<p>Suspension, referral and incident reports will be used to assist Mental Health Clinicians and principal when conducting parent meetings related to English Language Learners adhering to the Modesto City School's Code of Conduct.</p> <hr/>			
	<p>Bilingual Community Aide (BCA) to provide translated communication with English Learner families through meetings, home visits, school events, etc related to English Learner students' positive behaviors.</p> <hr/>	<p>Suspension, referral and incident reports will be used to determine which parents need extra intervention and parent education related to English Learners following Modesto City School's Code of Conduct.</p> <hr/>			
	<p>Purchase additional translator, clerical and child care to be used to engage families and encourage parent involvement at school events related to positive behaviors.</p> <hr/>	<p>Suspension, referral and incident reports will be used when inviting parents to meetings and securing translators and extra clerical for parent meetings and activities related to improved student behavior.</p> <hr/>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Incentives will be purchased for English Learners with improved behavior.	Suspension, referral and incident reports will be used when selecting English Learners with improved behaviors.			
Students with Disabilities (SWD)	In collaboration with the special education staff, incentives will be used in tandem with behavior charts to address specific areas of behavioral needs and translated communications will be sent home in addition to an interpreter being provided.	Daily monitoring of student behaviors by the administration and special education staff through use of behavior contracts as needed.			
	Principal and Vice Principal will collaborate with Modesto City Schools Special Education Disabilities (SWD) department and school psychologist to discuss alternatives to suspensions and possible professional development to voluntary staff to assist with SWD with behavioral issues	Suspension, referral and incident reports will be used when meeting with SWD students' families who have chronic discipline issues to discuss strategies to help students modify poor behaviors.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Mental Health Clinicians and SWD Department to conduct meeting(s) regarding SWD students and behaviors that are results of the students' with disabilities.	Clinicians and principal when conducting parent meetings related to SWD adhering to the Modesto City School's Code of Conduct.			
	SWD Parent Meeting will be conducted with mental health clinicians and program manager to discuss strategies to help parents at home as they assist their students in proper behaviors.	Suspension, referral and incident reports will be used when selecting SWD parents who will be invited to attend meeting.			
	Incentives will be purchased for SWD with improved behavior.	Suspension, referral and incident reports will be used when selecting SWD with improved behaviors.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies that we implemented included the following: TK-6 Career Day, goal setting in classrooms, Adventure Club, Journalism Club, Saturday Academy, and field trips to colleges and universities. These strategies provided the following positive impacts: access to a wealth of knowledge about a variety of career paths, goal setting to explore a specific career, exploration of some of California's natural resources, participation in a sport that defies heteronormativity and patriarchal standards and additional support with goal setting at different college and university campuses.

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

During the 2022 - 2023 school year, we were able to provide learning opportunities through real world applications via field trip exposures for some of our grade levels. Very grade level was given the opportunity for a real world experience through field trips. Students, staff and families reported positive experiences at the field trips and would like these opportunities to continue in the future. This goal will continue into the 2023 - 2024 school year with hopes to extend these exposures and field trip learning opportunities to all our AVID students and exposures to College and Career experiences.

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.

A Career Day event did not occur. We will continue with this goal to implement for the 2023 - 2024 school year.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Science Data we identified that 70-89% of All students are in need of support / intervention in the area of: real world applications

To address this the school can:
ensure students have access and exposure to various places (field trips) and opportunities with an emphasis on an exposure to science.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on PLC input we identified the following area of need in professional development book study

To address this the school can:

provide professional development opportunities for all staff members with voluntary book studies on understanding the impact learning has on people living in poverty.

Additionally we analyzed specific data to indicate the following need(s):

For the 2022 - 2023 school year, a needs assessment of the school was completed, it was determined that Fairview students have not been provided with equitable learning opportunities and exposure to real world applications in the area of Social Studies and Science. It was also determines that all of students need engagement in Career exploration with a goal to expose students to various careers via career fairs and/or guest speakers in an effort to help students find their passion and/or gifts as they research various career opportunities that they may wish to pursue in their futures.

Discuss the areas of strength and need based on data analysis:

An area of strength is support and implementation of Social Studies and Science focused Field Trips. Staff, students and families were dedicated to ensuring these strategies were implemented.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Ensure that students have equitable access to real world applications in Science, Social Studies, and College and Career Readiness.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure academic equity, opportunity and awareness.					
Schoolwide (SW)	Students will have exposure to culturally diverse posters and books.	Classroom walk through will be used to ensure students are exposed to culturally diverse posters and books.	Posters and Books	Title 1 Supplies and Services	1000
	Assemblies with a focus on diversity and education.	Informal conversations and writing samples will be used to monitor the effectiveness and impact of assemblies.	Assembly Costs	Title 1 Supplies and Services	2500
	Purchase field trips allowing students to have a diverse experience.	Prior and upon return from the related field trips, teachers will provide students with opportunities to share written information relating to the excursion.	Field Trip transportation	Title 1 Supplies and Services	5000
	Field trips to colleges, universities and high schools with targeted grade levels	Participation in field trips and student goals (1,3,5 or 5,10,15-year plans)	Field Trip Admission Fees	Title 1 Supplies and Services	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide students with up to date diverse literature to enhance students' knowledge of different cultures.	Book check out records.	Library Books	Title 1 Supplies and Services	2000
	Expose students to various careers via career fairs and/or guest speakers in an effort to help students find their passion and/or gifts as they research various career opportunities that they may wish to pursue in their futures.	Career Fairs or Guest Speaker Opportunities with an emphasis of exposing students to different career options and opportunities within their to further explore their career interests. Student goals (1,3,5 or 5,10,15-year plans) for their chosen career	Presenter Cost, snacks, materials	Title 1 Supplies and Services	2000
English Learners (EL)	Expose students to various careers via career fairs and/or guest speakers in an effort to help students find their passion and/or gifts as they research various career opportunities that they may wish to pursue in their futures.	Our English Learners will be encouraged to utilize academic vocabulary when they are participating in career fairs. Apply their learning via Literacy.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Purchase field trips allowing students to have a diverse experience. _____	Our English Learners will be encouraged to utilize academic vocabulary when they are participating in career fairs. Apply their learning via Literacy. _____			
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
Students with Disabilities (SWD)	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
Other Student Groups	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		
	_____	_____	_____		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Parent involvement has been an ongoing goal and was one of our site goals during the 2022-2023 school year, Fairview believes parents are an integral part of student success. As a result, the staff and administration provided ample opportunities for parents to receive assistance as they worked to help their children succeed. However, although there were many opportunities for parent involvement and engagement, there was a struggle for consistent attendance. The staff remains committed to continuing to build trust with families as well as being creative with strategies to help continue to boost parent participation and attendance to meetings and school-wide functions and events.

The following strategies were implemented: interpreting at parent meetings and child care was offered and provided so that parents could attend meetings regarding resources available and how to support their child with academic achievement.

For the 2023-24 school year, parent engagement opportunities will be monitored for attendance as well as surveys deployed as staff members remain committed to parent partnership and meeting the needs of our families.

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

Some goals were not addressed during parent meetings, these include PBIS and Attendance. However, some parent meetings addressed ELA, Math and Equity goals.

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

A change that will be made to support academic achievement is parent training/classes on the following: PBIS, Attendance and Designated English Language Development (per ELAC request).

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student literacy

To address this the school can:
facilitate a Family Literacy Night to help parents assist their child at home with their reading foundational skills.

facilitate a Family Math Night to help parents assist their child at home with their basic math facts.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on PLC Input we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

employ various groups and institutions in an effort to help staff the impact of trauma on families.

Additionally we analyzed specific data to indicate the following need(s):

Through the 2022 - 2023 school year, Parent Involvement was very minimal. The mitigating factors for this could be that parent events and trainings were only held in the morning.

The reclassification numbers showed a need for additional training and support with designated ELD instruction and progress monitoring of English acquisition.

Discuss the areas of strength and need based on data analysis:

An area of strength is parent support and attendance at ELAC meetings. At ELAC meetings, parents reviewed EL data and requested ongoing trainings in Designated ELD; this will be provided and is included as a strategy. Parents also requested the return of a Family Math Night and a Family Literacy Night.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 For the 23-24 School Year, track parent engagement and involvement and obtain a needs assessment for next year.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Increase parent to school and school to parent communication by providing Spanish interpreting at parent engagement meetings. Supports ELA, Math, PBIS, Attendance and Equity Goals.	Attendance of parents at the meetings provided and student achievement in the designated goal areas	Refreshments/Supplies for parent trainings	Title 1 Parent Involvement	1000
			Interpretation	Title 1 Parent Involvement	
	Monthly Parent Newsletters will be provided in English/Spanish and sent/mailed home to families in an effort to continue school/home communication.	Parent Survey will be conducted at the beginning, middle, ending of the school year will be sent requesting parent input related to the letter content.	Reprographics	Title 1 Supplies and Services	500
			Materials for Family Literacy Night	Title 1 Supplies and Services	3500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Family Literacy Night will be offered to all parents to strengthen their understanding of their role in their child's reading foundational skills and proficiency. Skills that can be practiced at home to support students' growth in fluency will be taught, and tools to support these skills will be provided.	A parent survey will be conducted at the conclusion of the Family Literacy Night as to the content presented and the effectiveness of the resources provided to support their students Literacy Skills at home.	Teacher Curriculum Development Rate for Parent trainings and meetings	Title 1 Parent Involvement	750
			Extra Clerical	Title 1 Parent Involvement	1354
			Childcare	Title 1 Parent Involvement	125
	Family Math Night will be offered to parents to strengthen their understanding of the math standards and activities that can be practiced at home in support of this goal.	A parent survey will be conducted at the conclusion of the Family Math Night as to the content presented and the effectiveness of the resources provided to support their students Math Skills at home	Materials for Family Math Night	Title 1 Supplies and Services	3000
			Teacher Curriculum Development Rate for Parent trainings and meetings	Title 1 Parent Involvement	750
			Childcare	Title 1 Parent Involvement	125

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>The Student Attendance Review Team (SART) will hold regular parent meetings to support families where attendance is impacting their overall academic and social performance. The Student Attendance Review team will develop an individual plan for the student and family to best support consistent daily attendance.</p> <p>Parent attendance meetings to increase student attendance rates in grade levels with an indicated need. Supports Attendance Goal.</p> <p>Provide child care while parents attend meetings (AM & PM) and training to obtain school information that promote parent involvement and increases student achievement. Supports ELA, Math, PBIS, Attendance, Designated ELD and Equity Goals.</p>	<p>Review of Fairview's Attendance Data and Chronic Absentee Data.</p> <p>Attendance reports and parent participation in Attendance meetings</p> <p>Parent participation at meetings and student achievement data in targeted areas.</p>			
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Latino Literacy, a five week literacy parent program, will be offered to English Learner parents interested in strategies to use in homes to assist their scholars as they develop the English language.	Agendas and products will be collected related to Latino Literacy Parent Education days.			
	Parent Institute for Quality Education, PIQE, will be offered to English Learner parents interested in strategies to use in homes to assist their scholars as they develop the English language	Parent survey will be completed after PIQE allowing parents to provide feedback related to the parent meeting.			
Students with Disabilities (SWD)					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Provide paraprofessional during the site's school wide intervention times which is specifically focused on students' needs in the area of reading foundational standards and supporting our Tier II students in SEL.				ELA Goal 1 PBIS Goal 4
	Instructional Paraprofessional	Title 1 Positions	35,182	
After analyzing DIBELS data and other fluency measures, school-wide intervention and after school intervention will be provided for the areas of need.				ELA Goal 1
	Classroom Teacher (Remediation)	Title 1 Positions	32,479	
Provide translations, written and verbal, to families where an attendance concern exists (phone calls home, translations at SART), provide parent workshop for EL parents where attendance is addressed.				Attendance Goal 3 Parent Involvement Goal 5
	Typist Clerk II Translator (6 hr)	Title 1 Positions	62,603	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title 1 Positions	130,264	0.00
Title 1 Professional Development	23,463	0.00
Title 1 Parent Involvement	7,901	0.00
Title 1 Certificated	0	0.00
Title 1 Classified	0	0.00
Title 1 Supplies and Services	76,195	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$237,823
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$237,823
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$237,823.00
Grand total budgeted including carryover from Section 11	\$237,823

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024 SCHOOL SITE COUNCIL (SSC) MEMBERSHIP Elementary (K-6) SCHOOL: Fairview Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Elena Ruiz Aguilar Term: 2022-2023 XParent Community Member	1. Name: Jennifer Malone Principal
2. Name: Yuliana Chavez Term: 2022-2023/2023-2024 XParent Community Member	2. Name: Maria Ruiz Term: 2022-2023/2023-2024 Teacher
3. Name: Maria Oseguera Term: 2022-2023/2023-2024 XParent Community Member	3. Name: Renee Pushies Term: 2022-2023 Teacher
4. Name: Susana Padilla Term: 2022-2023 XParent Community Member	4. Name: Esperanza Franco-Carreno Term: 2022-2023/2023-2024 Teacher
5. Name: Morelia Valencia Term: 2022-2023 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Karina Esparza Term: 2022-2023 Other School Staff

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Jenny Kucher	English Language Advisory Council (ELAC)
Nancy Barajas	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/16/2022 03:00 pm

Attested:

Renee Pushies	SSC Chairperson
Maria Ruiz	SSC Vice Chairperson
Jennifer Docter-Eddy	SSC Secretary