

# 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 17, 2018

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 June 22, 2017.**

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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.

Administration observes classes informally on a regular basis. Lessons are standard's based and engagement is strong.

### **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)**

SITE reviews state assessment results, inclusive of the dashboards and individual student data, as a site and in grade level teams. As a result, teaching staff identifies areas for additional instruction, reflects on instruction from prior year, and articulates needs for professional growth. Additionally, SITE staff have used common assessments agreed upon in grade level teams district wide to assess the impact of their instruction and the needs of students. This process continues to evolve as assessment cycles and assessment tools are refined.

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

Staff at SITE uses curricularly embedded assessments in a formative manner so that instruction is responsive and to give teachers the information needed during academic conferencing. Some EnVision assessments are used by the classroom teacher, grade level team at the site for use in planning instruction, intervention, or flexible ability grouping. Next year's adoption of English Language Arts/English Language Development materials promise more streamlined assessment of reading, comprehension, and writing skills.

### **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)

Teachers at SITE are credentialed and teaching in their appropriate areas. Additionally, the district and site have been able to provide professional growth support in identified areas of focus. This year, many opportunities have existed for professional learning around mindset, implementation of Number Talks, and in the English Language Arts/English Language Development framework. Our Instructional Math Coaches and Differentiation Specialists have also worked with individual teachers, small professional learning cohorts, and all staff professional growth meetings.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

In math, much energy has been invested in aligning standards, assessments, and the planned adult learning. In the 2017-2018 school year, as we learn more about the ELA/ELD standards and frameworks and adopted materials, we expect a parallel process in assessment and professional growth. All staff has worked to better understand differentiation and the intentional design of California Common Core.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At SITES we have benefitted from a Differentiation Specialist, Reading Specialists with expertise in foundational reading skills, as well as Instructional Math Coaches.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At SITE collaborative time is both supported and valued, but also explicitly designed within contract time. Monthly, there is collaborative time as a whole staff, time as a grade level at our site, time as a grade level across the district. Additionally, this year we have benefitted from many teachers submitting and receiving grants to honor their collaborative time.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As new frameworks are adopted, SITE has participated in training to better understand and implement frameworks and standards. In math, we have adopted and fully implemented State adopted materials to support this and have developed a scope and sequence for further support and alignment. We expect to parallel this process for ELA/ELD next year and continue to learn, implement, and align standards and frameworks for Social Science, Next Generation Science, and Health in the coming years.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

At SITE we have an average dedicated time to math of \_\_\_ and in ELA/ELD of \_\_\_\_\_. It is our intention to have less variability on site and district wide next year.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

SITE

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

At SITE K-6 state board of education approved curriculum was purchased for mathematics and additional supplements were purchased for richer tasks and differentiation this year. ELA/ELD materials were adopted for purchase this May and will be on site for use this fall. These materials include those needed for intervention, additional depth or complexity.

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)

SBE adopted materials, EnVision are being used in our full inclusion model of instruction and support intervention in math. The same is true for Benchmark Advance, the ELA/ELD adoption. Teachers and specialists have also created and purchased materials for appropriate intervention and student support; these supports and interventions are designed to further teacher ability to facilitate instruction of state standards and student achievement.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

SITE

14. Research-based educational practices to raise student achievement

At SITE we have focused practice on strategies supported by research that include: restorative practices and social emotional learning, Number Talks, formative assessment, Professional Learning Communities, Daily Five.

#### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SITE

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)

SITE

#### 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 Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	*		8	*		8	*		100		
All Grades	8	*		8	*		8	*		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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

**Conclusions based on this data:**

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	*		8	*		8	*		100		
All Grades	8	*		8	*		8	*		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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	*	*		*	*		*	*		
All Grades	*	*		*	*		*	*		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
3							***								
Total							100								

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K								***							
3							***								
Total							100	100							

#### 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 student performance 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 2018-2019 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 2017 were used to create the 2018-2019 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.	8/29/2018 - 6/13/2019	All staff	Paraeducator support		LCFF - Base	1300
			Paraeducator support		LCFF - Supplemental	1,200
			3rd Grade Reading Para Support		District Funded	1,500
English Language Arts Instruction will be supplemented through a variety of reading/writing materials	8/29/2018 - 6/13/2019	All staff	Supplemental curriculum and materials to support ELA (Parcel Tax)		Local Categorical	860

## 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 student performance 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 2018-2019 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 2018, were used to create the 2018-2019 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.	8/29/2018 - 6/13/2019	All staff	Paraeducator support		LCFF - Base	2500

## 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 student performance 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
<b>SCHOOL GOAL #3:</b>
All students will engage in artistic activities that help them feel engaged in their school.
<b>Data Used to Form this Goal:</b>
Research indicates that students who are engaged at school will do better academically. Schools integrating the arts into the curriculum as part of a comprehensive education reform strategy are documenting positive changes in the school environment and improved student performance.
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire an artist in residence to support a whole school art experience for 2018-2019	8/29/2018 - 6/13/2019	Principal and staff	Hire an artist in residence for the 2018-2019 school year		LCFF - Base	1200
			DSAF Art Allocation for 2018-2019		Site Based Gifts and Donations	500

## Planned Improvements in Student Performance

### School Goal #4

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 student performance 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/Safety</b>
<b>LEA GOAL:</b>
Climate/Safety
<b>SCHOOL GOAL #4:</b>
Supervision during lunchtime and recess will be provided to ensure that students will be safely monitored during their recess activities
<b>Data Used to Form this Goal:</b>
Recess time is typically less structured and students can be in conflict and require adult support
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lunch time and yard duty supervision (safety)	8/29/2018-6/13/2019	All Staff	Lunchtime and recess supervision	2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA/O)	5000

## Planned Improvements in Student Performance

### School Goal #5

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 student performance 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #6

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 student performance 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #7

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 student performance 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Planned Improvements in Student Performance

### School Goal #8

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 student performance 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:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			LCFF-ED			
				1000-1999: Certificated Personnel Salaries		

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## 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	5000	0.00
LCFF - Supplemental	1,200	0.00
Local Categorical	860	0.00
Parent-Teacher Association (PTA/O)	5000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	1,500.00
LCFF - Base	5,000.00
LCFF - Supplemental	1,200.00
Local Categorical	860.00
Parent-Teacher Association (PTA/O)	5,000.00
Site Based Gifts and Donations	500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>Total Expenditures</b>
	4,660.00
2000-2999: Classified Personnel Salaries	5,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	1,500.00
	LCFF - Base	1,200.00
	LCFF - Base	3,800.00
	LCFF - Supplemental	1,200.00
	Local Categorical	860.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA/O)	5,000.00
	Site Based Gifts and Donations	500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	4,860.00
<b>Goal 2</b>	2,500.00
<b>Goal 3</b>	1,700.00
<b>Goal 4</b>	5,000.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gay Bourguignon	X				
Mary Ryan		X			
Jennifer Jones				X	
Kristi Link Croisier				X	
Liz Hilliard				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 5/17/18.

Attested:

Gay Bourguignon

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

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

\_\_\_\_\_  
Date

Liz Hilliard

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

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

\_\_\_\_\_  
Date

## 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:

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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 5/25/17.

Attested:

Gay Bourguignon

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

*Gay Bourguignon*

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

5/17/18

\_\_\_\_\_  
Date

Liz Hilliard

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

*Liz Hilliard*

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

5/17/18

\_\_\_\_\_  
Date

# Budget By Expenditures

## Fairfield Elementary School

### Funding Source: District Funded

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
3rd Grade Reading Para Support		\$1,500.00	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.

District Funded Total Expenditures: \$1,500.00

District Funded Allocation Balance: \$0.00

### Funding Source: LCFF - Base

**\$5,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Paraeducator support		\$1,300.00	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.
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.
Hire an artist in residence for the 2018-2019 school year		\$1,200.00	Climate	Hire an artist in residence to support a whole school art experience for 2018-2019

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

Paraeducator support	\$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

LCFF - Supplemental Allocation Balance: \$0.00

### Funding Source: Local Categorical

**\$860.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental curriculum and materials to support ELA (Parcel Tax)		\$860.00	English-Language Arts	English Language Arts Instruction will be supplemented through a variety of reading/writing materials

Local Categorical Total Expenditures: \$860.00

Local Categorical Allocation Balance: \$0.00

### Funding Source: Parent-Teacher Association (PTA/O)

**\$5,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Lunchtime and recess supervision	2000-2999: Classified Personnel Salaries	\$5,000.00	Climate/Safety	Lunch time and yard duty supervision (safety)

Parent-Teacher Association (PTA/O) Total Expenditures: \$5,000.00

Parent-Teacher Association (PTA/O) Allocation Balance: \$0.00

### Funding Source: Site Based Gifts and Donations

**\$0.00 Allocated**

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

DSAF Art Allocation for 2018-2019	\$500.00	Climate	Hire an artist in residence to support a whole school art experience for 2018-2019
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Site Based Gifts and Donations Total Expenditures:	\$500.00
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Site Based Gifts and Donations Allocation Balance:	\$0.00
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Fairfield Elementary School Total Expenditures:	\$14,060.00
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