

# The Single Plan for Student Achievement

**School:** Fairfield Elementary School  
**CDS Code:** 57726786056253  
**District:** Davis Joint Unified School District  
**Principal:** Gay Bourguignon  
**Revision Date:** May 3, 2016

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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**Position:** Principal  
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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 Profile**

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Fairfield is a K-3 school with two classrooms and approximately 50 students. There is no on site administrator, but Fairfield shares a principal with Patwin Elementary School. The principal visits the site several times a year for observations and meetings. During observations, both formal and informal, there is evidence that grade level/common core standards are being taught and that instruction is being differentiated to meet the individual needs of students. In addition to two teachers and a para-educator, parents volunteer in the classroom to facilitate small group instruction and a smaller adult to student ratio.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

No standardized data is available for the current school year. District assessments in English/Language Arts are used to evaluate student progress and plan targeted instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use spreadsheets to document the growth of each student based on their assessments, to communicate student needs and strengths to parents, and to provide targeted instruction to ensure that each student meets grade level exit goals.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

#### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
  
16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Fairfield Elementary School is a parent participation school, where 100% of the parents contribute volunteer hours within the instructional day, at home, on weekends, and for special events.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
  
18. Fiscal support (EPC)

### **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	11	11	100.0	11	2421.9	27	18	27	27
All Grades	11	11	100.0	11		27	18	27	27

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	45	27	27	9	55	36	27	64	9	27	36	36
All Grades	45	27	27	9	55	36	27	64	9	27	36	36

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	11	11	100.0	11	2441.7	9	45	27	18
All Grades	11	11	100.0	11		9	45	27	18

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	36	36	27	27	55	18	36	55	9
All Grades	36	36	27	27	55	18	36	55	9

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2015-16 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2015-16 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	2	2	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	2	2	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	59.0	60.5%	
Met Target	--	--	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2	0	2	0		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	22.8	49.0	24.2%	50.9%		
Met Target	--	--	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
<b>Mathematics</b>			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	670	649	
Percent with Prior Year Data	98.5	98.8	
Number in Cohort	660	641	
Number Met	443	431	
Percent Met	67.1	67.2	
NCLB Target	59.0	60.5%	60.5%
Met Target	Yes	Yes	

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	649	218	673	203		
Number Met	189	139	190	137		
Percent Met	29.1	63.8	28.2	67.5		
NCLB Target	22.8	49.0	24.2%	50.9%	24.2%	50.9%
Met Target	Yes	Yes	Yes	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
<b>English-Language Arts</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	No		
<b>Mathematics</b>			
Met Participation Rate	Yes		
Met Percent Proficient or Above	Yes		
<b>Met Target for AMAO 3</b>	<b>No</b>		

#### 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:

<b>SUBJECT: English-Language Arts</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #1:</b>
Currently, 94% of Fairfield Elementary students are performing at or above grade level in Reading and Language Arts. By the end of the 2016-2017 school year, all returning students will achieve grade level exit goals in Reading and Language Arts, as measured by classroom and district assessments.
<b>Data Used to Form this Goal:</b>
Results from classroom and district assessments in Reading and Language Arts performed in the spring of 2016 were used to create the 2016-2017 goals.
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	8/24/2016 - 6/8/2017	All staff	Paraeducator support		LCFF - Base	700
					LCFF - Supplemental	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>Instructional technology specialist will upgrade the technology and the educational software on the computers in the lab for student use.</p>	8/24/2016 - 6/8/2017	All staff	Instructional Technology Specialist		LCFF - Base	600
			Moby Max		Local Categorical	278
Classroom leveled readers to support reading instruction.			Reading Materials - Leveled Readers		Local Categorical	682

## 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:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
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.
<b>SCHOOL GOAL #2:</b>
Currently, 89% of Fairfield Elementary students are performing at or above grade level in mathematics. By the end of the 2016-2017 school year, all returning students will achieve grade level exit goals in math, as measured by classroom and district assessments and benchmarks.
<b>Data Used to Form this Goal:</b>
Results from classroom and district assessments in mathematics, performed in the spring of 2016, were used to create the 2016-2017 goals.
<b>Findings from the Analysis of this Data:</b>
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.
<b>How the School will Evaluate the Progress of this Goal:</b>
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.	8/24/2016 - 6/8/2017	All staff	Paraeducator support		LCFF - Base	1,900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>Instructional technology specialist will upgrade the technology and the educational software on the computers in the lab for student use.</p>	8/24/2016 - 6/8/2017	All Staff	Information Technology Specialist		LCFF - Base	600

## Planned Improvements in Student Performance

### School Goal #3

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:

<b>SUBJECT: Climate</b>
<b>LEA GOAL:</b>
climate and student engagement
<b>SCHOOL GOAL #3:</b>
Students will be more engaged due to the variety of physical education activities provided on campus.
<b>Data Used to Form this Goal:</b>
Research indicates that students who are engaged at school will do better academically.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>
Results from classroom and district assessments in Reading and Language Arts and Math performed in the spring of 2016.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase P.E. Equipment	8/24/2017-6/8/2017	Principal and staff	Equipment for Physical Fitness		LCFF - Base	1200.00

## 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	5,000	0.00
LCFF - Supplemental	1,200	0.00
Local Categorical	960	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	5,000.00
LCFF - Supplemental	1,200.00
Local Categorical	960.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	3,460.00
<b>Goal 2</b>	2,500.00
<b>Goal 3</b>	1,200.00

## 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
Gay Bourguignon	X				
Mary Ryan		X			
Greg Moffit				X	
Ashley Teodorson				X	
Caitlin McCalla				X	
Jonathan Defty		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>		<b>3</b>	

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:

Gay Bourguignon

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Greg Moffit

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Budget By Expenditures

## Fairfield Elementary School

### Funding Source: LCFF - Base

**\$5,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Paraeducator support		\$700.00	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.
Instructional Technology Specialist		\$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. Instructional technology specialist will upgrade the technology and the educational software on the computers in the lab for student use.
Paraeducator support		\$1,900.00	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.
Information Technology Specialist		\$600.00	Mathematics	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. Instructional technology specialist will upgrade the technology and the educational software on the computers in the lab for student use.
Equipment for Physical Fitness		\$1,200.00	Climate	Purchase P.E. Equipment

LCFF - Base Total Expenditures: \$5,000.00

LCFF - Base Allocation Balance: \$0.00

### Funding Source: LCFF - Supplemental

**\$1,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Fairfield Elementary School

	\$1,200.00	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.
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LCFF - Supplemental Total Expenditures:	\$1,200.00
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LCFF - Supplemental Allocation Balance:	\$0.00
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### Funding Source: Local Categorical

**\$960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Moby Max		\$278.00	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. Instructional technology specialist will upgrade the technology and the educational software on the computers in the lab for student use.
Reading Materials - Leveled Readers		\$682.00	English-Language Arts	Classroom leveled readers to support reading instruction.

Local Categorical Total Expenditures:	\$960.00
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Local Categorical Allocation Balance:	\$0.00
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Fairfield Elementary School Total Expenditures:	\$7,160.00
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