

The Single Plan for Student Achievement

School: Fairmont Elementary School
CDS Code: 10-62414-6007124
District: Sanger Unified School District
Principal: Jared Savage
Revision Date:

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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School Vision and Mission

Fairmont Elementary School's Vision and Mission Statements

Fairmont Mission Statement

- 1) Increase Student Achievement for ALL students
- 2) Close the Achievement Gap for ALL subgroups
- 3) Create Positive/Safe Learning Environments

Fairmont Vision Statement

“Students demonstrate high academic and personal achievement through critical thinking, collaborative competition, and real-world application within an engaging, innovative learning environment.”
-Fairmont 2016-2017-

School Profile

Fairmont School is one of 14 elementary schools in Sanger Unified School District serving approximately 11,000 students. The district consists of 6 K-5 schools, 5 K-6 schools, 3 K-8 schools, one 6-8 grade middle school, one continuation high school, one charter home school, one community day school, and Sanger High School.

Sanger Unified School District covers 180 square miles in eastern Fresno County, from the city of Fresno to the foothills. The district includes the city of Sanger, the communities of Del Rey and Centerville, and suburban and rural areas. Sanger Unified adjoins Fresno, Clovis, Fowler, Selma, Kings Canyon, Parlier, and Sierra school districts. The district is rich in agriculture to the east and south, while the north and west are a combination of agriculture and suburban areas.

The students at Fairmont School represent a range of ethnic and socio-economic diversity. About 58% percent of the students receive free or reduced price meals. The ethnic composition of the school currently includes 44% White, 43% Hispanic, and 12% Asian, and 2% other. The gender mix of the student body is 49% male and 51% female. Special populations include: 4% Special Education [RSP], 26% English Learners.

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).

94.7% Valid Scans Returns

Sanger Unified Parent Survey Comment Review

School: Fairmont

After reviewing and tallying the comments from the parent survey with your team, please complete the fields below. Your team should be made of administration, teachers, classified personnel, and parents (who are not on staff).

List the top three positive areas mentioned by parents.

Areas of Positive Comments by Parents (Ranked)	Number of Comments in this Area
1. Great teachers and staff	(102)
2. Family like atmosphere/Culture/ Safe Environment	(73)
3. Balance between high student achievement and extra-curricular activities	(32)

List the top three areas for improvement mentioned by parents.

Comments by Parents Suggesting Areas of Improvement (Ranked)	Number of Comments in this Area
1. Need for better lunches	(23)
2. Need for additional parking	(12)
3. Need for improved restrooms	(9)

Classroom Observations

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

Classroom observations are done frequently throughout the year. The goal is to observe each classrooms 2X each week. Our focus this year has centered around focus walks that provide meaningful feedback to teachers. Teachers now have the options to select categories that they want feedback on and can request from administration or CSP.

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)

At Fairmont we utilize state data in order to analyze students grade level abilities in both math and language arts. Teachers review and use data to formulate intervention groups, plan strategic instruction, and move students toward proficiency levels. This data allows teachers to focus their plans around claims and targets which guide their year long instruction.

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

At Fairmont our teachers utilize common formative assessments to ensure that their students are accessing curriculum and meeting the expectations of the integrated CCSS units being taught. Students are assessed at the close of each unit through a district progress block assessment which provides teachers, as well as district administration, with data in each of the CCSS claims, allowing for guidance in follow on action and instruction.

Staffing and Professional Development

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

All Fairmont staff are highly qualified for all positions taught.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided ample professional development opportunities by both the school and the Sanger Unified School District. Various opportunities are given throughout the year to develop teachers in current math and ELA common core standards as well as instructional strategies for English Learners and special populations.

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

District provided professional development opportunities are provided based on the needs of teachers to fully engage in Common Core. Professional development is directly linked to grade level content standards in each subject area, as well as instructional strategies based on teacher request.

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

Teachers are given instructional assistance by the Fairmont Curriculum Support Provider on a daily basis. We also have an Early literacy coach onsite to work with all staff to develop balanced literacy in the classroom. Staff also has access to an RSP teacher, and school Psychologist, as well as a speech pathologist.

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

Fairmont teachers engage in professional learning communities weekly during minimum days. Teachers in each grade level come together to discuss instructional strategies, common assessment, and student performance. These conversations lead teachers to make impactful, data driven changes to improve student achievement.

Teaching and Learning

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

All curriculum is adopted or created with district level input to ensure alignment to common core standards. All unit design is overseen by the school and district training model.

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

Teachers adhere to a master schedule provided at the beginning of the year by the principal. The master calendar outlines the amount of instructional minutes to be spent on core areas as well as RTI, ELD, and any programs needed to meet the needs of students designated a part of a statistically significant subgroup.

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

Teachers adhere to a master schedule provided at the beginning of the year by the principal. The master calendar outlines the amount of instructional minutes to be spent on core areas as well as RTI, ELD, and any programs needed to meet the needs of students designated a part of a statistically significant subgroup.

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

Instructional materials are purchased and distributed by the district. Materials are appropriated for every enrolled student and are easily accessible.

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)

Each classroom and student has access to adopted curriculum assigned to them for core subjects as well as RTI and ELD.

Opportunity and Equal Educational Access

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

Fairmont students are provided with immediate help in the tier one program and built into the regular program students are also given time for intervention, language development, literacy instruction and intervention, as well as other supports.

14. Research-based educational practices to raise student achievement

Students not on grade level in reading receive researched based small group instruction. Progress is tracked through weekly DIBELS assessment and is discussed biweekly by the RTI team.

Parental Involvement

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

Parents have access to a wide variety of help from both the school and district in terms of supports. Tutoring options both outside and inside of school are available. Parent Forums are held each year to offer awareness and support for families and local community.

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)

Parents are provided the opportunity to give input on use of funds and implementation of programs in a variety of ways. ELAC and School Site Council allows parents to discuss these matters directly with teachers, community members, and admin. Parents also contribute their input through annual parent surveys as well as an LCAP survey.

Funding

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

Categorical funding provides our site with several educational professionals, dedicated to ensuring that underperforming students meet standards. A part time intervention teacher sees small groups of students throughout the day, instructing them in a research based reading programs. Our literacy specialist provides teachers and students with high quality instruction in literacy to ensure all students are reading at grade level. Our curriculum support provider provides teachers with instructional strategies to ensure that all students have access to core curriculum.

18. Fiscal support (EPC)

Ongoing assessment of funds is necessary to ensure we are always allocating funds where necessary to support student need. Should it be programs or intervention teachers, careful attention is placed to funding and to ensuring equitable access is given to all.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	50	53	46	49	53	46	49	53	90.2	98	100
Grade 4	52	47	61	48	45	61	48	45	61	92.3	97.8	100
Grade 5	52	57	49	46	53	48	46	53	48	88.5	96.4	98
Grade 6	51	59	62	47	59	58	47	59	58	92.2	100	93.5
Grade 7	69	61	65	67	59	64	66	59	64	97.1	98.3	98.5
Grade 8	65	72	69	62	70	67	62	70	67	95.4	97.2	97.1
All Grades	340	346	359	316	335	351	315	335	351	92.9	98	97.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2416.3	2430.8	2459.0	26	20	33.96	9	29	24.53	30	35	32.08	35	16	9.43
Grade 4	2462.0	2472.5	2493.2	15	31	27.87	42	16	39.34	17	22	14.75	27	31	18.03
Grade 5	2501.9	2516.0	2527.5	17	15	33.33	28	47	22.92	39	28	29.17	15	9	14.58
Grade 6	2539.0	2550.5	2536.9	11	19	13.79	47	41	44.83	26	29	27.59	17	12	13.79
Grade 7	2546.0	2561.3	2568.3	9	20	14.06	34	36	50.00	39	29	18.75	16	15	17.19
Grade 8	2564.8	2572.9	2584.9	11	11	22.39	34	44	37.31	37	30	22.39	18	14	17.91
All Grades	N/A	N/A	N/A	14	19	23.65	33	36	37.32	32	29	23.65	21	16	15.38

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	22	39.62	30	55	43.40	43	22	16.98
Grade 4	17	31	27.87	56	42	59.02	27	27	13.11
Grade 5	13	21	33.33	52	64	45.83	35	15	20.83
Grade 6	17	24	12.07	53	58	68.97	30	19	18.97
Grade 7	18	24	26.56	52	44	56.25	30	32	17.19
Grade 8	15	27	23.88	60	56	52.24	26	17	23.88
All Grades	17	25	26.78	51	53	54.70	31	22	18.52

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	14	30.19	48	67	50.94	33	18	18.87
Grade 4	17	22	27.87	54	38	54.10	29	40	18.03
Grade 5	24	15	33.33	54	64	47.92	22	21	18.75
Grade 6	21	22	15.52	64	66	63.79	15	12	20.69
Grade 7	20	32	23.44	55	53	53.13	26	15	23.44
Grade 8	18	20	40.30	65	66	46.27	18	14	13.43
All Grades	20	21	28.49	57	60	52.71	23	19	18.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	24	26.42	72	63	66.04	11	12	7.55
Grade 4	19	27	27.87	71	64	57.38	10	9	14.75
Grade 5	7	26	25.00	78	64	62.50	15	9	12.50
Grade 6	6	15	17.24	85	78	68.97	9	7	13.79
Grade 7	17	12	15.63	74	81	70.31	9	7	14.06
Grade 8	13	11	17.91	74	77	65.67	13	11	16.42
All Grades	13	19	21.37	76	72	65.24	11	9	13.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	27	37.74	48	55	49.06	33	18	13.21
Grade 4	21	36	42.62	56	49	47.54	23	16	9.84
Grade 5	28	30	35.42	63	62	52.08	9	8	12.50
Grade 6	34	36	36.21	60	53	51.72	6	12	12.07
Grade 7	18	36	42.19	64	49	48.44	18	15	9.38
Grade 8	26	19	35.82	53	63	47.76	21	19	16.42
All Grades	24	30	38.46	57	56	49.29	18	15	12.25

Conclusions based on this data:

1. 4 of 6 grades had +16, +13, +12, +11 gains in ELA.
2. 4 of 5 Cohorts have +gains of +13, +8, +10, +11
3. +8% growth in ELA

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	51	53	47	50	53	47	50	53	92.2	98	100
Grade 4	52	47	61	47	45	61	47	45	61	90.4	97.8	100
Grade 5	52	57	49	48	52	48	48	52	48	92.3	94.5	98
Grade 6	51	59	62	47	59	58	47	59	58	92.2	100	93.5
Grade 7	69	61	65	67	59	64	67	59	64	97.1	98.3	98.5
Grade 8	65	71	69	61	69	67	61	69	67	93.8	97.2	97.1
All Grades	340	346	359	317	334	351	317	334	351	93.2	97.7	97.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2434.8	2461.0	2461.5	23	32	22.64	19	38	43.40	32	14	24.53	26	16	9.43
Grade 4	2449.6	2476.8	2486.1	6	18	16.39	19	24	32.79	51	38	40.98	23	20	9.84
Grade 5	2483.2	2514.5	2523.5	13	19	31.25	10	21	16.67	38	44	29.17	40	15	22.92
Grade 6	2521.2	2549.9	2544.4	11	20	22.41	26	29	25.86	34	37	39.66	30	14	12.07
Grade 7	2533.7	2547.9	2531.9	6	12	10.94	25	32	23.44	40	36	35.94	28	20	29.69
Grade 8	2567.1	2546.6	2565.1	11	14	25.37	36	19	20.90	26	36	25.37	26	30	28.36
All Grades	N/A	N/A	N/A	11	19	21.08	23	27	27.07	37	34	32.76	29	20	19.09

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	34	54	47.17	36	30	39.62	30	16	13.21
Grade 4	9	24	31.15	40	38	44.26	51	38	24.59
Grade 5	15	31	43.75	33	38	22.92	52	31	33.33
Grade 6	17	27	25.86	49	46	48.28	34	27	25.86
Grade 7	19	22	23.44	42	49	34.38	39	29	42.19
Grade 8	33	22	31.34	41	32	35.82	26	46	32.84
All Grades	21	29	33.05	40	39	37.89	38	32	29.06

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	24	28.30	26	54	58.49	45	22	13.21
Grade 4	15	27	16.39	45	44	63.93	40	29	19.67
Grade 5	10	19	29.17	44	60	47.92	46	21	22.92
Grade 6	15	22	20.69	57	51	60.34	28	27	18.97
Grade 7	22	12	12.50	42	61	48.44	36	27	39.06
Grade 8	15	13	23.88	64	57	41.79	21	30	34.33
All Grades	18	19	21.37	47	55	53.28	35	26	25.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	30	33.96	47	60	58.49	28	10	7.55
Grade 4	13	33	22.95	51	44	62.30	36	22	14.75
Grade 5	15	12	22.92	44	63	50.00	42	25	27.08
Grade 6	13	31	36.21	70	53	43.10	17	17	20.69
Grade 7	9	19	12.50	76	75	71.88	15	7	15.63
Grade 8	10	13	25.37	67	75	56.72	23	12	17.91
All Grades	14	22	25.36	61	63	57.55	26	15	17.09

Conclusions based on this data:

1. 5 of 6 grades had double digit % gains. Growth highlighted by +28 gain in grade 3.
2. 3 of 5 cohorts had +gains. Highlighted by +24 gain in 6th grade.
3. +11% growth in Math

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	25			50	***		25								
1	14	20		29	40		29	40		29					
2				33	25		33	75		33					
3				50			50	67			33				
4		25		44	50		44	25		11					
5		14		50	57		50	14			14				
6	50			33	75			25		17					
7	***			***	***		***								
8	20	50		80	50										
Total	14	14		44	47		30	33		12	7				

Conclusions based on this data:

1. 28 or 47% of students scored Early Advanced or Advanced.
2. 21 or 36% Scored Intermediate.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	13			25	13		50	13		13	63			13	
1	14	13		29	40		29	40		29				7	
2				43	33		29	67		29					
3				33			50	71			29		17		
4		20		55	40		36	40		9					
5		14		43	57		43	14			14		14		
6	50			33	67			17		17	17				
7	***			***	75		***							25	
8	20	40		80	40			20							
Total	12	10		42	38		32	33		12	14		3	5	

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:

SUBJECT: Academic Achievement
LEA/LCAP GOAL:
The district will provide a high quality educational system to raise the academic achievement of ALL students.
SCHOOL GOAL #1:
Provide high quality Tier 1 instruction by utilizing effective teaching strategies, common formative assessment analysis, and the 21st century skills for students: Collaboration, Critical Thinking, Communication, and Creativity.
Data Used to Form this Goal:
Increase the percentage of all students who have Standard Met or Exceeded in English Language Arts (ELA) and Mathematics. Other Pupil Outcome - Establish baseline proficiency level of updated TK-2 District Progress Assessments in ELA and Math and the new district Progress Block Assessments. Implementation of Common Core will demonstrate positive growth as measured by the SUSD Ipad Walkthrough Implementation Tool. All students will have access to a broad course of study as measured by the analysis of school site master schedules.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and SUSD evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Curriculum Support Provider	August 2016	Principal	Provide Professional Development/Coaching in the areas of instruction, assessment development. 50% of entire contract Schedule coaching opportunities and observations. Identify resources and materials needed to support teachers.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries		
Purchase technology resources.	December 2016	Principal	Purchase additional Smart boards, iPads, keyboards and supplemental resources.	5000-5999: Services And Other Operating Expenditures	None Specified	12,000
Ag/STEM Program	December 2016	Principal	Create Ag/STEM Learning lab in Room 18 Create Ag/STEM Learning lab in Room 18	None Specified None Specified	District Funded Site Formula Funds	36,000
STEM Vex Robotics	December 2016	Principal	Create VEX Competition Lab in Room 17	None Specified	Site Formula Funds	13,000
Early Literacy	August 2016	Principal	Purchase Fiction and Non-Fiction Text to use during guided reading	4000-4999: Books And Supplies	LCFF - Supplemental Title I	4,820 137
Professional Development On Site	February 2017	Principal	Incorporate PD days for teachers based on District/Site Goals.	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	8,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Teacher	August 2016	Principal	Provide additional support for Response to Intervention (RTI) program with direct support of students. 40% of contract		Title I	35,492

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:

SUBJECT: MTSS
LEA/LCAP GOAL:
The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.
SCHOOL GOAL #2:
Develop effective Tier II and Tier III services for all students.
Data Used to Form this Goal:
Meet EL Annual Measurable Achievement Objective 1 (AMAO 1) established by the state. Meet or exceed AMAO 2, EL proficiency rates established by the state. Increase district-wide English learner re-classification rate. Meet or exceed the state and county graduation rates for all subgroups annually. Increase the percentage of students from all applicable subgroups who have Standard Met or Exceeded in English Language Arts and Mathematics.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SUSD evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire Intervention Teacher	August 2016	Principal	Provide support services for Tier II and III students. Identify high quality materials and resources to support students. Provide professional development in district/site literacy materials.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries		
Purchase supplemental resources/intervention/literacy material to support all tiers within RTI.	October 2016	Principal	Materials- Ex. Leveled Literacy, Fiction Chapter Books (K-2) Materials: ACT books 3-6 MatchBox Math Lexia Buzz Math	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title III Site Formula Funds Site Formula Funds Site Formula Funds	5,795 2900 1320 700 350

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:

SUBJECT: Safe Environment
LEA/LCAP GOAL:
The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.
SCHOOL GOAL #3:
Maintain Provide safe learning environment by following PBIS Champions Model.
Data Used to Form this Goal:
Maintain a minimum of 90% Highly Qualified Teachers. Reduce chronic absenteeism by reducing the number of court referrals and habitual truancy annually. Reduce the suspension rates annually by 0.5%. Reduce expulsion rates annually by 0.2%. All Facilities will be well maintained as measured by the Facilities Inspection Tool at 90% or better. Maintain student attendance rate above 90%. Maintain Parent Involvement above 80% as measured by Parent Survey.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
This goal will be evaluated on an annual basis as part of the district LCAP and the SPSA evaluation process.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase new Banners /signs reflecting PBIS model.	December 2016	Principal	Banners, Signs will reflect the Spartan Code for Fairmont	5900:	Communications	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance Incentives	October 2016	Principal	Purchase incentives such as prizes for Friday drawings for students displaying Spartan Code	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	500
Live Like A Champion Day	May 2016	Principal	Purchase Keynote Speaker and Shirts for event	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1000

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
The district will provide a high quality educational system to raise the academic achievement of ALL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District funded Pre-school at specific sites for district students	August 2017 - June 2018	District Office	Pre-school teachers salaries for district supported pre-school Materials and supplies for District funded Pre-school classes Additional support personnel for District funded Pre-school class.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	Title I	500,000
Provide additional support for after school program for overflow students at specific sites.	August 2017 - June 2018	District Office and LEAP program	Personnel for overflow students for specific after school programs Materials and supplies for additional overflow students for specific after school program sites.	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I	275,000
Provide Additional support for summer intervention and credit recovery course	August 2017 - June 2018	District Office and site summer programs	Summer intervention and credit recovery teacher and staff salaries Materials and supplies for Summer intervention and credit recovery courses	1000-1999: Certificated Personnel Salaries	Title I	300,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Professional Development and instructional support district-wide with District Instructional Specialists	August 2017 - June 2018	District Office	Districtwide Instructional Programs - DIS salaries for Professional Development of Teachers	1000-1999: Certificated Personnel Salaries	Title I	319,000
Provide Centralized Parent Involvement	August 2017-June 2018	District Office - Cathy Padilla	Parent Involvement support at sites	4000-4999: Books And Supplies	Title I	35,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	36,000.00
LCFF - Supplemental	14,720.00
None Specified	12,000.00
Site Formula Funds	18,270.00
Title I	35,629.00
Title III	5,795.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	15,885.00
5000-5999: Services And Other Operating Expenditures	13,500.00
5800: Professional/Consulting Services And Operating	8,400.00
None Specified	49,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	District Funded	36,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,820.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,500.00
5800: Professional/Consulting Services And	LCFF - Supplemental	8,400.00
5000-5999: Services And Other Operating	None Specified	12,000.00
4000-4999: Books And Supplies	Site Formula Funds	5,270.00
None Specified	Site Formula Funds	13,000.00
	Title I	35,629.00
4000-4999: Books And Supplies	Title III	5,795.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,849.00
Goal 2	11,065.00
Goal 3	1,500.00

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
Jared Savage	X				
Lisa Johnson			X		
Karen Montgomery*				X	
Janice Messer*				X	
Sandra Madrigal				X	
Melissa Gardner*				X	
Charlene Griesner		X		X	
Tiffany Taylor		X			
Teacher 1		X			
Numbers of members of each category:	1	3	1	5	

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

X 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 10/18/16.

Attested:

Jared Savage

Typed Name of School Principal

Signature of School Principal

Date

Janice Messer

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date