

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	Fairfield Elementary School
Address	26960 County Road 96 Davis, CA 95616
County-District-School (CDS) Code	57726786056253
Principal	Gay Bourguignon
District Name	Davis Joint Unified School District
SPSA Revision Date	May 2020
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 2020

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

The Fairfield Mission is to establish a school that stimulates creativity and curiosity, and challenges our students to reach their highest potential. We provide an environment that is a safe, friendly, joyful place to learn, where children feel free to explore and discover, to experiment with ideas, and to take creative risks. We foster a learning community where, with effort and concentration, and with strong home and school support, all children can successfully acquire the basic skills needed to become lifelong learners and to participate fully in society and the workplace. We believe that thinking must pervade the curriculum for all students in all grades. Therefore, we seek to provide a curriculum for all children that engages them as active and responsible learners, encourages student collaboration, and provides students with real-life learning activities. We teach students to think, analyze, and find acceptable solutions to problems. Because we recognize that children have different learning styles, we employ a variety of teaching strategies. We pledge that our evaluation of student progress be sensitive and thorough. We stand for the universal moral values that all members of our community can support: honesty, respect, and compassion. We revere self-expression and we cherish diversity. We model the behavior we expect of our children, and we demonstrate our commitment to collaboration and shared decision-making through participation in the leadership of our school. Our strength lies in our bond, in the interdependence of willing parents, teachers, and children. We believe and delight in the unlimited potential of our students.

School Profile

Fairfield Elementary, located in rural Davis, opened in 1866 and is Davis Joint Unified School District's oldest public school. The two-room schoolhouse serves students in kindergarten through third grade. It is a neighborhood school for country children and an alternative to large schools for children from the city of Davis. Fairfield has become a model for cooperative education; every family works at least one job. At Fairfield, parent participation is not just encouraged, it is expected. In addition to working a Family Job, families are also asked to complete 6 Work Hours. Parents assist in the classroom and run enrichment programs like "hands-on science," computer lab, and our amazing garden program.

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 school met in May 2020 to review the SPSA with the site council and PTA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0%			0
Asian	6.98%	4.55%	4.55%	3	2	2
Filipino	2.33%	2.27%	2.27%	1	1	1
Hispanic/Latino	2.33%	2.27%	2.27%	1	1	1
Pacific Islander	%	%	0%			0
White	83.72%	77.27%	70.45%	36	34	31
Multiple/No Response	%	%	15.91%			2
Total Enrollment				43	44	44

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	9	11	12
Grade 1	12	9	12
Grade 2	11	12	10
Grade3	11	12	10
Total Enrollment	43	44	44

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	3	2	2	7.0%	4.5%	4.5%
Fluent English Proficient (FEP)	0	1	1	0	2.3%	2.3%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. There are 2 students whose primary language is not English.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	12	*	*	12	*	*	12			100
All Grades	*	*	12	*	*	12	*	*	12			100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	2501.	*	*	58.33	*	*	16.67	*	*	25.00	*	*	0.00
All Grades	N/A	N/A	N/A	*	*	58.33	*	*	16.67	*	*	25.00	*	*	0.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	66.67	*	*	33.33	*	*	0.00
All Grades	*	*	66.67	*	*	33.33	*	*	0.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	33.33	*	*	66.67	*	*	0.00
All Grades	*	*	33.33	*	*	66.67	*	*	0.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	41.67	*	*	58.33	*	*	0.00
All Grades	*	*	41.67	*	*	58.33	*	*	0.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	50.00	*	*	41.67	*	*	8.33
All Grades	*	*	50.00	*	*	41.67	*	*	8.33

Conclusions based on this data:

- | | |
|----|--|
| 1. | 75% of students met or exceeded the standard |
| 2. | 0% of students did not meet standard |

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	12	*	*	12	*	*	12			100
All Grades	*	*	12	*	*	12	*	*	12			100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	2509.	*	*	50.00	*	*	33.33	*	*	16.67	*	*	0.00
All Grades	N/A	N/A	N/A	*	*	50.00	*	*	33.33	*	*	16.67	*	*	0.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	66.67	*	*	25.00	*	*	8.33
All Grades	*	*	66.67	*	*	25.00	*	*	8.33

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	41.67	*	*	58.33	*	*	0.00
All Grades	*	*	41.67	*	*	58.33	*	*	0.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	41.67	*	*	58.33	*	*	0.00
All Grades	*	*	41.67	*	*	58.33	*	*	0.00

Conclusions based on this data:

- 83% of students exceeded or met the standards.
- % of students did not meet standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*		*		*		*	
Grade 1	*		*		*		*	
Grade 2		*		*		*		*
All Grades							*	*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. no data provided.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
44	6.8	4.5	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	4.5
Socioeconomically Disadvantaged	3	6.8
Students with Disabilities	4	9.1





Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	2	4.5
Filipino	1	2.3
Hispanic	1	2.3
Two or More Races	6	13.6
White	34	77.3

Conclusions based on this data:

- 2 students are English Learners
- 3 students are socioeconomically disadvantaged
- 4 students have IEP's (speech only)

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. Fairfield students are in the orange area for chronic absenteeism.
2. Fairfield has not suspended any students.

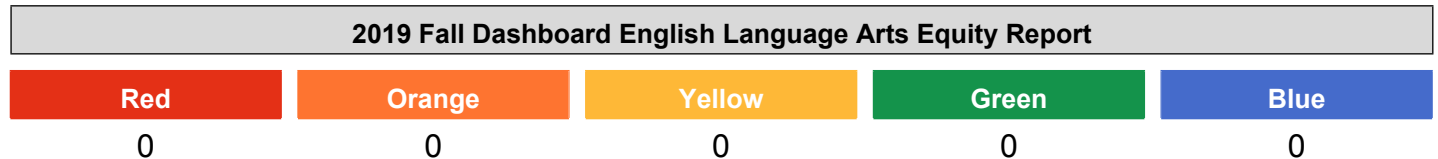
School and Student Performance Data

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 69 points above standard 12		 No Performance Color 0 Students		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 69 points above standard 12
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Conclusions based on this data:

- not enough data to make conclusions.

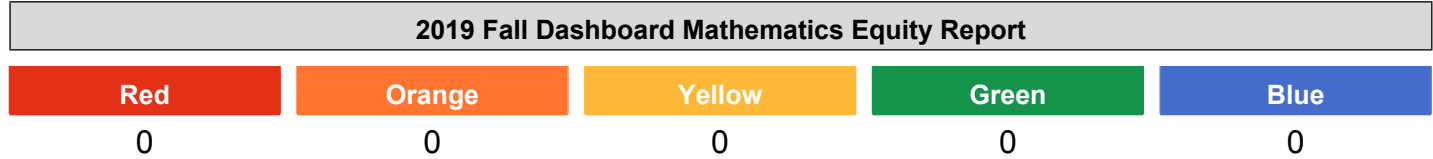
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<div> No Performance Color 73 points above standard 12</div>		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</div>	<div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		73 points above standard 12

Conclusions based on this data:

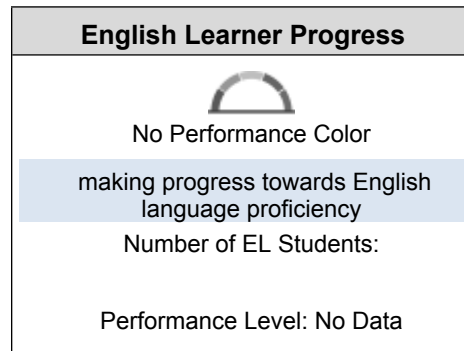
- not enough data to make conclusions.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. not enough data to make conclusions.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

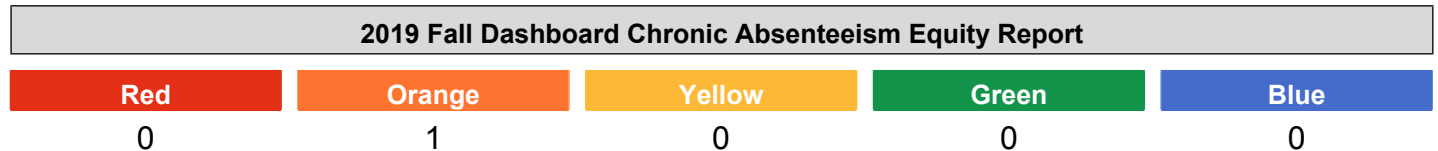
School and Student Performance Data

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 11.1 Increased +6.5 45	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange 11.4 Increased +8.7 35

Conclusions based on this data:

1. Absenteeism increased in 2018-2019. There was a serious outbreak of highly contagious viral pneumonia that created a high number of absences over a prolonged period. Since we have families with more than one student attending it had a major impact.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. N/A

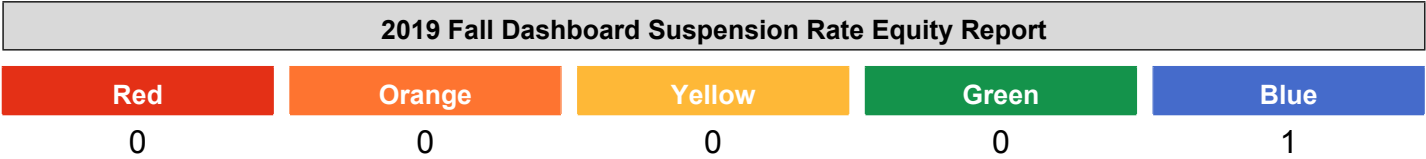
School and Student Performance Data

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0</div> <div>Maintained 0 45</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not 2</div>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not 3</div>	<div>Students with Disabilities</div> <div> No Performance Color</div> <div>Less than 11 Students - Data Not 4</div>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6		 Blue 0 Maintained 0 35

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. No students were suspended in 2019-2020.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Close the Opportunity and Achievement Gap

Goal Statement

80% of Fairfield Elementary students will perform at grade level or above grade level standards in Reading and Language Arts and 85% will perform at grade level or above grade level standards in Math. By the end of the 2020-2021 school year, all returning students will achieve grade level standards in Reading and Language Arts, and Math as measured by classroom and district assessments.

LCAP Goal

Close the Opportunity and Achievement Gap

Basis for this Goal

Results from CAASP statewide assessments in Reading and Language Arts and Math 2019 were used to create the 2020-2021 goals.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DJUSD Common Assessments for K-3rd grades	75% of Fairfield Elementary 3rd graders are performing at or above grade level in Reading and Language Arts 83% of Fairfield Elementary 3rd graders are performing at or above grade level in Math.	All students will meet or exceed grade level standards on trimester 3 report card.

Planned Strategies/Activities

Strategy/Activity 1

Paraeducator support will allow the teachers to work with small groups of students to provide targeted, differentiated instruction in English/Language Arts and Math.

Students to be Served by this Strategy/Activity

All students will receive support by the paraeducator in small group instruction.

Timeline

8/26/2020 - 6/10/2021

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	4,000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducator support
Amount	1,200
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducator support

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe and Inclusive Environment

Goal Statement

A Playground aide will be provided to ensure the safety and well being of all students during lunch recess.

LCAP Goal

Safe and Inclusive Environments

Basis for this Goal

Kindergarten - 3rd grade students need constant supervision on the playground.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
none	N/A	N/A

Planned Strategies/Activities

Strategy/Activity 1

Playground supervisor will supervise, teach the rules to playground games and mediate playground conflicts.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2019 - 6/10/2020

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Playground supervision

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

21st Century Teaching and Learning

Goal Statement

All students will engage in creative activities that help them engage in their school.

LCAP Goal

21st Century Teaching and Learning

Basis for this Goal

Research indicates that students who are engaged at school will do better academically. Schools integrating the arts and creativity into the curriculum as part of a comprehensive education reform strategy are documenting positive changes in the school environment and improved student performance.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
attendance will increase for all students	In 2019 Fairfield was in the Orange range for attendance	in 2021 Fairfield will be in the green range for attendance

Planned Strategies/Activities

Strategy/Activity 1

Purchase materials or curriculum that will engage students in the areas of creativity, problem solving, science, art etc.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/26/2019 - 6/10/2020

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Amount	880
Source	Local Categorical
Budget Reference	None Specified

Description

supplemental curriculum

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Currently, 94% of Fairfield Elementary students are performing at or above grade level in Reading and Language Arts. By the end of the 2019-2020 school year, all returning students will achieve grade level exit goals in Reading and Language Arts, as measured by classroom and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DJUSD Common Assessments in ELA and Math	Students will meet or exceed grade level standards on trimester 3 report card.	Could not be assessed due to Covid-19 school closure

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Paraeducator support will allow the teachers to work with small groups of students to provide targeted, differentiated instruction in English/Language Arts.	Paraeducator support will allow the teachers to work with small groups of students to provide targeted, differentiated instruction in English/Language Arts	Paraeducator support LCFF - Base 1300	Paraeducator support LCFF - Base 1300
		Paraeducator support LCFF - Supplemental 1,200	Paraeducator support LCFF - Supplemental 1,200
English Language Arts Instruction will be supplemented through a variety of reading/writing materials	English Language Arts Instruction will be supplemented through a variety of reading/writing materials	Supplemental curriculum and materials to support ELA (Parcel Tax) Local Categorical 880	Supplemental curriculum and materials to support ELA (Parcel Tax) Local Categorical 880

Analysis

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

Paraeducator worked with small groups of students to provide targeted, differentiated instruction in English/Language Arts.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students made adequate yearly growth as measured by curriculum based measures and trimester 2 report card.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

none

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

none

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

Currently, 89% of Fairfield Elementary students are performing at or above grade level in mathematics. By the end of the 2019-2020 school year, all returning students will achieve grade level exit goals in math, as measured by classroom and district assessments and benchmarks.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DJUSD Common Assessments	Students will meet or exceed grade level standards on trimester 3 report card.	Could not be assessed due to Covid-19 school closure

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Paraeducator support will allow teachers to work with small groups of students in math, providing differentiated, targeted instruction using a variety of strategies and hands-on experiences.	Paraeducator support will allow teachers to work with small groups of students in math, providing differentiated, targeted instruction using a variety of strategies and hands-on experiences.	Paraeducator support LCFF - Base 2500	Paraeducator support LCFF - Base 2500

Analysis

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

Paraeducator worked with small groups of students in math, providing differentiated, targeted instruction using a variety of strategies and hands-on experiences.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students made adequate yearly growth as measured by curriculum based measures and trimester 2 report card.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

None

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

All students will engage in artistic activities that help them feel engaged in their school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Could not be assessed due to Covid-19 school closure

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Hire an artist in residence to support a whole school art experience for 2019-2020	Hire an artist in residence to support a whole school art experience for 2019-2020	Hire an artist in residence for the 2019-2020 school year LCFF - Base 1200	Hire an artist in residence to support a whole school art experience for 2019-2020 LCFF - Base 1200
		DSAF Art Allocation for 2019-2020 Site Based Gifts and Donations 500	DSAF Art Allocation for 2019-2020 Site Based Gifts and Donations 500

Analysis

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

Could not be completed due to Covid-19 school closure

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

N/A

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Expenditure paid for paraeducator salary.

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

Could not be assessed due to Covid-19 school closure. This is something we would like to plan for next year through PTA funding.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Supervision during lunchtime and recess will be provided to ensure that students will be safely monitored during their recess activities

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Lunch time and yard duty supervision (safety)	Lunch time and yard duty supervision (safety)	Lunchtime and recess supervision 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA/O) 5000	Lunch time and recess supervision 2000-2999: Classified Personnel Salaries Parent-Teacher Association (PTA/O) 3791.00

Analysis

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

A yard duty was hired to supervise students during lunch recess.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This provides supervision so that the students can get support with playground rules, conflict management and first aid if needed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

None

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	7,080.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	5000	0.00
LCFF - Supplemental	1,200	0.00
Local Categorical	880.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	5,000.00
LCFF - Supplemental	1,200.00
Local Categorical	880.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	6,200.00
None Specified	880.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Base	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	1,200.00
None Specified	Local Categorical	880.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 3 Parent or Community Members

Name of Members	Role
Gay Bourguignon	Principal
Catherine Dayan	Classroom Teacher
Lisa Bertain	Parent or Community Member
Becca Thomases	Parent or Community Member
Erika Luke	Parent or Community Member
Jonathan Defty	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Gay Bourguignon on 5/6/2020

approved via email

SSC Chairperson, Erika Luke on 5/6/2020

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 measureable 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