

The Single Plan for Student Achievement

School: Fairfield Elementary School
CDS Code: 57726786056253
District: Davis Joint Unified School District
Principal: Nicole Smith
Revision Date: May 26, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Fairfield Elementary School's Vision and Mission Statements

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 and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	24	25		19	21		1	0		2	3	
Growth API	912	962		922	960							
Base API	884	912		894	922							
Target	A	A										
Growth	28	50										
Met Target	Yes	Yes										

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1	1		1	1		3	0		3	0	
Growth API												
Base API												
Target												
Growth												
Met Target												

Conclusions based on this data:

1.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100			100	100	
Number At or Above Proficient	20	22		16	18		--			--		
Percent At or Above Proficient	83.3	88.0		84.2	85.7		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100			100		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100			100	100	
Number At or Above Proficient	21	24		17	20		--			--		
Percent At or Above Proficient	91.3	96.0		94.4	95.2		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100			100		
Number At or Above Proficient	--			--			--			--		
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		--	--		--	--	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA GOAL:
Goals 1, 2, 3, and 4: Teachers will use previous learning from professional development to provide individualized, differentiated instruction based on student assessment. Instruction will be designed to help students achieve their academic goals. Technology will be provided to assist in meeting these goals.
SCHOOL 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 2015-2016 school year, all returning students will achieve grade level exit goals in Reading and Language Arts, as measured by classroom and district assessments.
Data Used to Form this Goal:
Results from classroom and district assessments in Reading and Language Arts performed in the spring of 2015 were used to create the 2015-2016 goals.
Findings from the Analysis of this Data:
Analysis of the data revealed that three students currently enrolled at Fairfield Elementary are below grade level in decoding, fluency, high frequency words, and/or phonics skills.
How the School will Evaluate the Progress of this Goal:
Teachers will monitor student progress each trimester, using classroom assessments and district literacy assessments. More frequent monitoring will be performed as needed for students performing below grade level expectations. School Site Council will monitor student growth using summary data collected by teachers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paraeducator support will allow the teachers to work with small groups of students to provide targeted, differentiated instruction in English/Language Arts.	8/26/2015 - 6/9/2016	All staff	Paraeducator support		LCFF - Base	2,500
English Language Arts instruction will be supplemented through the use of technology, both in the classroom and in the computer lab. Programs and supplemental technology related materials will be provided.	8/26/2015 - 6/9/2016	All staff	Technology and Programs		LCFF - Base	600

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
Goals 1, 2, 3, and 4: Teachers will use previous learning from professional development to provide individualized, differentiated instruction based on student assessment. Instruction will be designed to help students achieve their academic goals. Technology will be provided to assist in meeting these goals.
SCHOOL GOAL #2:
Currently, 89% of Fairfield Elementary students are performing at or above grade level in mathematics. By the end of the 2015-2016 school year, all returning students will achieve grade level exit goals in math, as measured by classroom and district assessments and benchmarks.
Data Used to Form this Goal:
Results from classroom and district assessments in mathematics, performed in the spring of 2015, were used to create the 2015-2016 goals.
Findings from the Analysis of this Data:
Analysis of the data revealed that five students currently enrolled at Fairfield are below grade level in number sense, problem solving, fractions, decimals, and/or basic operations.
How the School will Evaluate the Progress of this Goal:
Teachers will monitor student progress each trimester, using classroom assessments and district math benchmark assessments. More frequent monitoring will be performed as needed for students performing below grade level expectations. School Site Council will monitor student growth using summary data collected by teachers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	8/26/2015 - 6/9/2016	All staff	Paraeducator support		LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math instruction will be supplemented through the use of technology, both in the classroom and in the computer lab. Programs and supplemental technology related materials will be provided.	8/26/2015 - 6/9/2016	All Staff	Programs and Technology		LCFF - Base	600

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF - Base	6,200	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	6,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,100.00
Goal 2	3,100.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nicole Smith	X				
Mary Ryan		X			
Lara Reising				X	
Tim Cutler				X	
Caitlin McCalla				X	
Jonathan Defty		X			
Numbers of members of each category:	1	2		3	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 5/26/15.

Attested:

Nicole Smith

Typed Name of School Principal

Signature of School Principal

Date

Lara Reising

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Fairfield Elementary School

Funding Source: LCFF - Base

\$6,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Paraeducator support		\$2,500.00	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.
Technology and Programs		\$600.00	English-Language Arts	English Language Arts instruction will be supplemented through the use of technology, both in the classroom and in the computer lab. Programs and supplemental technology related materials will be provided.
Paraeducator support		\$2,500.00	Mathematics	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.
Programs and Technology		\$600.00	Mathematics	Math instruction will be supplemented through the use of technology, both in the classroom and in the computer lab.

LCFF - Base Total Expenditures: \$6,200.00

LCFF - Base Allocation Balance: \$0.00

Fairfield Elementary School Total Expenditures: \$6,200.00