



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairwood Explorer Elementary	43696906049217	September 19, 2024	October 24, 2024

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

This plan is closely aligned with our district LCAP. Goals 1-4 are based directly on LCAP & Strategic plan goals.

Educational Partner Involvement

How, when, and with whom did Fairwood Explorer 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

The School Site Council reviewed portions of the existing SPSA at every meeting throughout the year and gave input on each goal area in preparation for the annual update. The School Site Council also reviewed for the District's Local Control and Accountability Plan (LCAP) to help inform the goals, actions, and strategies in the 2024-25 School Plan for Student Achievement (SPSA). This meeting was held on 05/30/24. Parents, teachers and staff, had the opportunity to provide feedback and input into the new LCAP goals at the stakeholder feedback forum held on May 30, 2024 .

At the September 19, 2024 joint meeting of School Site Council (SSC) and English Learner Advisory Committee (ELAC), the team reviewed the recommendations from the previous year, had an opportunity to provide input, and finalized a school plan for the 2024-25 school year.

The school site Leadership Team provided input on the school goals at its meeting on April 23, 2024. A summary of school goals from the current SPSA is included in the Staff Handbook, which is updated annually. Administrators shared an update on those goals at the May 8, 2024 staff meeting and solicited input on the proposed goals for the next year. The complete plan is available to all staff members in print and online in a variety of locations.

As we implement these goals, all community partners are committed to developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world.

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.

Not applicable

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.

Fairwood Explorer was in the red indicator area for Chronic Absenteeism for all students. All student groups were also in red or orange. As we reviewed the attendance data from the 2023-2024 school year, we identified a large number of families who were traveling during the school year. We attempted to support student engagement through better communication of Short Term Independent Study opportunities for families who needed to travel during the school year. We believe we needed to start this communication earlier in the year to support family planning.

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.

In the English Language Arts Indicator, three student groups scored two performance levels below the "all student" performance. These student groups were English Learners, Socio-Economically Disadvantaged students, and Hispanic students. During the 2023-2024 school year, the school began implementation of a newly adopted phonics program, Really Great Reading. This implementation has shown a positive impact for students, but will require further implementation to maximize the positive impacts for students. In addition, the school provided targeted intervention supports for students within the identified student groups through a Direct Student Services Teacher on Special Assignment. This teacher provided strategic support in identified areas of needs to address learning needs. Fairwood conducted regular reviews of students performance for our target student groups during Professional Learning Community meetings and Language Review Team meetings. These groups identified areas of need and next steps to support students.

In the Math Indicator, two student groups scored two performance levels below the "all student" performance. These student groups were English Learners and Hispanic students. During the 2023-2024 school year, a new math curriculum was implemented to support alignment of math instructional practices and a clearer scope and sequence. Fairwood conducted regular reviews of students performance for our target student groups during Professional Learning Community meetings and Language Review Team meetings. These groups identified areas of need and next steps to support students.

Other Needs

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

Based on our local assessment data, we believe that continuing to incorporate and expand Culturally Responsive Teaching Practices and Social Emotional supports will also benefit our target student groups. To support monitoring of student progress toward these goals, we will use the Panorama Survey data.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.29%	%	0	1	
African American	1.30%	2.61%	2.80%	6	9	9
Asian	35.36%	26.38%	22.74%	163	91	73
Filipino	9.33%	10.43%	9.97%	43	36	32
Hispanic/Latino	26.03%	32.17%	33.96%	120	111	109
Pacific Islander	1.30%	1.74%	0.93%	6	6	3
White	16.05%	16.23%	18.69%	74	56	60
Multiple/No Response	10.41%	10.14%	10.90%	48	35	35
Total Enrollment				461	345	321

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	0	0	0
Kindergarten	75	62	42
Grade 1	99	64	62
Grade 2	89	66	61
Grade 3	68	56	60
Grade 4	61	41	55
Grade 5	69	56	41
Total Enrollment	461	345	321

Conclusions based on this data:

1. Fairwood Explorer has seen a decline of approximately 140 students since the 2021-2022 school year.
2. While enrollment of most ethnic student groups have remained stable, the Asian subgroup has declined by 13% over the last two years, and the Hispanic/Latino subgroup has increased by 7%.
3. During the 2021-2022 school year, Fairwood Explorer was the home of the Sunnyvale School District Independent Study program, which significantly increase student enrollment at Fairwood.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	111	91	65	19.1%	24.1%	20.2%
Fluent English Proficient (FEP)	97	31	71	18.6%	21.0%	22.1%
Reclassified Fluent English Proficient (RFEP)	23	27	12	20.7%	29.6%	18%

Conclusions based on this data:

1. Fairwood has had a relatively consistent percentage of English Learners over the past three years.
2. Reclassification rates are a challenging measurement to demonstrate English Learner progress since reclassification changes the total number of English Learners. Different measures are used for tracking overall English Learner progress in Goal #4.
3. There was a large surge in reclassification rates in the 2022-2023 school year. This surge was likely the result of students returning to in person instruction after the pandemic, which allowed us to better assess English Learner progress.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	54	58	55	52	57	55	52	57	96.5	96.3	98.3
Grade 4	59	44	51	58	41	49	58	41	49	98.3	93.2	96.1
Grade 5	67	57	42	67	55	40	67	55	40	100.0	96.5	95.2
All Grades	183	155	151	180	148	146	180	148	146	98.4	95.5	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2434.	2461.	2449.	27.27	42.31	33.33	25.45	19.23	17.54	21.82	21.15	24.56	25.45	17.31	24.56
Grade 4	2500.	2477.	2492.	44.83	29.27	36.73	24.14	31.71	26.53	8.62	7.32	12.24	22.41	31.71	24.49
Grade 5	2535.	2519.	2512.	29.85	36.36	22.50	38.81	23.64	35.00	16.42	20.00	22.50	14.93	20.00	20.00
All Grades	N/A	N/A	N/A	33.89	36.49	31.51	30.00	24.32	25.34	15.56	16.89	19.86	20.56	22.30	23.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.36	28.85	33.33	70.91	65.38	50.88	12.73	5.77	15.79
Grade 4	34.48	19.51	28.57	53.45	65.85	55.10	12.07	14.63	16.33
Grade 5	31.34	34.55	22.50	61.19	52.73	52.50	7.46	12.73	25.00
All Grades	27.78	28.38	28.77	61.67	60.81	52.74	10.56	10.81	18.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.36	23.08	17.54	45.45	51.92	63.16	38.18	25.00	19.30
Grade 4	31.03	19.51	28.57	51.72	56.10	59.18	17.24	24.39	12.24
Grade 5	28.36	23.64	12.50	53.73	56.36	75.00	17.91	20.00	12.50
All Grades	25.56	22.30	19.86	50.56	54.73	65.07	23.89	22.97	15.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.18	17.31	19.30	69.09	78.85	71.93	12.73	3.85	8.77
Grade 4	15.52	7.32	20.41	77.59	80.49	63.27	6.90	12.20	16.33
Grade 5	17.91	20.00	12.50	76.12	61.82	82.50	5.97	18.18	5.00
All Grades	17.22	15.54	17.81	74.44	72.97	71.92	8.33	11.49	10.27

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	30.77	26.32	72.73	53.85	59.65	7.27	15.38	14.04
Grade 4	20.69	7.32	14.29	67.24	78.05	67.35	12.07	14.63	18.37
Grade 5	26.87	20.00	15.00	62.69	61.82	70.00	10.45	18.18	15.00
All Grades	22.78	20.27	19.18	67.22	63.51	65.07	10.00	16.22	15.75

Conclusions based on this data:

1. Students show strength in research and inquiry, which is a skill supported by Project Based Learning at Fairwood.
2. The writing subtest has the lowest proficiency rates of the 4 subtests.
3. In overall achievement, we saw gains in student performance across all grade levels. In grades 3 and 5, students moved from Standard Met to Above Standard. In grade 4, students moved from Standard Nearly Met to Standard Met.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	57	54	58	56	53	58	56	53	58	98.2	98.1	100
Grade 4	59	44	51	58	44	49	58	44	49	98.3	100.0	96.1
Grade 5	67	57	42	67	56	42	67	56	42	100.0	98.2	100
All Grades	183	155	151	181	153	149	181	153	149	98.9	98.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2445.	2463.	2438.	39.29	45.28	45.28	12.50	11.32	11.32	16.07	22.64	22.64	32.14	20.75	20.75
Grade 4	2501.	2488.	2488.	31.03	29.55	29.55	25.86	27.27	27.27	24.14	20.45	20.45	18.97	22.73	22.73
Grade 5	2497.	2507.	2507.	19.40	33.93	33.93	19.40	12.50	12.50	25.37	17.86	17.86	35.82	35.71	35.71
All Grades	N/A	N/A	N/A	29.28	36.60	36.60	19.34	16.34	16.34	22.10	20.26	20.26	29.28	26.80	26.80

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.93	45.28		44.64	33.96		21.43	20.75
Grade 4		36.21	25.00		48.28	50.00		15.52	25.00
Grade 5		25.37	28.57		50.75	41.07		23.88	30.36
All Grades		31.49	33.33		48.07	41.18		20.44	25.49

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

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.71	39.62		44.64	49.06		19.64	11.32
Grade 4		29.31	27.27		51.72	61.36		18.97	11.36
Grade 5		11.94	25.00		59.70	50.00		28.36	25.00
All Grades		24.86	30.72		52.49	52.94		22.65	16.34

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Conclusions based on this data:

1. Fairwood students' strongest performing subsection was the Communicating Reasoning section.
2. Fair wood students' lowest performing subsection was concepts and procedures.
3. Students in fourth and fifth grade have shown academic growth between 22-23 and 23-24.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1444.3	1431.3	1431.6	1451.7	1436.2	1425.3	1427.1	1420.1	1446.0	30	24	22
1	1483.1	1425.4	1454.8	1495.8	1432.9	1475.7	1469.8	1417.4	1433.2	17	21	15
2	1469.6	1497.4	1481.1	1450.0	1491.3	1485.2	1488.7	1503.3	1476.6	20	16	18
3	1496.4	*	1486.0	1498.2	*	1488.5	1494.4	*	1482.9	14	7	11
4	*	1507.6	*	*	1498.3	*	*	1516.5	*	10	15	10
5	*	*	1515.6	*	*	1538.9	*	*	1491.8	6	8	16
All Grades										97	91	92

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	20.83	40.91	23.33	41.67	13.64	33.33	16.67	22.73	10.00	20.83	22.73	30	24	22
1	35.29	0.00	13.33	41.18	38.10	26.67	17.65	33.33	40.00	5.88	28.57	20.00	17	21	15
2	30.00	18.75	16.67	40.00	50.00	50.00	10.00	31.25	22.22	20.00	0.00	11.11	20	16	18
3	14.29	*	27.27	50.00	*	45.45	21.43	*	18.18	14.29	*	9.09	14	*	11
4	*	13.33	*	*	40.00	*	*	33.33	*	*	13.33	*	*	15	*
5	*	*	31.25	*	*	31.25	*	*	12.50	*	*	25.00	*	*	16
All Grades	28.87	13.19	27.17	39.18	41.76	28.26	20.62	26.37	25.00	11.34	18.68	19.57	97	91	92

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.00	20.83	31.82	36.67	45.83	18.18	23.33	20.83	18.18	10.00	12.50	31.82	30	24	22
1	70.59	0.00	26.67	17.65	42.86	40.00	11.76	47.62	20.00	0.00	9.52	13.33	17	21	15
2	35.00	37.50	33.33	35.00	37.50	38.89	10.00	25.00	16.67	20.00	0.00	11.11	20	16	18
3	28.57	*	45.45	57.14	*	36.36	7.14	*	9.09	7.14	*	9.09	14	*	11
4	*	33.33	*	*	26.67	*	*	40.00	*	*	0.00	*	*	15	*
5	*	*	50.00	*	*	31.25	*	*	0.00	*	*	18.75	*	*	16
All Grades	43.30	23.08	38.04	32.99	38.46	29.35	14.43	29.67	11.96	9.28	8.79	20.65	97	91	92

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	16.67	22.73	26.67	25.00	31.82	36.67	37.50	22.73	16.67	20.83	22.73	30	24	22
1	17.65	4.76	6.67	52.94	28.57	26.67	5.88	28.57	33.33	23.53	38.10	33.33	17	21	15
2	30.00	12.50	11.11	40.00	50.00	50.00	5.00	25.00	22.22	25.00	12.50	16.67	20	16	18
3	0.00	*	9.09	35.71	*	45.45	42.86	*	27.27	21.43	*	18.18	14	*	11
4	*	13.33	*	*	33.33	*	*	33.33	*	*	20.00	*	*	15	*
5	*	*	12.50	*	*	18.75	*	*	31.25	*	*	37.50	*	*	16
All Grades	18.56	12.09	15.22	38.14	31.87	30.43	24.74	30.77	25.00	18.56	25.27	29.35	97	91	92

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	45.83	31.82	50.00	33.33	45.45	10.00	20.83	22.73	30	24	22
1	70.59	23.81	26.67	29.41	61.90	60.00	0.00	14.29	13.33	17	21	15
2	45.00	37.50	22.22	30.00	62.50	66.67	25.00	0.00	11.11	20	16	18
3	42.86	*	45.45	42.86	*	45.45	14.29	*	9.09	14	*	11
4	*	53.33	*	*	46.67	*	*	0.00	*	*	15	*
5	*	*	25.00	*	*	56.25	*	*	18.75	*	*	16
All Grades	47.42	40.66	31.52	41.24	47.25	51.09	11.34	12.09	17.39	97	91	92

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.33	8.33	31.82	60.00	75.00	27.27	16.67	16.67	40.91	30	24	22
1	41.18	0.00	33.33	58.82	85.71	60.00	0.00	14.29	6.67	17	21	15
2	20.00	31.25	33.33	60.00	68.75	61.11	20.00	0.00	5.56	20	16	18
3	28.57	*	54.55	57.14	*	36.36	14.29	*	9.09	14	*	11
4	*	13.33	*	*	80.00	*	*	6.67	*	*	15	*
5	*	*	68.75	*	*	12.50	*	*	18.75	*	*	16
All Grades	32.99	17.58	44.57	52.58	70.33	34.78	14.43	12.09	20.65	97	91	92

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.00	16.67	27.27	60.00	62.50	54.55	20.00	20.83	18.18	30	24	22
1	47.06	9.52	13.33	29.41	42.86	46.67	23.53	47.62	40.00	17	21	15
2	45.00	12.50	33.33	40.00	75.00	50.00	15.00	12.50	16.67	20	16	18
3	0.00	*	9.09	71.43	*	54.55	28.57	*	36.36	14	*	11
4	*	13.33	*	*	53.33	*	*	33.33	*	*	15	*
5	*	*	12.50	*	*	50.00	*	*	37.50	*	*	16
All Grades	29.90	15.38	21.74	50.52	53.85	47.83	19.59	30.77	30.43	97	91	92

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	40.00	45.83	59.09	46.67	33.33	13.64	13.33	20.83	27.27	30	24	22
1	5.88	4.76	6.67	70.59	71.43	73.33	23.53	23.81	20.00	17	21	15
2	30.00	25.00	11.11	45.00	62.50	83.33	25.00	12.50	5.56	20	16	18
3	28.57	*	27.27	50.00	*	63.64	21.43	*	9.09	14	*	11
4	*	20.00	*	*	73.33	*	*	6.67	*	*	15	*
5	*	*	31.25	*	*	43.75	*	*	25.00	*	*	16
All Grades	24.74	24.18	29.35	56.70	58.24	50.00	18.56	17.58	20.65	97	91	92

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

Conclusions based on this data:

1. Student demonstrate a greater strength in the Reading domain of the ELPAC assessment.
2. Students have demonstrated significant growth in their English Language Development skills over the course of a year.
3. Fairwood students struggled with the writing domain the most.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
345	28.1	26.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Fairwood Explorer 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	26.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	97	28.1
Students with Disabilities	34	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.6
American Indian	1	0.3
Asian	91	26.4
Filipino	36	10.4
Hispanic	111	32.2
Two or More Races	35	10.1
Pacific Islander	6	1.7
White	56	16.2

Conclusions based on this data:

1. The percent of students identifying as socioeconomically disadvantaged has been slowly increasing since 2021, when the rate was at approximately 19% (CA Dashboard 2021).
2. The Asian and Hispanic populations continue to grow at Fairwood, as evidenced by previous CA dashboards.
3. Approximately 1/4 of Fairwood students are English Learners and approximately 1/4 of Fairwood students are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on these data, Fairwood Explorer needs to identify and address the contributing factors that have led to a Red indicator for Chronic Absenteeism.
2. Our Chronic Absenteeism indicator may require a review of our Attendance Team process and policy, with a specific focus on early attendance intervention.

3. English Learner progress has remained in the blue indicator, indicating that English Learners are showing at least one ELPI level of growth.

School and Student Performance Data

Academic Performance English Language Arts

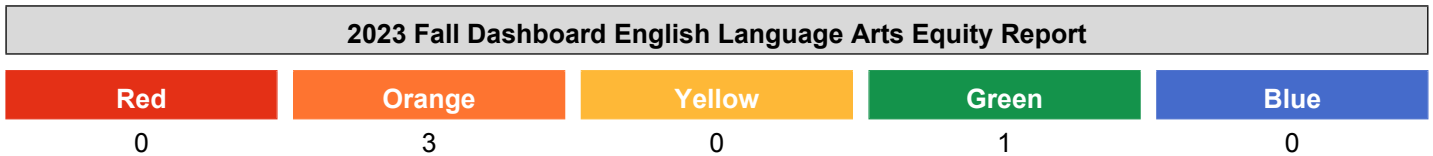
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>20.3 points above standard</p> <p>Decreased -7.8 points</p> <p>141 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>22.4 points below standard</p> <p>Decreased Significantly -23.5 points</p> <p>49 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>47.3 points below standard</p> <p>Decreased Significantly -22.1 points</p> <p>41 Students</p>	<p>Students with Disabilities</p> <p>127.9 points below standard</p> <p>Decreased Significantly -17 points</p> <p>14 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 50.8 points above standard Decreased -13.8 points 36 Students	2.3 points below standard Maintained +2.2 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.5 points below standard Decreased -5.2 points 47 Students	62.6 points above standard Increased Significantly +17.9 points 13 Students	Less than 11 Students 4 Students	77.5 points above standard Increased Significantly +17 points 23 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.6 points below standard Decreased Significantly -39.7 points 20 Students	41.2 points above standard Decreased Significantly -22.4 points 29 Students	35.8 points above standard Increased +7 points 70 Students

Conclusions based on this data:

1. English Learner, Socioeconomically Disadvantaged, and Hispanic student groups are performing below the "all students" group.
2. Asian student group is performing at a higher level than the overall student group.
3. To increase the overall group from green to blue, our school needs to focus resources and supports on our English Learner, Socioeconomically Disadvantaged, and Hispanic student groups.

School and Student Performance Data

Academic Performance Mathematics

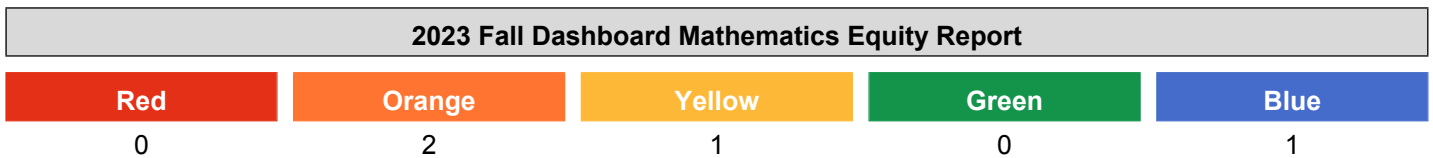
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 7.8 points above standard Increased +5.4 points 142 Students	English Learners  Orange 32.5 points below standard Decreased -14 points 50 Students	 No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 46.6 points below standard Increased +13.1 points 42 Students	Students with Disabilities 133.4 points below standard Decreased Significantly -19.1 points 14 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Blue 60.3 points above standard Increased +6.5 points 36 Students	15.2 points above standard Increased Significantly +47.6 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.5 points below standard Maintained +0.4 points 48 Students	24.2 points above standard Decreased -11.7 points 13 Students	Less than 11 Students 4 Students	62.1 points above standard Increased Significantly +52.6 points 23 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.5 points below standard Decreased Significantly -27.2 points 21 Students	32 points above standard Decreased -11.8 points 29 Students	26.9 points above standard Increased Significantly +29.1 points 70 Students

Conclusions based on this data:

1. English Learner and Hispanic student groups are performing below the "all students" group.
2. The Asian, Socioeconomically Disadvantaged, and Hispanic student groups demonstrated an increase in student performance.
3. To increase student performance in Mathematics, we will need to continue to develop and implement strategies that address the needs of our English Learners and Hispanic student groups.

School and Student Performance Data

Academic Performance English Learner Progress

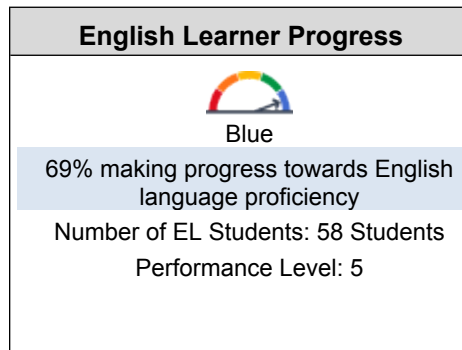
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	13	0	40

Conclusions based on this data:

1. Fairwood English Learners are demonstrating consistent progress toward English Proficiency.
2. A small number of students decreased one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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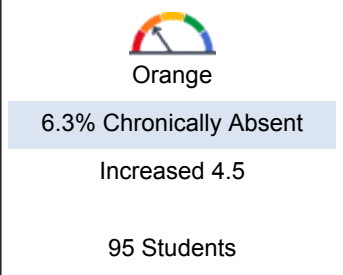
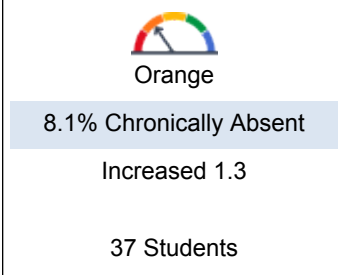
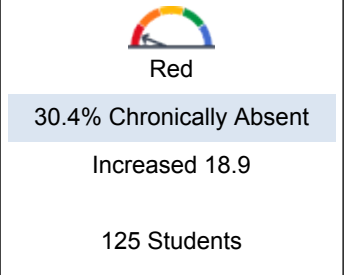
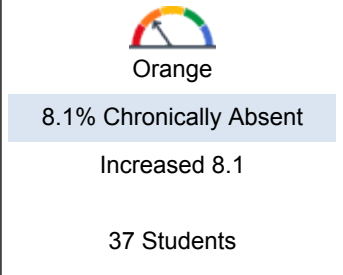
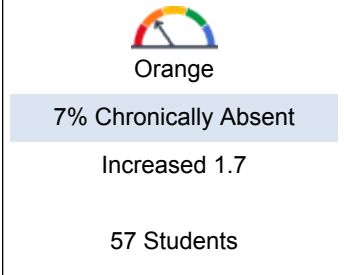
This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 15.5% Chronically Absent Increased Significantly 9.3 368 Students	English Learners Orange 19% Chronically Absent Increased 13.3 105 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Red 26.4% Chronically Absent Increased 15 125 Students	Students with Disabilities Red 22.4% Chronically Absent Increased 17.7 49 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Orange 6.3% Chronically Absent Increased 4.5 95 Students	 Orange 8.1% Chronically Absent Increased 1.3 37 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 30.4% Chronically Absent Increased 18.9 125 Students	 Orange 8.1% Chronically Absent Increased 8.1 37 Students	Less than 11 Students 6 Students	 Orange 7% Chronically Absent Increased 1.7 57 Students

Conclusions based on this data:

1. All student groups had an increase in chronic absenteeism.
2. Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners had the largest increases in chronic absenteeism.
3. Our Chronic Absenteeism indicator may require a review of our Attendance Team process and policy, with a specific focus on early attendance intervention.

School and Student Performance Data

Conditions & Climate Suspension Rate

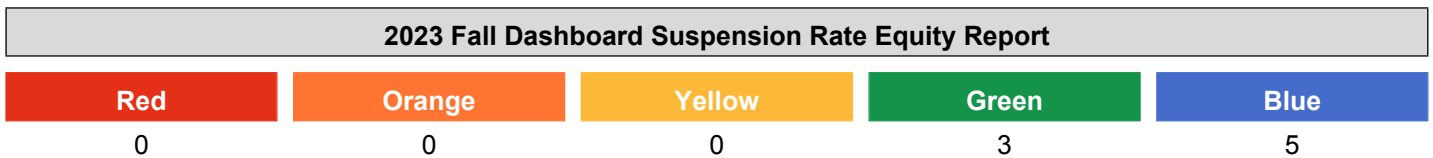
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined -0.5 370 Students</p>	<p>English Learners</p>  <p>Green</p> <p>0.9% suspended at least one day</p> <p>Declined -0.7 107 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 6 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.9 125 Students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>2% suspended at least one day</p> <p>Declined -0.3 49 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -1.1 96 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 37 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p align="center">0.8% suspended at least one day</p> <p align="center">Maintained 0 125 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -3.6 37 Students</p>	<p>Less than 11 Students 6 Students</p>	<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 57 Students</p>

Conclusions based on this data:

1. Our "All Students" indicator remains in the blue range.
2. Suspension rates declined or maintained for all student groups.
3. PBIS Supports and regular MTSS case reviews appear to be supporting students need, which may be positively impacting suspension rates.

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.

Mathematics

Students will make at least on year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year of growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

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.

Based on the California Dashboard, Hispanic students and English Learners have proficiency rates that are significantly lower than our "All Students" group in Mathematics. Our local NWEA data showed gains that were greater than the state assessments. Our team will need to identify what differences exist between the local assessments and state assessments that could be contributing to this discrepancy. In addition, our teachers will benefit from continued support in developing English Language Development strategies and culturally responsive teaching strategies.

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
NWEA Math Map Growth Assessment	The Fall Benchmark NWEA Math Map results for kindergarten averaged 53% proficient in mathematics for all students.	We will increase kindergarten NWEA Math proficiency rate for all students to 56% or higher on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math Map Growth Assessment	2023-2024 Trimester 2 NWEA Math Map results for first through fifth grade averaged 50.4% proficient in mathematics for all students.	We will increase first through fifth grade NWEA Math proficiency rate for all students to 48% or higher on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math Map Growth Assessment	2023-2024 Trimester 2 NWEA Math Map results for first through fifth grade averaged 17% proficient in mathematics for the Hispanic student group.	We will increase first through fifth grade NWEA Math proficiency rate for the Hispanic student group to 20% or higher on the Winter Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results for third to fifth grade students averaged 51.3% proficient in mathematics for all students.	We will increase third to fifth grade math proficiency for all students to 55% or higher based on the Fall 2025 CAASPP results.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results for third through fifth grade	We will increase third through fifth grade math proficiency to 25% or

	students average 21.3% proficient in mathematics for the Hispanic Student Group.	higher for the Hispanic student group based on the Fall 2025 CAASPP results.
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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
1.1	TK teacher, paraeducator, and administrators will implement the new TK program aligned with the California Department of Education's (CDE's) Universal Pre-K (UPK) model. Ongoing professional development will be provided, which will include coaching and planning time. TK teachers will be provided with release time to hold DRDP conferences with parents two times per year.	All Students	1750 Unrestricted TK Materials and Teacher Release Days
1.2	Teachers will implement the Illustrative Math K-5 curriculum as a core curriculum.	All Students	
1.3	The Instructional Coach will support all teachers in a coaching cycle centered on implementation of the Illustrative Math curriculum and best practices for math instruction based on best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning	All students, with a focus on English Learners and Hispanic students	
1.4	Administrators and the Instructional Coach will monitor implementation of culturally responsive teaching and learning in math via frequent classrooms visits and teacher feedback using the Ready for Rigor observation tool from Culturally Responsive Teaching and the Brain by Zaretta Hammond and the SSD Vision for Math.	All students, with a focus on English Learners and Hispanic students	
1.5	Teachers will work collaboratively to achieve better results for the students they serve through recurring data inquiry cycles and action research. Teachers and administrators will analyze student data, develop specific learning goals for students, and collaboratively plan lessons and assessments to address the needs of students as they work toward their learning goals. Grade level leads will plan and facilitate these data cycle meetings.	All students, with a focus on English Learners and Hispanic students	9,700 LCAP Level 2 stipends for 6 Grade Level Leads
1.6	Teachers will consult within their data teams to identify strategies and resources to support the needs of these students. Progress will be monitored through local formative assessments. When students are not making progress, teachers can request additional consultation will through a Student Case Review with the MTSS team, who can support with further recommendations.	All students, with a focus on English Learners and Hispanic students	3200 LCAP Level 2 stipend for 2 Site MTSS Leads
1.7	"Learning Partners" will push in to every classroom for 30 minutes per day to provide opportunities for teachers to pull small groups for intervention support.	All students, with a lens on English Learners and Hispanic students	

1.8	Teachers will be provided with two release days annually to collaboratively plan instructional units, analyze student work, and receive professional development in the area of mathematics.	All students, with a lens on English Learners and Hispanic students	8500 LCAP Substitute Teachers for Collaborative Planning and Professional Development
1.9	K-5 teachers and administrators will engage in professional development to support the implementation of the Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning. Teachers will also become familiar with the Universal Design for Learning (UDL) framework to guide decisions for meeting the needs of all students.	All students, with a lens on English Learners and Hispanic students	2000 Unrestricted Professional Development
1.10	In coordination with the site School Outreach Assistant and District School Outreach Coordinator, we will work to increase involvement among families who are underrepresented as family volunteers supporting students within the classroom. The Fairwood Explorer family participation program supports the classrooms teachers in creating small learning groups, with family volunteers supporting one or more group, while the teacher provides differentiated instruction to her own small group. The differentiated, small group support provided by our family volunteers leads to higher outcomes for all students as they receive the instruction needed to build their skills.	All students, with a lens on traditionally unrepresented communities	
1.11	Fairwood will provide consumable materials to enhance the learning of all students. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to: paper, folders, writing tools, etc.)	All students, with a lens on English Learners and Hispanic students	7000 Unrestricted
1.12	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enhance the learning of math related content. (Ex: Field trips, assemblies and visiting educational partners, etc.)	All Students	1500 Unrestricted Enrichment
1.13	Summer school will be offered to students to continue to engage them in learning over the summer and minimize summer learning loss.	All students with a lens on English Learners, Hispanic students, and Socioeconomically Disadvantaged students.	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

During the 2023-2024 school year, we introduced the new Illustrative Math Curriculum. Teachers implemented with integrity and effort and we believe that the implementation was strong for the first year of implementation. Although the

Illustrative Math implementation at the start of the school year was challenging, the curriculum adoption became normalized over the course of the year. As seen by our local NWEA math data, the implementation of Illustrative Math Curriculum was an action that positively impacted student learning.

Our teachers began engaging in data teams through the PLC model to analyze instructional practices and student progress. Implementation was challenging due to scheduling and systems challenges. As a result, this action was less effective than we had anticipated it would be.

To support teachers in their implementation, frequent professional development opportunities were provided to support the curriculum adoption and coaching was provided to each teacher to support implementation. The alignment of coaching and professional development was successful. Each teacher on site participating in at least one coaching cycle on Mathematics. This positive impact was seen in our local NWEA data.

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

As a school, there was an intention to develop consistent PLC teams. Unfortunately, calendaring challenges prohibited consistent meeting times. In addition, the teams reported a need for stronger guidance on how to run these meetings effectively.

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.

Strategy/Activity 1.1 - Fairwood will be implementing a new Transitional Kindergarten program.

Strategy/Activity 1.5 and 1.6 - During the 2024-2025 school year, PLCs have been restructured into focused data teams with dedicated time to meet at least 2, and usually three times per month. In addition, the site instructional leadership team (principal, assistant principal, and instructional coach) will take on the facilitation role during the first half of the school year to model how to run data team meetings effectively.

Strategy/Activity 1.6 - The Kindergarten NWEA Math Map Assessment is a new assessment for Kindergarten classrooms in Sunnyvale and at Fairwood for the 2024-2025 school year. We will be using this year's data collection to set a baseline and determine goals for future administrations.

Strategy/Activity 1.10 - Fairwood has a new Family Outreach Assistant, who can support families in registering and preparing to volunteer in the classroom. We believe that increasing our family volunteer participation in the classrooms will support the the academic development of all students, as it allows the teacher to break the class into small groups with more instructional support for each group.

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.

English Language Arts

Students will make at least on year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

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.

This year, our kindergarten cohort was significantly impacted by a large number of students entering and exiting classrooms throughout the school year. While many of these new students saw growth, their rate of growth was impacted by their term of enrollment and total amount of time at Fairwood. The ongoing entry of new students may have also limited the academic growth of the students who were enrolled for longer periods of the school year.

While our 3-5 grade cohort demonstrated growth, we were 1% short of our goal for the school year. Analysis of the NWEA data indicates that the area of greatest need for students in this grade level span is the analysis of literary texts.

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
NWEA MAP Reading Fluency	0% of kindergarten students placed in the Oral Reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	At least 50% of kindergarten students will place in the Oral Reading component during the Winter 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	19% of first grade students placed in the Oral Reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	At least 65% of first grade students will place in the Oral Reading component during the Winter 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	43% of second grade students placed in the Oral Reading component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	At least 75% of second grade students will place in the Oral Reading component during the Winter 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	11% of all students in kindergarten through second grade placed in the Oral Reading Component during the	At least 55% of all students in kindergarten through second grade will place in the Oral Reading component during the Winter 2024 administration

	Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	13% of Hispanic students in kindergarten through second grade placed in the Oral Reading Component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	40% of Hispanic students in kindergarten through second grade placed in the Oral Reading Component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Fluency	36% of socioeconomically disadvantaged students in kindergarten through second grade placed in the Oral Reading Component during the Fall 2024 administration of the NWEA MAP Reading Fluency Assessment.	At least 65% of socioeconomically disadvantaged students in kindergarten through second grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA MAP Reading Fluency Assessment.
NWEA MAP Reading Growth	2023-2024 Trimester 2 NWEA Reading MAP Growth results for all third to fifth grade students averaged 52.19% proficient in reading for all students.	We will increase third to fifth grade NWEA MAP Growth Reading results for all students to 60% proficient or higher on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA MAP Reading Growth	2023-2024 Trimester 2 NWEA Reading MAP Growth results for third to fifth grade Hispanic students averaged 32% proficient in reading for all students.	We will increase third to fifth grade NWEA MAP Growth Reading results for all hispanic students to 35% proficient or higher on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA MAP Reading Growth	2023-2024 Trimester 2 NWEA Reading MAP Growth results for third to fifth grade socioeconomically disadvantaged students averaged 45.95% proficient in reading for all students.	We will increase third to fifth grade NWEA MAP Growth Reading results for socioeconomically disadvantaged students to 49% proficient or higher on the Winter Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all third to fifth grade students averaged 57% proficient in reading for all students.	We will increase third to fifth grade CAASPP Reading results for all students to 60% proficient or higher on the Fall 2025 Assessment.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for third to fifth grade Hispanic students averaged 28% proficient in reading.	We will increase third to fifth grade CAASPP Reading results for Hispanic students to 32% proficient or higher on the Fall 2025 Assessment.
CAASPP Smarter Balanced Reading Assessment	Preliminary Fall 2024 CAASPP Reading results for all third to fifth grade socioeconomically disadvantaged students averaged 52.78% proficient in reading for all students.	We will increase third to fifth grade CAASPP Reading results for all students to 56% proficient or higher on the Fall 2025 Assessment.

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	TK teachers, paraeducators, and administrators will implement the new TK program aligned with the California Department of Education's (CDE's)	All Students	

	Universal Pre-K (UPK) model. Ongoing professional development will be provided, which will include coaching and planning time.		
2.2	Teachers will utilize appropriate resources and instructional strategies to provide literacy instruction that is targeted to students' assessed learning needs and aligned to the California Common Core Standards. Kindergarten through second grade teachers will utilize the Really Great Reading curriculum to provide foundational phonics instruction. Kindergarten through fifth teachers will utilize the Fountas and Pinnell Classroom curriculum to support reading strategies and comprehension. For students in third to fifth grade who need phonics instruction, teachers will use UFLI instructional materials and age appropriate decodeables to meet their instructional needs.	All Students	1200 LCAP
2.3	The Instructional Coach will support all teachers in a coaching cycle centered on implementation of the Really Great Reading, Fountas and Pinnell Classroom, and UFLI curriculums and best practices for language arts instruction based on best pedagogical practices aligned with SSD's Vision for Language Arts.	All Students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	
2.4	Administrators and the Instructional Coach will monitor implementation of culturally responsive teaching and learning in English Language Arts via frequent classrooms visits and teacher feedback using the Ready for Rigor observation tool from Culturally Responsive Teaching and the Brain by Zaretta Hammond and the SSD Vision for Math.	All Students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	
2.5	Teachers will work collaboratively to achieve better results for the students they serve through recurring data inquiry cycles and action research. Teachers and administrators will analyze student data, develop specific learning goals for students, and collaboratively plan lessons and assessments to address the needs of students as they work toward their learning goals. Grade level leads will plan and facilitate these data cycle meetings.	All Students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	
2.6	Teachers will consult within their data teams to identify strategies and resources to support the needs of these students. Progress will be monitored through local formative assessments. When students are not making progress, teachers can request additional consultation will through a Student Case Review with the MTSS team, who can support with further recommendations.	All Students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	
2.7	"Learning Partners" will push in to every classroom for 30 minutes per day to provide opportunities for teachers to pull small groups for intervention support. Learning partners are paraeducators or teachers who provide instructional support in classrooms.	All students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	
2.8	Teachers will be provided with two release days annually to collaboratively plan instructional units, analyze student work, and receive professional development in the area of language arts.	All Students, with a lens on English Learners, Hispanic students, and students who are	8500 LCAP

		socioeconomically disadvantaged.	Substitute Teachers for Collaborative Planning and Professional Development
2.9	K-5 teachers and administrators will engage in professional development to support the implementation of the core curriculum and best pedagogical practices aligned with SSD's Vision for Literacy to improve students' literacy skills. Some of the areas planned for this year are phonics instruction, decodable texts, and reading strategy groups. Teachers will also become familiar with the Universal Design for Learning (UDL) framework to guide decisions for meeting the needs of all students.		2000 Unrestricted Professional Development
2.10	In coordination with the site School Outreach Assistant and District School Outreach Coordinator, we will work to increase involvement among families who are underrepresented as family volunteers supporting students within the classroom. The Fairwood Explorer family participation program supports the classrooms teachers in creating small learning groups, with family volunteers supporting one or more group, while the teacher provides differentiated instruction to her own small group. The differentiated, small group support provided by our family volunteers leads to higher outcomes for all students as they receive the instruction needed to build their skills.	All students, with a lens on traditionally underrepresented students	
2.11	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich the learning of ELA related content. (Ex: Field trips, assemblies and visiting educational partners, etc.)	All students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	1000 Unrestricted Enrichment
2.12	Fairwood will provide the consumable materials to enhance the learning of all students. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to: paper, folders, writing tools, etc.)	All Students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	8000 Unrestricted
2.13	Summer school will be offered to students to continue to engage them in learning over the summer and minimize summer learning loss.	All students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	
2.14	Library books will be refreshed and updated to include high interest content for students that is reflective of our school's cultural diversity.	All Students, with a lens on English Learners, Hispanic students, and students who are socioeconomically disadvantaged.	3000 Unrestricted

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our K-2 teachers launched Really Great Reading with their students and monitored student progress using the CORE Phonics Survey. The implementation of a comprehensive phonics curriculum has supported foundational skills growth for many students, as measured by our progress monitoring data.

K-2 teachers were introduced to decodable texts. Due to the implementation of the new phonics program, the teachers have not had a high level of implementation, which impacted its effectiveness.

Our 3-5 grade teachers were introduced to the UFLI curriculum and many participated in coaching to become more familiar with the program. Teachers began using this program with small groups of students at the end of the school year, but full implementation was not achieved, which limited the impact for students.

All grade levels used Fountas and Pinnell classroom to teach reading strategies and support students in reading leveled texts. Due to gaps in explicit phonics, fluency, morphology, and vocabulary instruction, student needs were not being met, as highlighted by our NWEA and CAASPP data.

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

Our K-2 teachers did not have an opportunity to receive adequate professional development and support in the use of decodable texts to support students as they transitioned from phonetic reading and decoding to level based reading for comprehension. Our 3-5 teachers need more professional development to support their use of the CORE Phonics survey as well as the UFLI Materials to meet student needs.

As mentioned in Goal 1, our PLC teams needed more consistent structure and strong facilitation to launch effectively.

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.

Strategy/Activity 2.1 - Fairwood will be implementing a new Transitional Kindergarten program.

Strategy/Activity 2.3 and 2.9 - K-5 teachers will receive more targeted professional development regarding the role of decodables in the reading development of children. Additional decodable resources will be made available to teachers to support the high need for a variety of decodable texts.

Strategy/Activity 2.5 and 2.6 - As described in Goal 1, data teams will be redesigned to provide more consistency and more modeling of how a data team should be facilitated.

Strategy/Activity 2.6 - The NWEA Map Fluency Assessment is a new assessment for K-2 classrooms in Sunnyvale and at Fairwood for the 2024-2025 school year. We will be using this year's data collection to set a baseline and determine goals for future administrations.

Strategy/Activity 2.7 - Based on assessment results, Fairwood will move from a pull out intervention model to a push-in model. In this model, the push-in "Learning Partner" will provide instructional support for students who are on grade level through decodables, guided reading, and Book Study. While our Learning Partners support our on grade level students, the teacher will have a dedicated time to provide a targeted second dose of instruction for students who need intervention.

Strategy/Activity 2.10 - Fairwood has a new Family Outreach Assistant, who can support families in registering and preparing to volunteer in the classroom. We believe that increasing our family volunteer participation in the classrooms will support the the academic development of all students, as it allows the teacher to break the class into small groups with more instructional support for each group.

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.

Social-Emotional Learning and Student Engagement

Every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

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.

While 89% of third to fifth grade students at Fairwood report feeling that they have someone at school they can trust, only 56% of students reported feeling connected to the adults at school. This suggests there is an opportunity for the Fairwood staff to make better connections with students.

The rate of chronic absenteeism is high, especially among our Hispanic students, socioeconomically disadvantaged students, and students with disabilities.

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
California Dashboard Chronic Absenteeism Indicator - All Students	In 2023, 15.5% of students at Fairwood were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism to 12% or lower.
California Dashboard Chronic Absenteeism Indicator - Hispanic	In 2023, 30.4% of Hispanic students at Fairwood were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism to 25% or lower.
California Dashboard Chronic Absenteeism Indicator - Socioeconomically Disadvantaged	In 2023, 26.4% of students at Fairwood were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism to 20% or lower.
California Dashboard Chronic Absenteeism Indicator - Students with Disability	In 2023, 22.4% of students at Fairwood were reported to have Chronic Absenteeism.	In 2024, we will reduce the rate of Chronic Absenteeism to 17% or lower.
Panorama Student Survey - Sense of Belonging	The percentage of students in third through fifth grade who responded favorably to the measure "Sense of Belonging" in the Spring of 2024 was 56%.	The percentage of students in grades 3rd-5th reporting they feel a "Sense of Belonging" will increase to 60% or higher by Spring 2025.

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	The Fairwood Office will create a consistent schedule for monitoring student attendance and scheduling family meetings to emphasize the importance of attendance, listen to community challenges, and develop solutions to support families.	All Students	
3.2	Parent education will be provided regarding importance of regular attendance through newsletters, website, and outreach events as well as through individual conferences with administrators. Parents of students with excessive tardies or absences will be sent Tardy and Truancy Letters as mandated by state and district policies. The school attendance team (school principal, assistant principal, attendance administrator, and MTSS members) will educate and support staff in using School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support parents, and connect with district level Student Attendance Review Board (SARB) supports as needed.	All students	200 Unrestricted Mailings
3.3	Students will be surveyed twice per year with the Panorama Survey to determine strengths and areas of need in supporting students' Sense of Belonging	3rd, 4th, and 5th grade students	
3.4	The PBIS team will develop a series of cultural awareness activities to share with classroom teachers and develop a system for recognizing student achievements in building their Social-Emotional toolkit.	All students	3200 LCAP Extra Work Agreements for PBIS Leads
3.5	To welcome new Transitional Kindergarten (TK) and Kindergarten students and collect data to support class building, TK and Kindergarten Meet and Greets will be held at the start of the school year.	TK and Kindergarten Students	750 LCAP
3.6	All teachers will implement weekly SEL lessons, morning meetings and/or closing circles, and calming corners to support the Social Emotional development and needs of students. Strategies for Emotional Regulation will be highlighted throughout the school year. The Positive Behavioral and Intervention Supports (PBIS) model will be used to reinforce expectations at school.	All Students	2500 LCAP Instructional Materials and Student Reinforcers
3.7	We will support the development of healthy social-emotional skills for staff and students through a variety of programs: <ul style="list-style-type: none"> • Acknowledge Alliance • Student Assemblies • Character Traits instruction at community meetings • Second Steps social skills training • Playworks 	All Students	

	<ul style="list-style-type: none"> Project Cornerstone 		
3.8	<p>Students will have an opportunity to build their sense of belonging at Fairwood through a variety of opportunities, including:</p> <ul style="list-style-type: none"> Student Council Playworks Junior Coaches Fairwood Green Team Fairwood Disc Golf and Basketball Teams Fairwood Talent Show 	All Students	<p>4000 LCAP</p> <p>Adjunct Duty Salaries</p>
3.9	<p>Fairwood will provide a variety of free or low cost after school enrichment opportunities through district sponsored programs such as KLAS and the District arts teachers as well as community partnerships such as Fun on the Run. The Fairwood Alliance will develop contracts to provide paid after school enrichment programs on the Fairwood campus to support families. All after school programs will provide at least one scholarship for low income families.</p>	All students, with priority for significant subgroups	
3.10	<p>To support parent engagement and education, the administrators will offer regular opportunities for dialogue with parents and community members through Fairwood Alliance meetings, School Site Council, Chat with the Principals, and Roundtable meetings. In addition, family education opportunities will be advertised and provided through the Sunnyvale School District, Columbia Neighborhood Center, the Sunnyvale Public Library, and district or school personnel.</p>	All Students	<p>3000 Unrestricted</p> <p>Parent Education</p>
3.11	<p>To build community connections, two teachers will serve as representatives on the Fairwood Alliance Board and two teachers will serve as School Site Council and English Learner Advisory Committee leads.</p>	All Students	<p>3100 LCAP</p> <p>Adjunct Duty Salaries</p>
3.12	<p>Continuing with the Tier model, the MTSS team and Administrative Team will coordinate Academic, Behavioral, SEL, and Attendance classroom supports. The team will also support teachers in monitoring student progress and coordinating interventions based on the level of intensity needed to support student needs.</p>	All Students	
3.13	<p>Materials to support collaborative and inclusive play will be purchased, including playground equipment and board games for Lunch Bunch, an alternative quiet space recess, in the library.</p>	All students	<p>1000 Unrestricted</p> <p>Playground and Playworks</p>
3.14	<p>Materials for supporting students will be provided with training as part of a multi-tiered system of interventions including, push in or pull out support and specialized curriculum, and before/after school tutorials. Materials may include behavioral, social, or emotional management tools, such as, classroom fidgets, noise canceling headphones, token boards, or chair bands.</p>	All Students	<p>1000 LCAP</p>
3.15	<p>Counseling services will be provided to students based on student need and educational impact through a Pacific Clinics counselor, and student</p>	All students	<p>500 Unrestricted</p>

	counseling and family consultations will be provided through our site social worker.		Counseling Materials
3.16	Fairwood will build its "Arts Education Program." The "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs.		4826 Music and Arts Grant Arts Enrichment

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Based on data from Spring 2024, we were able to reduce chronic absenteeism by 2% through more consistent family outreach and attendance meetings. School activities provided many opportunities for students to be engaged in their school. The MTSS team and PBIS Team provided support for teachers for how to engage and connect with students.

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

While the attendance team had more consistent family outreach, there was a need for greater communication regarding short term independent study and a more frequent outreach for students at risk of Chronic Absenteeism.

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.

Strategy/Activity 3.1 and 3.2 - This year, the Attendance team will meet every two weeks to review attendance and conduct family outreach through the Outreach Liaison. Fairwood will also have an on site social worker one day a week to provide more consistent support for families in need. Fairwood will continue to expand opportunities for student voice and engagement through school wide activities and after school opportunities.

Strategy/Activity 3.3 - The Panorama Survey area of focus has been updated to "Sense of Belonging" to align with the Sunnyvale School District Strategic Plan.

Strategy/Activity 3.8 - We are increasing our focus on student leadership opportunities to support students "Sense of Belonging" and ownership of learning.

Strategy/Activity 3.9 - We will increase our free or reduced cost after school enrichment opportunities.

Strategy//Activity 3.13 and 3.14 - We have increased our budget for supporting Multi-Tiered Systems of Support.

Strategy/Activity 3.16 - Due to increased funding from the Prop 28 funds, we have allocated additional funds to support arts education.

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.

English Learners

English Learners will receive personalized academic and nonacademic assistance necessary to grow at a pace that closes opportunity, language, and achievement gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

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.

Local and state assessment data demonstrate that English Learners have consistently lower proficiency rates than the "All Students" group.

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
NWEA Math Map Growth	A baseline for this area will be determined once English Learner status is finalized for kindergarten students.	We will increase kindergarten NWEA Math results for English Learners by at least 10% between the Fall and Winter Benchmark Assessments of the 2024-2025 school year
NWEA Math Map Growth	2023-2024 Trimester 2 NWEA Math Map results for 1st-5th grade averaged 17.4% proficient for English Learners.	We will increase 1st-5th grade NWEA Math results for the English Learner student group to 21% or higher by Trimester 2 of the 2024-2025 school year.
NWEA Map Reading Fluency	A baseline for this area will be determined once English Learner status is finalized for kindergarten students.	We will increase the percent of kindergarten English Learners who place in the Oral Reading component of the NWEA by 30% or higher between the Fall and Winter 2024 administrations of the NWEA Map Reading Fluency Assessment.
NWEA Map Reading Fluency	15% of English Learners students in first and second grade placed in the Oral Reading Component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	50% or more of English Learners students in first and second grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA Map Reading Fluency Assessment.

CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results average 25% proficient in mathematics for English Learners.	We will increase 3rd-5th grade math proficiency to 28% or higher for the English Learners student group based on Fall 2025 CAASPP results.
English Learner Progress Indicator (ELPI)	The Fall 2023 ELPI was 69% of students demonstrating at least one level of progress toward English proficiency, according to the 2023 CA Dashboard.	We will increase the percent of students demonstrating at least one level of progress toward English Proficiency by 3% or higher based on the Fall 2024 ELPI.

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	We will administer English Learner Proficiency Assessment of California (ELPAC) and use results as one piece of data for placement in ELD instruction for English Learners in kindergarten through fifth grade. This data will also be used in conjunction with local assessment data to determine eligibility for reclassification.	English Learners	2000 LCAP Supplies
4.2	We will create grade level ELD blocks to support consistent designated ELD instruction 5 days per week.	English Learners	
4.3	Fairwood will implement a newcomers group to support English Learners who have been enrolled in United States schools for less than one year.	English Learners	
4.4	Fairwood will participate in a District pilot of ELD curricula to provide input on the adoption of a new curriculum. Pilot teachers will share strategies and content with their peers to build knowledge and support English Language Development practices.	English Learners	
4.5	Site leadership teams including the Principal, AP, and Instructional Coach will partner with another school site's leadership team to complete classroom walkthroughs focused on culturally responsive teaching practices in the classroom. Time will be spent calibrating, reflecting, and practicing coaching to support teachers and students growth and learning.	All students, with a lens on English Learners	1000 LCAP School Site Council Level 1 Stipend for 2 Staff Members
4.6	Site administrators will facilitate monitoring of English Learner student progress through grade level English Learner Progress Monitor meetings four times per year. The team will review formative and summative assessment data in English Language Development, Reading/Language Arts, and Math. These meetings will be embedded into Teacher Goals Conference Meetings, Data Team Meetings, and Collaborative Release Days.	English Learners	
4.7	Teachers will be provided with ongoing professional development and coaching to support them in providing 30 minutes of designated ELD instruction and integrating ELD instruction throughout the content areas by explicitly teaching academic language across all subject areas.	English Learners	1500 LCAP Instructional Technician Salary

4.8	Fairwood will provide additional support to students who are At-Risk of becoming Long Term English Learners (ARLTs), through English Learner Progress Monitoring (ELPM), which may include release time, professional development, and additional family education to help families understand how they can support their child at home.	English Learners	1000 LCAP
4.9	In coordination with the site School Outreach Assistant and District School Outreach Coordinator, we will work to increase involvement among families who are underrepresented as family volunteers supporting students within the classroom.	English Learners	1000 LCAP
4.10	We will offer intervention and enrichment through the Summer Explorations program, with priority enrollment offered to English Learners.	English Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Teachers participated in the regular monitoring of English Learner Progress Monitoring meetings to discuss student progress and set goals. By providing a time and space for teachers to focus on the progress of our English Learners, teachers were able to closely monitor student progress and adjust instruction to meet students needs. This had a significant impact on our English Learners' growth, as evidenced by NWEA and CAASPP data.

Instructional coaching was provided to all teachers to support designated and integrated English Language Development instruction. Teachers engaged in a coaching cycle specifically focused on supporting the learning of English Learners. Through these coaching cycles, teachers were able to refine their instructional practices and achieved growth for English Learners, as evidenced by NWEA and CAASPP data.

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

No major differences were identified.

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.

Strategy/Activity 4.2 - Last year, we implemented a schoolwide ELD block. We found that this presented challenges for scheduling of other activities. As a result, we have shifted our ELD block to be common grade level blocks.

Strategy/Activity 4.3 - The District has adopted a new Newcomer curriculum for students enrolled in US schools for less than 1 year. Students will be assessed and placed in a newcomer group based on their English development needs.

Strategy/Activity 4.7 - We have added funding for ELD Instruction coaching. This will support teachers in observing ELD in other classrooms either at Fairwood or another school site to see best practices and reflect on their own practices.

Strategy/Activity 4.8 - We will be providing more targeted support to our ARLTEs through parent education, professional development, and release time to collaborative plan lessons.

Strategy/Activity 4.9 - Fairwood has a new Family Outreach Assistant, who can support families in registering and preparing to volunteer in the classroom. We believe that increasing our family volunteer participation in the classrooms

will support the language development of our students. Family volunteers, specifically those who are or were English Learners themselves, can support teachers in learning how to work effectively with English Learners and model practicing new English skills, taking risks, and providing emotional support for students.

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	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$87,926.00
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 (\$)

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

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 (\$)
LCAP	\$52,150.00
Music and Arts Grant	\$4,826.00
Unrestricted	\$30,950.00

Subtotal of state or local funds included for this school: **\$87,926.00**

Total of federal, state, and/or local funds for this school: **\$87,926.00**

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
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Expenditures by Funding Source

Funding Source	Amount
LCAP	52,150.00
Music and Arts Grant	4,826.00
Unrestricted	30,950.00

Expenditures by Budget Reference

Budget Reference	Amount
	87,926.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	52,150.00
	Music and Arts Grant	4,826.00
	Unrestricted	30,950.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,650.00
Goal 2	23,700.00
Goal 3	24,076.00
Goal 4	6,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Rachelle Romander	Principal
Iwen Chen	Other School Staff
Yaelle Levine	Classroom Teacher
Shana Riehl	Other School Staff
Janessa Kats	Parent or Community Member
Elizabeth Hernandez	Classroom Teacher
Eric Yeung	Parent or Community Member
Amborsia Studley	Parent or Community Member
Garick Chan	Parent or Community Member
Chris Farina	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Fairwood Alliance

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 May 18, 2023.

Attested:

Principal, Rachele Romander on

SSC Chairperson, Garick Chan on

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/>

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