



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Fairview Elementary School
Address	1308 Fairview St. Orland, CA 95963
County-District-School (CDS) Code	11754816007470
Principal	Emily Mullins
District Name	Orland Unified School District
SPSA Revision Date	April 9, 2019
Schoolsite Council (SSC) Approval Date	April 9, 2019
Local Board Approval Date	May 16, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Fairview Elementary School is committed to ensuring the success of all students, teachers, and parents by providing a safe and nurturing learning environment. Students will engage in rigorous and relevant learning that incorporates a variety of learning styles and technology. Students will take risks, have fun, and show creativity as they develop critical thinking skills. Fairview is a place where students go above and beyond to be awesome. As a learning community, we will prepare students who are respectful, responsible, and productive, lifelong learners.

School Profile

Fairview Elementary School, a part of the Orland Unified School District, is located in Orland, CA, an agricultural community located on I-5, approximately 100 miles north of Sacramento. The district includes a K-2nd grade school, a 3rd-5th grade school, a 6th-8th grade school, comprehensive high school, 1 community day school, a continuation high school, and an independent study program. Approximately 480 3rd-5th grade students attend the campus that includes 19 general education classrooms, 2 Mild/Moderate Programs (Resource Specialist), 1 Moderate/Severe Programs, one ELD coordinator and two Title I teachers. The facility includes 28 classrooms, a library/media center, cafeteria/multipurpose room, a music room, a technology lab, rolling computer cart labs in every classroom, administrative office area, and an expansive playground area. All Fairview Elementary School classrooms are connected to the internet for use by the teacher and students. Our cafeteria prepares and serves both breakfast and lunch to our students.

The campus is well maintained and includes large, grassy playing fields. While the student population is diverse, the two major population groups are Hispanic/Latino and Non-Hispanic White. 100% of students receive free lunch.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA:

- School Site Council
- ELAC
- Site Leadership Team
- Staff
- Parents

Fairview has a very active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets monthly to approve funding and monitor federally funded programs. Each month, the SSC reviews a SPSA goal and discussed implementation as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets four times each year and provides input on English Learner programs. During regularly scheduled ELAC meetings on October 10th, December 10th, and February 6th, ELAC members were provided an opportunity to provide feedback on school programs. The ELAC committee reviewed the final SPSA on April 24, 2019, and provided feedback.

On February 26, 2019, the Fairview Leadership Team, consisting of the principal, a grade level representative from each level, our ELD coordinator, a Resource Teacher, and an Intervention Teacher, met for a full day. The Leadership team reviewed local data and data from the Dashboard. As a result of the Needs Assessment, the team began the work of creating a new Master Schedule that will allow for more Tier II and Tier III interventions as well as to allow out English Learners access to more interventions while still receiving their Designated ELD support. The team also identified the need for enrichment for students who are meeting standards and included enrichment classes in the Master Schedule.

On March 12, 2019, the School Site Council reviewed data and made conclusions. Training was conducted on the new SPSA template and the use of the 5x5 matrixes aligned to the Dashboard indicators. These matrixes were used to determine SMART goals and Annual Measurable Outcomes.

Parents were invited to come and engage with the Principal and School Staff during Coffee with the Principal. These dates were:

September 10th

November 5th

January 14th

March 11th

May 13th

Parents shared concerns, asked questions, and had the opportunity to learn more about Fairview and our programs. On May 13th, the SPSA will be reviewed during this time and goals will be discussed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.0%	1.4%	1.06%	5	7	5
African American	0.6%	0.4%	0.42%	3	2	2
Asian	2.4%	2.2%	1.70%	12	11	8
Filipino	0.2%	0.2%	0.21%	1	1	1
Hispanic/Latino	62.8%	65.6%	67.30%	310	324	317
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	32.4%	29.4%	28.24%	160	145	133
Multiple/No Response	0.6%	0.2%	0.21%	3	1	1
Total Enrollment				494	494	471

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade 3	143	161	167
Grade 4	189	145	158
Grade 5	162	188	146
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	494	494	471

Conclusions based on this data:

1. We had a slight dip in enrollment in 2017-2018 (23 students).

2. Grade level cohort sizes have remained stable.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	201	200	175	40.7%	40.5%	37.2%
Fluent English Proficient (FEP)	71	60	57	14.4%	12.1%	12.1%
Reclassified Fluent English Proficient	57	41	37	27.5%	20.4%	18.5%

Conclusions based on this data:

1. The number and percentage of RFEP students has decreased each year.
2. The number and percentage of English Learners has decreased each year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	145	158	159	144	154	157	144	154	157	99.3	97.5	98.7
Grade 4	183	144	156	179	143	154	177	143	154	97.8	99.3	98.7
Grade 5	151	179	150	151	175	148	151	175	148	100	97.8	98.7
All Grades	479	481	465	474	472	459	472	472	459	99	98.1	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2363.	2363.	2387.	3	7.14	12.10	17	12.99	19.11	28	27.27	26.11	52	52.60	42.68
Grade 4	2421.	2398.	2426.	8	6.99	9.09	24	10.49	22.08	22	20.98	22.73	46	61.54	46.10
Grade 5	2451.	2449.	2441.	7	6.29	4.73	21	26.29	18.24	24	20.57	23.65	49	46.86	53.38
All Grades	N/A	N/A	N/A	6	6.78	8.71	21	17.16	19.83	24	22.88	24.18	49	53.18	47.28

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	6	9.74	14.65	42	34.42	45.22	52	55.84	40.13	
Grade 4	14	5.59	14.29	42	49.65	50.65	44	44.76	35.06	
Grade 5	8	12.00	7.43	38	46.86	43.24	54	41.14	49.32	
All Grades	10	9.32	12.20	41	43.64	46.41	50	47.03	41.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	3	9.74	5.73	44	39.61	40.13	53	50.65	54.14
Grade 4	7	5.59	9.80	46	37.76	36.60	47	56.64	53.59
Grade 5	13	12.00	9.46	36	42.29	39.19	51	45.71	51.35
All Grades	8	9.32	8.30	42	40.04	38.65	50	50.64	53.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	4	7.79	12.74	60	59.74	59.24	36	32.47	28.03
Grade 4	7	4.90	11.04	66	49.65	64.29	27	45.45	24.68
Grade 5	5	7.43	4.73	62	64.57	60.14	33	28.00	35.14
All Grades	6	6.78	9.59	63	58.47	61.22	32	34.75	29.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	10.39	15.92	44	42.21	44.59	47	47.40	39.49
Grade 4	15	6.99	12.34	50	44.76	52.60	34	48.25	35.06
Grade 5	14	12.00	8.78	58	40.00	44.59	28	48.00	46.62
All Grades	13	9.96	12.42	51	42.16	47.28	36	47.88	40.31

Conclusions based on this data:

1. We are well above the 95% threshold for participation rate (98.7% in 17-18). Overall achievement improved from 16-17 to 17-18. We adopted a new ELA curriculum, Benchmark Advanced. As teachers continue to become more familiar with the new curriculum, we should continue to see scores increase.
2. More students are below standard in writing (53.06%) than any of the other domains.
3. The listening domain has the lowest percentage (29.19%) of students below standard. This data mimics our ELPAC data, in which listening is a higher scoring domain.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	145	158	158	143	156	157	143	156	157	98.6	98.7	99.4
Grade 4	183	144	155	177	143	153	177	143	153	96.7	99.3	98.7
Grade 5	151	179	150	151	175	148	151	175	148	100	97.8	98.7
All Grades	479	481	463	471	474	458	471	474	458	98.3	98.5	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2376.	2390.	2374.	2	3.21	5.10	10	18.59	12.74	38	35.26	28.66	50	42.95	53.50
Grade 4	2427.	2407.	2419.	2	1.40	1.96	14	6.29	11.11	49	39.16	39.22	35	53.15	47.71
Grade 5	2442.	2438.	2420.	2	2.29	2.03	11	7.43	4.73	30	26.29	20.95	57	64.00	72.30
All Grades	N/A	N/A	N/A	2	2.32	3.06	12	10.76	9.61	40	33.12	29.69	46	53.80	57.64

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	5	8.33	7.64	35	41.03	28.66	60	50.64	63.69	
Grade 4	5	3.50	7.19	34	24.48	25.49	62	72.03	67.32	
Grade 5	4	2.29	4.05	26	20.00	14.19	70	77.71	81.76	
All Grades	4	4.64	6.33	32	28.27	22.93	64	67.09	70.74	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	6.41	7.64	46	46.15	33.12	48	47.44	59.24
Grade 4	7	2.80	3.92	47	33.57	37.91	45	63.64	58.17
Grade 5	1	4.00	3.38	32	37.71	25.68	66	58.29	70.95
All Grades	5	4.43	5.02	42	39.24	32.31	53	56.33	62.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	5	11.54	10.19	54	51.92	48.41	41	36.54	41.40
Grade 4	7	2.80	5.23	43	34.97	45.10	50	62.24	49.67
Grade 5	5	5.14	2.03	40	36.57	29.05	56	58.29	68.92
All Grades	6	6.54	5.90	45	41.14	41.05	49	52.32	53.06

Conclusions based on this data:

1. Students in all grade levels and all subgroups are scoring lower in math than in ELA. This data suggests that we need to add more math interventions for students and more professional development for teachers.
2. The scale score has gone down in the past two years in all three grade levels. We have been using a new curriculum, Go Math. This data suggests a need to professional development on essential math standards and possible supplementation of the curriculum.
3. Concepts & Procedures is the domain that is our greatest area of need, with 70.74% of students scoring below standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 3	1491.5	1487.3	1495.3	64
Grade 4	1517.2	1517.9	1516.1	61
Grade 5	1537.1	1541.2	1532.5	54
All Grades				179

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 3	*	*	28	43.75	22	34.38	*	*	64
Grade 4	21	34.43	28	45.90	*	*	*	*	61
Grade 5	24	44.44	24	44.44	*	*	*	*	54
All Grades	50	27.93	80	44.69	28	15.64	21	11.73	179

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 3	19	29.69	29	45.31	*	*	*	*	64
Grade 4	33	54.10	18	29.51	*	*	*	*	61
Grade 5	39	72.22	*	*	*	*	*	*	54
All Grades	91	50.84	57	31.84	19	10.61	12	6.70	179

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 3	*	*	17	26.56	22	34.38	23	35.94	64
Grade 4	*	*	28	45.90	18	29.51	12	19.67	61
Grade 5	14	25.93	23	42.59	11	20.37	*	*	54
All Grades	19	10.61	68	37.99	51	28.49	41	22.91	179

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 3	13	20.31	44	68.75	*	*	64
Grade 4	28	45.90	29	47.54	*	*	61
Grade 5	32	59.26	20	37.04	*	*	54
All Grades	73	40.78	93	51.96	13	7.26	179

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 3	41	64.06	17	26.56	*	*	64
Grade 4	42	68.85	*	*	*	*	61
Grade 5	44	81.48	*	*	*	*	54
All Grades	127	70.95	34	18.99	18	10.06	179

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 3	*	*	28	43.75	33	51.56	64
Grade 4	*	*	40	65.57	16	26.23	61
Grade 5	*	*	35	64.81	11	20.37	54
All Grades	16	8.94	103	57.54	60	33.52	179

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 3	14	21.88	39	60.94	11	17.19	64
Grade 4	21	34.43	35	57.38	*	*	61
Grade 5	30	55.56	21	38.89	*	*	54
All Grades	65	36.31	95	53.07	19	10.61	179

Conclusions based on this data:

1. Students are scoring better in the Oral Language domains than in the Written Language domains.
2. Only 9% of students are well-developed in reading.
3. 71% of students are well-developed in listening, indicating a strength area.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
471	86.6%	37.2%	0.4%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	37.2%
Foster Youth	2	0.4%
Homeless	24	5.1%
Socioeconomically Disadvantaged	408	86.6%
Students with Disabilities	61	13.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	5	1.1%
Asian	8	1.7%
Filipino	1	0.2%
Hispanic	317	67.3%
Two or More Races	4	0.8%
White	133	28.2%






Conclusions based on this data:

1. Socioeconomically disadvantaged is our largest subgroup.
2. We have a large Hispanic population (67%).

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Yellow</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

1. Math is our lowest academic indicator.
2. Chronic absenteeism is on the orange.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 50.3 points below standard Increased 12.2 points 429 students	<p>English Learners</p>  Yellow 67.2 points below standard Increased 11 points 210 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 98.6 points below standard Declined -20 points 19 students	<p>Socioeconomically Disadvantaged</p>  Yellow 59.7 points below standard Increased 8.2 points 373 students	<p>Students with Disabilities</p>  Orange 100.7 points below standard Increased 29.4 points 59 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 60 points below standard Increased 10.6 points 292 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Yellow 23.8 points below standard Increased 20.2 points 118 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.4 points below standard Increased 9.2 points 158 students	0 points below standard Increased 10.5 points 52 students	35.3 points below standard Increased 11.4 points 214 students

Conclusions based on this data:

- Students with Disabilities made the largest gains, but they are the only subgroup that is in the orange.
- White students are performing better than Hispanic students.
- Current ELs are 89.4 points below standard, but did increase by 9.2 points (compared to 35.3 points below standard for our EOs).

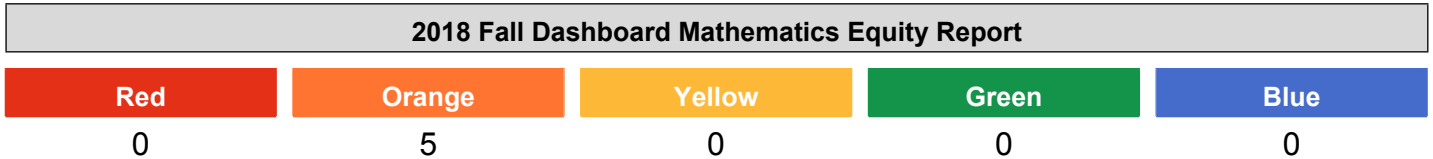
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 78 points below standard Declined -7 points 428 students	<p>English Learners</p>  Orange 92.2 points below standard Declined -7.1 points 209 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color 124.3 points below standard Declined -51.8 points 19 students	<p>Socioeconomically Disadvantaged</p>  Orange 84 points below standard Declined -7.3 points 372 students	<p>Students with Disabilities</p>  Orange 107.1 points below standard Increased 8.3 points 59 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85 points below standard Declined -7.4 points 291 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Orange 59.9 points below standard Maintained -1.2 points 118 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.3 points below standard Declined -12.5 points 158 students	54.6 points below standard Increased 7.9 points 51 students	65.7 points below standard Declined -8.7 points 214 students

Conclusions based on this data:

1. All of our subgroups are in the orange.
2. Our Homeless subgroup had the largest decline (-51.8 points)
3. Our current English Learners are 104.3 points below standard (almost as low as our SWD) and declined by 12.5 points.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
179	27.9%	44.7%	15.6%	11.7%

Conclusions based on this data:

1. The majority of our students are at Level 3.
2. The district has is revising our EL Master Plan and has developed an EL Task Force. This should help our ELs improve their language proficiency.

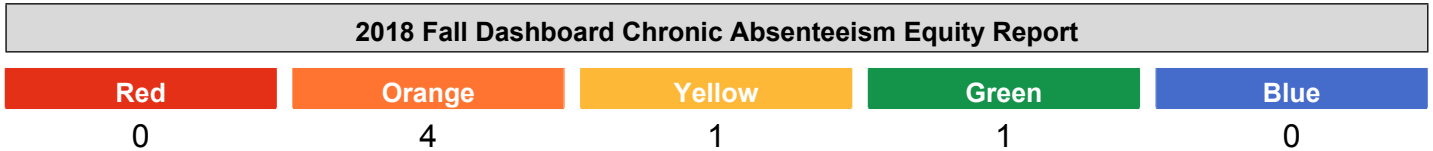
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 7% chronically absent Increased 1.4% 501 students	<p>English Learners</p>  Orange 5.9% chronically absent Increased 1.5% 188 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  Orange 16.7% chronically absent Increased 2.1% 30 students	<p>Socioeconomically Disadvantaged</p>  Orange 7.5% chronically absent Increased 1.3% 442 students	<p>Students with Disabilities</p>  Green 8.2% chronically absent Declined 3.6% 73 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.3% chronically absent Increased 2.5% 335 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 9.2% chronically absent Maintained 0.3% 142 students

Conclusions based on this data:

1. Our Homeless subgroup has the highest percentage of chronically absent students (16.7%)
2. Our SWD had the biggest decline (3.6%)

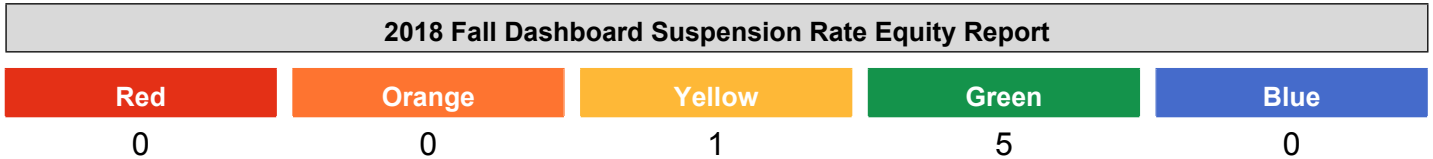
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1.8% suspended at least once Declined -1.9% 512 students	<p>English Learners</p>  Green 1.5% suspended at least once Declined -2.3% 194 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7 students
<p>Homeless</p>  Green 2.9% suspended at least once Declined -1.1% 34 students	<p>Socioeconomically Disadvantaged</p>  Green 1.8% suspended at least once Declined -2.2% 452 students	<p>Students with Disabilities</p>  Yellow 4.1% suspended at least once Declined -7.6% 74 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color 0% suspended at least once Maintained 0% 11 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.5% suspended at least once Declined -1.7% 340 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 Green 2.8% suspended at least once Declined -2.3% 144 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
4.8% suspended at least once	3.6% suspended at least once	1.8% suspended at least once

Conclusions based on this data:

1. SWD is our only subgroup in yellow; all other subgroups in green.
2. White students have a higher suspension rate than Hispanic students, but declined by a higher percentage.
3. The suspension rate has declined each year. This can be attributed to our continued focus on PBIS and Restorative Practices.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Increase overall student growth in English Language Arts

LCAP Goal

Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12. Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements.

Basis for this Goal

State and local data demonstrate that our students are struggling to achieve proficiency in grade level standards. Our school Dashboard indicator for All Students in ELA is Yellow. Although we increased by 12.2 points, we are still 50.3 points below standard. A more thorough analysis of the data suggests that writing is an area of focus, as 53% of our students are below standard. Our Students with Disabilities increased by 29.4 points but they are 100.7 points below standard, putting them in the Orange performance level. Our English Learners are also performing lower than all students, at 67.2 points below standard. This subgroup did increase by 11 points.

Although all students and all three of our major subgroups (EL, SWD, and Socioeconomically Disadvantaged) did increase, it is imperative that we continue this trend. If our SWD subgroup does not continue to increase and either maintain or declines, they will be in the Red performance level next year. If All Students and our EL subgroup maintain or decline, those groups will move from yellow to orange.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2018 Data: 29% of students met or exceeded standards; 71% of students did not meet standards. 3rd Grade: 31% met standards 4th Grade: 32% met standards 5th Grade: 23% met standards	Increase the percentage of students who meet or exceed standards by 2% All Students: 31% 3rd Grade: 33% 4th Grade: 34% 5th Grade: 25%
State Priority 4: Pupil Achievement CAASPP	2018 Data: Dashboard Indicator is Yellow 50.3 points below standard Increased 12.2. points	All students will increase by 10 points, to 40 points below standard Students with Disabilities will increase by 10 points, to 91 points below standard. English Learners will increase by 10 points, to 57 points below standard
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2018 Data: The percentage of students who met their iReady growth goal or who were at grade level is as follows for each grade level: 3rd Grade: 64%	Increase the percentage of students who met their iReady growth goal or who were on grade level by 2% 3rd Grade: 66% 4th Grade: 65%

Metric/Indicator	Baseline	Expected Outcome
	4th Grade: 63% 5th Grade: 36%	5th Grade: 38%
State Priority 4: Pupil Achievement Local Benchmarks (STAR Reading)	Baseline data based on 2019 as the STAR Assessments were not used in the 2017-2018 school year.	Increase the percentage of students who made one year's growth or who are at grade level based on the STAR reading assessment by 2%.
State Priority 4: Pupil Achievement Local Benchmarks (CBM Fluency Assessments)	2018 Data: Grade Level EOY Averages 3rd Grade: 98 (Benchmark 114+) 4th Grade: 134 (Benchmark 118+) 5th Grade: 154 (Benchmark 128+)	2018 Goal: Maintain grade level EOY averages above the benchmark in 4th and 5th grade; Increase 3rd grade EOY average to 104).

Planned Strategies/Activities

Strategy/Activity 1

Provide intervention support

Students to be Served by this Strategy/Activity

All Students Eligible for Extra Support

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	93563
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.0 FTE intervention teacher
Amount	55598
Source	Title I Part A: Allocation
Budget Reference	3000-3999: Employee Benefits
Description	1.0 FTE Intervention Teacher
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	1.0 FTE Intervention Teacher
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1.0 FTE Classified Paraprofessional
Amount	5000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty pay for intervention provided before or after school

Strategy/Activity 2

Purchase intervention curriculum and supplemental material to support instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Intervention Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Intervention materials

Strategy/Activity 3

All 4th and 5th grade students will be provided with a planner to track their progress and record daily classroom and homework. Teachers will facilitate the use of the planners consistently in the classroom.

Students to be Served by this Strategy/Activity

All 4th and 5th Grade Students

Timeline

August 2019-June 2020

Person(s) Responsible

Office
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1210
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Cost of Planners

Strategy/Activity 4

Continue to provide professional development to implement a CCSS aligned ELA/ELD curriculum in all classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Classroom Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Professional Development for teachers to improve academic outcomes for struggling learners in core subject areas.

Strategy/Activity 5

Identify essential standards and vocabulary in ELA and develop common assessments through grade-level and district vertical collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal
Teachers
Director of Educational Services

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I Part A: Allocation

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub for Teacher Release Days

Strategy/Activity 6

Use state and district adopted English Language Arts materials to guide the learning to meet Common Core State Standards

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019- June 2020

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 7

Provide Library/Media services

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019- June 2020

Person(s) Responsible

Librarian

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Cost of 1.0 FTE Librarian

Strategy/Activity 8

Support integration of technology by providing an Ed Tech TOSA

Students to be Served by this Strategy/Activity

All Student

Timeline

August 2019 June 2020

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity**Source**

District Funded

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

District TOSA

Strategy/Activity 9

Classroom teachers will provide small group, leveled reading instruction utilizing the Daily 5 model.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Classroom Teachers

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source

None Specified

Budget Reference

None Specified

Description

Instructional Strategies and Scheduling

Strategy/Activity 10

Ensure student access to emerging technologies.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) ResponsiblePrincipal
Teachers
District Ed Tech TOSA

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Technology and software purchases

Strategy/Activity 11

Utilize a school-wide CCSS benchmarking assessment in ELA and provide an online intervention system (iReady & STAR)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	iReady Subscription
Amount	4000
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	STAR Reading and STAR Math

Strategy/Activity 12

Provide all students with an extracurricular academic experience (if additional district Title I funds are available)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	District funded educational field trip or academic experience

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Increase overall student growth in math

LCAP Goal

Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12. Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements.

Basis for this Goal

State and local data demonstrate that our students are struggling to achieve proficiency in grade level standards. Our school Dashboard indicator for All Students in Math is Orange. We declined by 7 points and we are 78 points below standard. A more thorough analysis of the data suggests that Concepts and Procedures is our area of greatest need, with 71% of our students scoring below standard. Each year this percentage has increased (64% in 15-16, 67% in 16-17 and 71% in 17-18). Our Students with Disabilities increased by 8.3 points and were the only subgroup to increase, However, they are 107 points below standard, putting them in the Orange performance level. Our English Learners are also performing lower than all students, at 92 points below standard. Our Homeless students are performing the lowest at 124 points below standard. This subgroup declined 52 points. This group does not have a performance color because we have not had at least 15 students in the current and prior year.

If our SWD subgroup does not continue to increase and either maintain or declines, they will be in the Red performance level next year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement CAASPP	2018 Data: 13% of students met or exceeded standards; of students did not meet standards. 3rd Grade: 18% 4th Grade: 13% 5th Grade: 7%	Increase the percentage of students who meet or exceed standards by 2% All Students: 15% 3rd Grade: 20% 4th Grade: 15% 5th Grade: 9%
State Priority 4: Pupil Achievement CAASPP	2018 Data: Dashboard Indicator is Orange 78 points below standard Declined 7 points	All students will increase by 10 points, to 68 points below standard Students with Disabilities will increase by 10 points, to 97 points below standard. English Learners will increase by 10 points, to 82 points below standard
State Priority 4: Pupil Achievement Local Benchmarks (iReady)	2018 Data: The percentage of students who met their iReady growth goal or who were at grade level is as follows for each grade level:	Increase the percentage of students who met their iReady growth goal or who were on grade level by 2% 3rd Grade: 65%

Metric/Indicator	Baseline	Expected Outcome
	3rd: 63% 4th: 67% 5th: 48%	4th Grade: 69% 5th Grade: 50%
State Priority 4: Pupil Achievement Local Benchmarks (STAR Math)	Baseline data based on 2019 as the STAR Assessments were not used in the 2017-2018 school year.	Increase the percentage of students who made one year's growth or who are at grade level based on the STAR reading assessment by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Provide intervention support

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal
Support Staff

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Description

Duplicate Expenditure-See Goal #1 Strategy/Activity 1

Strategy/Activity 2

Purchase intervention curriculum and supplemental material to support instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Intervention Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Intervention materials

Strategy/Activity 3

Identify essential standards and vocabulary in math and develop common assessments through grade-level and district vertical collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal
Teachers
Director of Educational Services

Proposed Expenditures for this Strategy/Activity

Description	Duplicate expenditure-See Goal #1 Strategy/Activity 5
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Strategy/Activity 4

Continue to provide professional development to implement a CCSS aligned math curriculum in all classrooms

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Classroom Teachers
Principal

Proposed Expenditures for this Strategy/Activity

Description	Duplicate expenditure-See Goal #1 Strategy/Activity 4
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Strategy/Activity 5

Utilize a school-wide CCSS benchmarking assessment in math and provide an online intervention system (iReady & STAR)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Description

Duplicate expenditure-See Goal #1 Strategy/Activity 11

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Language Development

Goal Statement

All English Language Learners will improve their acquisition of the English language as measured by moving up one level on the ELPAC or being reclassified

LCAP Goal

Orland Unified School District is committed to providing all students with access to a broad course of study that includes all of the subject areas K-12. Orland Unified School District is committed to incremental increase in student achievement for all students, including statistically significant subgroups, as measured by multiple metrics including state and local measurements.

Basis for this Goal

The percentage of students who have been reclassified as FEP has decreased in the last three years. In 2015-16, 27.5% of students were reclassified. In 2016-17, 20.4% of students were reclassified. In 2017-18, 18.5% of students were reclassified. In 2018-19, only 9.1% of our ELs were reclassified. This data suggests that we need to increase and improve services to our English Learners. While the measures necessary to reclassify are certainly rigorous, we need to ensure that our ELs have every opportunity to meet these standards.

Further, when comparing the status on the Fall Dashboard for our English Learners in comparison to our English Only students, there is an achievement gap. In ELA, our current ELs were 89.4 points below standard while their English Only counterparts were only 35.2 points below standard. Our Reclassified students were 0 points below standard, suggesting that once they have met the reclassification criteria they continue to make adequate progress at grade level. In math, our current ELs were 104.3 points below standard. Our English Only students were 65.7 points below standard. Reclassified students performed better, but are still performing at 54.6 points below standard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 4: Pupil Achievement Language Proficiency	In 2018-2019, our ELPAC were as follows: Level 1: 11.7% Level 2: 15.6% Level 3: 44.7% Level 4: 27.9% We do not have Change data as this was the first year of the ELPAC assessment.	The percentage of students who grow by one level as measured by the ELPAC will increase by 5% over the previous year.
Priority 4: Pupil Achievement Language Proficiency	In 2018-2019, our reclassification rate was 9.1%	The percentage of students who are reclassified will increase by 5% over the previous year.
Priority 4: Pupil Achievement CAASPP	2018 Data for English Learners (includes current ELs and RFEP): ELA: 67.2 points below standard Math: 92 points below standard	English Learners will increase by 10 points, to 57 points below standard in ELA.

Metric/Indicator	Baseline	Expected Outcome
		English Learners will increase by 10 points, to 82 points below standard in math.

Planned Strategies/Activities

Strategy/Activity 1

Use state and district adopted English Language Development materials to meet the needs of English Language learners.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2019 - June 2020

Person(s) Responsible

Classroom Teachers
Principal
ELD Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
District Office
County Office

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Monitor progress of English Learners and Reclassified students biannually.

Students to be Served by this Strategy/Activity

English Learners and Reclassified students

Timeline

August 2019 - June 2020

Person(s) Responsible

ELD Coordinator
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

ELD Coordinator

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	1.0 FTE ELD Coordinator

Strategy/Activity 5

Bilingual Services Specialist

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity**Source**

District Funded

Budget Reference

None Specified

Strategy/Activity 6

Purchase ELD support materials, including materials to support newcomers and students at risk of becoming LTEL

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2019 - June 2020

Person(s) ResponsiblePrincipal
ELD Coordinator**Proposed Expenditures for this Strategy/Activity****Source**

District Funded

Budget Reference

4000-4999: Books And Supplies

Description

Supplemental support materials

Strategy/Activity 7

District-wide focus on EL instruction through the EL Task Force-Fairview will have 2 teacher representatives and the Principal on this committee.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2019 - June 2020

Person(s) ResponsiblePrincipal
2 Teacher Representatives
Director of Educational Services**Proposed Expenditures for this Strategy/Activity**

Source

District Funded

Budget Reference

1000-1999: Certificated Personnel Salaries

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Involvement

Goal Statement

Increase opportunities for parent involvement and engagement

LCAP Goal

Orland Unified School District is committed to involving parents in the educational process. The district will seek parent input and foster and cultivate meaningful parent engagement and parent supports to advance their child's education.

Orland Unified School District is committed to all areas of student success, including student social emotional well-being. OUSD will provide a safe school climate that promotes attendance and participation and connects students to their school.

Basis for this Goal

According to the National Coalition for Parent Involvement in Education, parent involvement is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (2006). According to the National PTA, the most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent involvement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Parental Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement.

Planned Strategies/Activities

Strategy/Activity 1

Annual Back to School Night (Title I Parent Meeting and Classroom Presentations)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Water and snacks

Strategy/Activity 2

Provide training on the tools available to parents to support our curriculum and classroom instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
Classroom Teachers
EdTech TOSA

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 3

Annual STEAM Night

Students to be Served by this Strategy/Activity

All Students

Timeline

Fall 2019

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	Title I Part A: Allocation

Budget Reference	4000-4999: Books And Supplies
Description	Prizes and materials

Strategy/Activity 4

Weekly Bulletin posted on website, Facebook, and sent via email

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Secretary
Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 5

Utilize social media to involve parents in the day-to-day happenings of school

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 6

Coffee with the Principal held every other month

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Coffee

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School Climate

Goal Statement

All students will have a safe and supportive school culture, climate and learning environment that encourages physical, mental and emotional health.

LCAP Goal

Orland Unified School District is committed to involving parent in the educational process. The district will seek parent input and foster and cultivate meaningful parent engagement and parent supports to advance their child's education.

Orland Unified School District is committed to all areas of student success, including student social emotional well-being. OUSD will provide a safe school climate that promotes attendance and participation and connects students to their school.

Basis for this Goal

All students are currently in the Orange for Chronic Absenteeism. This reflects an increase of 1.4% over the prior year. 7% of all students were chronically absent in 2017-2019. If that percentage increases by 3%, then we will be in the Red.

All students are currently in Green for Suspension rate. Students with Disabilities are the only subgroup not in green. They are in yellow, at a rate of 4.1%. It is important for us to maintain a low suspension rate as it is important for all students to be at school. When students are suspended, they can't learn.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 1: Basic Facilities in good repair	Facilities Inspection Tool (FIT) indicates "fair."	Facilities Inspection Tool (FIT) indicates "fair."
Priority 5: Pupil Engagement Attendance Rate	The attendance rate for the 2018-2019 school year was 92.3%.	Maintain attendance rate above 94%.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The chronic absentee rate for 2018-19 was 7%.	Decrease the chronic absentee rate by 0.5%.
Priority 6: School Climate Suspension Rate	The suspension rate for 2018-19 was 1.8%.	Maintain suspension rate less than 3%.
Priority 6: School Climate Parent Survey	2018-2019 parent survey will be used as a baseline.	Overall parent satisfaction will increase. The number of parents completing the survey will increase.
Priority 8: Other Pupil Outcomes Physical Fitness Test	In 2017-2018, 25% of 5th grade students met at least 4 of the 6 standards on the Physical Fitness Test.	30% of 5th grade students will meet 4 of 6 standards on the Physical Fitness Test.

Planned Strategies/Activities

Strategy/Activity 1

Implement Attendance Improvement Plans (AIP) for eligible students

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
Attendance Clerk
County SARB Coordinator
District Attendance Coordinator

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 2

Weekly perfect attendance incentive

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
Attendance Clerk
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

None Specified

Budget Reference

None Specified

Strategy/Activity 3

Purchase incentives for positive attendance

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 June 2020

Person(s) Responsible

Principal
Attendance Clerk

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Attendance Incentives

Strategy/Activity 4

Continue to implement PBIS, including beginning of the year rotations ad ongoing support throughout the year.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
PBIS Committee
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Incentives

Strategy/Activity 5

Positive Office Referrals made by staff-students get to go to the Principal's office for a positive phone call home, bracelet, and selfie with the principal

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019 - June 2020

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Other
Budget Reference	4000-4999: Books And Supplies
Description	Bracelets, photo paper

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	120,299.23
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	167,171.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	4,010.00
5000-5999: Services And Other Operating Expenditures	Other	4,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	102,563.00
3000-3999: Employee Benefits	Title I Part A: Allocation	55,598.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Emily Mullins	Principal
Simone Hobbs	Classroom Teacher
Barbara Marzolf	Classroom Teacher
Cheryl Tuato'o	Classroom Teacher
Laura Shannon	Other School Staff Parent or Community Member
Michelle Allen	Parent or Community Member
Ceceilia Gunness	Parent or Community Member
Araceli Garcia	Parent or Community Member
Amy Thiele	Parent or Community Member
Tracy Standridge	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

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 April 9, 2019.

Attested:



Principal, Emily Mullins on 4/9/19



SSC Chairperson, Barbara Marzolf on 4/9/19

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed 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.

Goal

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

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

**Fairview Single School Plan for Student Achievement Evaluation
2017-2018**

Requirement: Title I regulations require the SSC of a school receiving Title I, Part A funds to annually develop, implement, review, update, and approve the SPSA as well as to monitor and evaluate the implementation of, and results achieved by, the Title I programs. The school must revise its SPSA as necessary based on the results of the evaluation.

Sample guiding questions to evaluate the effectiveness of programs specified in the SPSA:

1. The SSC allocates Title I funds to support the computer technician. How is this position over and above what all sites received? How does this position impact student learning and academic achievement? What data are you using to drive this discussion? If this program has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

2. The SSC allocates Title I funds for books and materials. Are these materials supplemental to the core program? How do these materials impact student learning and academic achievement? What data is this decision based on? If the usage of these materials has helped improve student learning, what can be done to make it even better? If this expenditure has not had a positive impact on student achievement, what will be done to modify, or replace it?

Goal 1: During the 2017-2018 school year, students will show one year's growth or be at grade level on the STAR Reading Program	Actions/Activities (Strategies)	Student Data Analysis	What is working and what is not working	Modification based on evaluation results
	<ol style="list-style-type: none"> 1. Support Staff to give additional help to meet Tier 2 and Tier 3 needs 2. Before school, lunchtime, and after school Intervention staffing 3. Intervention curriculum needs 4. Provide 4th and 5th graders with a planner to track their progress and record daily homework 5. Professional development 6. Technology needs 	<p>2018 CAASPP Data: 29% of students met standards 71% of students did not meet standards</p> <p>3rd: 31% 4th: 32% 5th: 23%</p> <p>STAR Reading was eliminated and replaced by iReady. The percentage of students who met the growth goal or who were at grade level is as follows for each grade level:</p>	<p>The data suggests that the Title 1 strategies and resources put in place this year may not be enough to support students' proficiency in reading.</p> <p>Professional Development has allowed teachers to remain up to date on best teaching practices. Release days were an effective use of time for teachers to be able to plan and collaborate in grade level teams.</p>	<p>Teachers will be examining essential standards in the 2018-2019 school year to focus their instruction and better navigate through the Benchmark Curriculum. Benchmark TOT meetings will continue at the site and district level.</p> <p>Teachers will be trained in the CAASPP system and the use of interim assessments throughout the year to inform instruction.</p>

	<ol style="list-style-type: none"> 7. Use state and district adopted English Language Arts materials to guide the learning and meet Common Core State Standards. 8. Paper Duplication 9. Support Curriculum Development (teacher release time to collaborate) 10. Increasing accessibility to library facilities for all student subgroups and stakeholders 11. Extracurricular academic experience (one field trip per grade level) 	<p>3rd: 64% 4th: 63% 5th: 36%</p>	<p>Many teachers are implementing the Daily 5 in their classrooms. This is allowing them to meet with small groups of students for leveled ELA instruction in the classroom.</p> <p>The extra intervention that occurs before and after school and during lunch is helpful in reaching more students in need of intense academic support.</p> <p>The use of the planners in 4th and 5th grade has been effective in supporting their organization and self-efficacy.</p> <p>Teachers implemented a new, rigorous ELA/ELD program, Benchmark Advanced. Although the program shows great promise, the implementation has been problematic. Teachers report feeling overwhelmed with the pacing and flow of the curriculum. A committee was comprised of teachers to provide support in the curriculum. This committee met several times throughout the year and was made up of teachers from grades K-5 with the goal of creating vertical consistency. Fairview had 8 teachers on this committee. This group also met with the county office and teachers from other districts in the county who are using Benchmark.</p> <p>Intervention groups remained static for the year. There is a need for</p>	<p>The STAR Reading program was brought back in order to provide data to teachers on a more regular basis.</p>
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			data will allow teachers to move students in 6-8 week cycles. The district funded field trip provided students with an engaging off-campus learning experience.	
Goal 2: During the 2017-2018 school year, students will show one year's growth or be at grade level on the STAR Math Program	<ol style="list-style-type: none"> 1. Intervention support staff 2. Math intervention curriculum needs 3. Use state and district adopted mathematics materials to guide the learning to meet Common Core State Standards 4. Professional Development 5. Paper Duplication 6. Support Curriculum Development (teacher release time to collaborate) 	<p>2018 CAASPP Data: 13% of students met standards 87% of students did not meet standards</p> <p>3rd: 18% 4th: 13% 5th: 7%</p> <p>STAR Math was eliminated and replaced by iReady. The percentage of students who met the growth goal or who were at grade level is as follows for each grade level: 3rd: 63% 4th: 67% 5th: 48%</p>	<p>The data suggests that the Title 1 strategies and resources put in place this year may not be enough to support students' proficiency in math.</p> <p>Intervention groups remained static for the year. There is a need for data will allow teachers to move students in 6-8 week cycles.</p> <p>A math coach from GCOE met with teachers to work on strategies, such as Number Talks, that support students in math.</p>	<p>Teachers will be examining essential standards in the 2018-2019 school year to focus their instruction and better navigate through the Benchmark Curriculum. Benchmark TOT meetings will continue at the site and district level.</p> <p>Teachers will be trained in the CAASPP system and the use of interim assessments throughout the year to inform instruction.</p> <p>The STAR Math program was brought back in order to provide data to teachers on a more regular basis.</p> <p>Professional Development for the Go Math program will be provided at the beginning of the school year.</p>
Goal 3: During the 2017-2018 school year, all English Language	<ol style="list-style-type: none"> 1. Use state and district adopted English Language Development materials to meet the needs of English Language Learners 2. Supplemental needs 	The CELDT test was replaced in the 2017-2018 test with the ELPAC test. Because of this, we do not have access to growth data. The 2017-2018 ELPAC data will be used as a baseline.	Teachers had access to ELD materials that were aligned to their ELA curriculum in Benchmark Advanced. This was very effective in aligning instruction for our ELs.	District-wide focus on EL instruction through the implementation of an EL Task Force. Fairview will have two teacher representatives and the Principal on this committee.

<p>Learners will improve their acquisition of the English language as evidenced by an increase of one level on the CELDT exam.</p>	<ol style="list-style-type: none"> 3. ELD Professional Development for ELD teachers (or the entire staff) 4. Bilingual Services Specialist 5. Paper Duplication 6. Rosetta Stone 	<p>In all grades, we had 179 students tested. 28% are at Level 4, 45% are at Level 3, 16% are at Level 2 and 12% are at Level 1,</p>	<p>Our EL Coordinator provided several ELD Meetings throughout the year in an effort to provide strategies and resources to support ELD instruction. These were attended by the majority of EL teachers.</p> <p>Rosetta Stone has been successful in meeting the unique language needs of our Level 1 EL students.</p> <p>Having access to a Bilingual Services Specialist has been very effective. Teachers are able to send home communication in both English and Spanish. All parent meetings are translated including parent conferences and IEPs.</p>	<p>Increased Focus on Academic Vocabulary and Student Talk.</p>
<p>Goal 4: Using funds available to us, we want to improve the involvement of our community and the parents we serve, support the social-emotional well being of our students, and create a safe school environment</p>	<ol style="list-style-type: none"> 1. Title I Parent Night 2. Provide training on the tools available to parents for our ELA curriculum, Accelerated Reader, and Everyday Math games 3. Family Math Night 4. Newsletters from the school and the teachers 5. Implement PBIS district-wide 6. Email Parent Bulletin, social media/Facebook 	<p>The number of parents attending school events did not increase over the prior year.</p> <p>The number of parents in Parent Club has continued to decline over the years.</p>	<p>Parents that become/remain involved help to provide student learning support at home and improve student learning.</p> <p>Fairview has a Family Math Night, Annual Parent Meeting, and offers assistance to parents with accessing curriculum available online. The Parent Club puts on an annual carnival and a Santa's Workshop to encourage community participation in school events.</p> <p>The Parent Club is very small. There is a need for more parents to become involved.</p> <p>Attendance at events is generally less than ¼ of the school</p>	<p>The Family Math Night was moved to the start of the year and repurposed at STEAM Night. This created more of an excitement and allowed a focus on Science, Art, Engineering and and Technology as well as math.</p> <p>Coffee with the Principal will be held 4 times throughout the school year in the morning. Parents will be encouraged to stop by school, enjoy a cup of coffee, and have informal conversation with the Principal.</p> <p>Positive Office Referrals were implemented. This allows parents to be notified when their children are successful</p>

and school climate.			<p>population. We would like to see a greater percentage.</p> <p>The weekly bulletin is a very effective way for us to get information to our parents. Teachers contribute to it each week. It is emailed out and posted on our website and Facebook page.</p>	<p>with a positive phone call home.</p> <p>Increased use of Social Media in the following ways:</p> <ol style="list-style-type: none"> 1. Created Fairview Twitter page 2. Created Fairview Instagram page 3. Utilized Fairview Facebook page for monthly Bedtime Stories on Facebook Live by the principal

Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title 1 students.

In conclusion, based on available data Title 1 funds and/or resources will be used to continue implementing the strategies that have either worked to provide progress either in achieving our goals this year or in years past. The strategies that will continue include:

- Support staff for intervention (certificated and classified)
- Daily interventions
- Professional Development for reading, math, and English Learners
- Encouragement of parent participation and continued parent communication through face-to-face and electronic means
- PBIS Committee and focus on character traits
- Leveled reading instruction in small groups in classrooms
- Recognition of positive attendance
- Bilingual Services support
- Focus on high-quality ELD instruction
- Purchase planners for 4th and 5th-grade students

Title 1 resources will be used to implement the following new strategies to help support student academic growth.

- We have purchased the STAR Reading and STAR Math program but this is not being funded by Title 1.
- A focus will be placed on the use of the RTI model to effectively reach all students. Data will be used regularly to inform instruction and students will be moved in and out of intervention groups in 6-8 week cycles. Intervention groups will be lowered in size to a maximum of 10 students.

- Identification of essential standards in ELA and Math
- Increased opportunities for parent involvement and engagement