

The Single Plan for Student Achievement

School: Fairwood Explorer Elementary School
CDS Code: 43696906049217
District: Sunnyvale School District
Principal: Rachelle Romander
Revision Date: October 2017

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

Fairwood Explorer Elementary School's Vision and Mission Statements

Mission Statement

Through hands-on instruction, inquiry-based learning, parent participation, and active involvement in our community, Fairwood Explorer Elementary fosters the development of intellectually curious, self-confident critical thinkers who are socially aware and academically prepared to meet the challenges of the 21st century.

We are committed to creating:

An educational environment with high academic standards and expectations that foster creativity, critical thinking, problem-solving, and a life-long love of learning.

A racially, ethnically, economically, and culturally diverse student body.

Programs that cultivate thinking that is original, critical, and reflective; that present material in a hands-on, experiential manner to allow students to learn through discovery; and that utilize individualized, small-group instruction to address differing learning styles.

A curriculum that gives equal weight to the academic, social, emotional, and creative growth of each child and that values cross-curricular learning.

An environment that is respectful, celebrates diversity, and teaches children how to be effective, responsible leaders in their community.

An environment that fosters self-motivated, self-disciplined, and socially responsible students.

Collaboration among staff, parents and students, and the community.

Vision

Fairwood Explorer Elementary is committed to reaching and teaching the whole child. Explorer classrooms use hands-on, small-group instruction, and inquiry-based learning to increase student understanding and achieve student success. Material is presented in an experiential, hands-on manner that allows students to gain knowledge through research and guided discovery. We strive to achieve our mission through strong collaboration between teachers and parents. Our goal is to have every family actively supporting our mission through regular classroom volunteering and active participation on school-wide teams.

School Profile

Fairwood Explorer Elementary School is located in the heart of Silicon Valley and is home to 438 students in grades kindergarten through fifth. Being an open-enrollment school, Fairwood Explorer draws students from all of Sunnyvale as well as the immediate neighborhood. Twenty full-time teachers work with students from diverse backgrounds and ethnicities. The school's demographics include 40% Asian, 36% Caucasian, 17% Hispanic, 3% American Indian, 2% African American and 2% Pacific Islander. 19% of our enrolled students are second language learners and 26% identify as low SES.

Fairwood works to provide children with the basic academic tools they will need to become productive, responsible citizens. Our students work toward established standards for performance, behavior, attendance, and homework as we emphasize proficiency in academic skills, parental involvement, and personal responsibility.

Fairwood comprises a community of administrators, teachers, parents, and students willing to work, change and grow as we work together to provide each child with a quality education. We truly believe that it takes a collaborative effort to enable all students to meet the social, multicultural, and technological challenges of the twenty-first century. Fairwood is committed to the belief that: 1) Students and learning are our primary responsibility. 2) Parents should be active participants in their child's education. 3) Those affected by decisions should be involved in the decision making process. 4) We should encourage and reward innovations and work for continuous improvement.

School and Student Performance Data

California Assessment of Student Performance and Progress 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	72	66	83	69	62	80	69	62	80	95.8	93.9	96.4
Grade 4	64	65	60	62	64	60	62	64	60	96.9	98.5	100
Grade 5	63	61	61	60	61	60	60	61	60	95.2	100	98.4
All Grades	199	192	204	191	187	200	191	187	200	96.0	97.4	98

* 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	2454.7	2445.8	2438.7	33	26	35.00	23	31	17.50	28	29	18.75	16	15	28.75
Grade 4	2494.3	2502.9	2500.9	31	39	30.00	34	27	41.67	21	19	13.33	15	16	15.00
Grade 5	2523.0	2543.6	2543.9	32	26	33.33	22	49	40.00	28	13	8.33	18	11	18.33
All Grades	N/A	N/A	N/A	32	30	33.00	26	35	31.50	26	20	14.00	16	14	21.50

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	27	32.50	58	52	38.75	16	21	28.75
Grade 4	34	33	28.33	53	52	61.67	13	16	10.00
Grade 5	33	26	31.67	45	52	50.00	22	21	18.33
All Grades	31	29	31.00	52	52	49.00	17	19	20.00

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	41	21	35.00	39	59	35.00	20	20	30.00
Grade 4	29	39	30.00	58	45	50.00	13	16	20.00
Grade 5	30	48	41.67	42	41	50.00	27	11	8.33
All Grades	34	36	35.50	46	48	44.00	20	16	20.50

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	22	31	31.25	68	65	60.00	10	5	8.75
Grade 4	13	31	31.67	76	66	56.67	11	3	11.67
Grade 5	23	16	26.67	68	79	60.00	8	5	13.33
All Grades	19	26	30.00	71	70	59.00	10	4	11.00

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	38	26	30.00	48	61	42.50	14	13	27.50
Grade 4	21	33	36.67	48	56	58.33	11	11	5.00
Grade 5	43	54	46.67	48	39	38.33	8	7	15.00
All Grades	34	37	37.00	48	52	46.00	12	10	17.00

Conclusions based on this data:

1. Percent of students scoring at/near or above proficiency in producing clear and purposeful writing has increased.
2. Students are moving from meeting proficiency in reading to exceeding proficiency, but students are not moving from below to meeting.
3. Students show strength in research and inquiry, which is a skill supported by Project Based Learning at Fairwood.

School and Student Performance Data

California Assessment of Student Performance and Progress 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	72	67	83	71	64	80	70	64	80	98.6	95.5	96.4
Grade 4	64	65	60	62	65	60	62	64	60	96.9	100	100
Grade 5	63	61	61	60	60	60	60	60	60	95.2	98.4	98.4
All Grades	199	193	204	193	189	200	192	188	200	97.0	97.9	98

* 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	2468.1	2470.0	2450.6	30	23	30.00	41	53	22.50	15	14	26.25	13	9	21.25
Grade 4	2510.3	2517.7	2519.7	37	30	30.00	24	36	43.33	26	25	21.67	13	9	5.00
Grade 5	2541.3	2546.8	2545.6	32	38	38.33	20	18	20.00	32	28	25.00	17	15	16.67
All Grades	N/A	N/A	N/A	33	30	32.50	29	36	28.00	24	22	24.50	14	11	15.00

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	47	53	41.25	34	34	30.00	19	13	28.75
Grade 4	47	42	56.67	35	44	33.33	18	14	10.00
Grade 5	33	46	48.33	47	31	26.67	20	24	25.00
All Grades	43	47	48.00	39	36	30.00	19	17	22.00

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	33	34	40.00	51	56	40.00	16	9	20.00
Grade 4	37	38	33.33	45	47	58.33	18	16	8.33
Grade 5	30	40	36.67	47	43	48.33	23	17	15.00
All Grades	33	37	37.00	48	49	48.00	19	14	15.00

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	37	50	40.00	53	47	32.50	10	3	27.50
Grade 4	45	42	43.33	35	52	46.67	19	6	10.00
Grade 5	30	36	40.00	52	51	36.67	18	14	23.33
All Grades	38	43	41.00	47	50	38.00	16	7	21.00

Conclusions based on this data:

1. Many students have demonstrated consistent procedural knowledge of mathematics, though there is a cohort of students who need support in this area.
2. Problem solving is an area of strength, with 85% of student scoring at/near standard or above.
3. There is a need to provide further support for students in communicating their reasoning in mathematics.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: English Language Development for English Learners (ELD)
LEA/LCAP GOAL:
The school will have full and consistent implementation of standards-based ELD instruction to all ELs at all grade levels.
SCHOOL GOAL #1:
SMART GOAL:
The percentage of English Learners performing in the met or exceeded proficiency bands on the 2018 CAASPP English/Language Arts assessment will increase from an average of 13% to an average of 50%.
Data Used to Form this Goal:
Previous year's results were used to guide this goal.
Findings from the Analysis of this Data:
While the overall CAASPP data for English/Language Arts is strong, there is a significant gap in proficiency between all students and English Learners.
How the School will Evaluate the Progress of this Goal:
LRT meetings, CELDT screenings, benchmark assessments, and 2018 CAASPP results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) We will administer CELDT and ELPAC and use results as one piece of data for placement in ELD instruction for English Learners in grades K-Fifth	August-September, 2017 and Spring, 2018	CELDT/ELPAC Team Teachers				
2) We will develop a three year site-based plan designated and integrated ELD instruction that aligns to state standards	August, 2017-June, 2018	Administrator Teachers	Instructional Materials		LCAP	1,000
3) The quality of ELD implementation will be deepened through ongoing professional development and coaching.	Monthly	Administrators Teachers Instructional Coach	Sub salaries for release time Professional Development through County Office of Education		LCAP LCAP	1500 1500
4) ELAT rep and site administrator will facilitate monitoring of EL student progress through grade-level LRT meetings. Team will review formative and summative assessment data in ELD, RLA, and Math.	Twice annually: December-January 2018 and May 2018	Administrator ELAT Rep Teachers	Level 3 Stipend for 1 ELAT Rep Subs for LRT Meetings		District Funded LCAP	650

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) We will implement the District Master Plan for English Learners	Ongoing	Administrators ELAT reps Teachers	Subs for ELAC Meetings		LCAP	500
6) Teachers will provide 30 minutes of designated ELD instruction to support English Learners' acquisition of language skills.	Ongoing	Teachers				
7) Teachers will build students' academic language through integrated English language development in the content areas.	Ongoing	Teachers				
8) After school tutorials will prioritize English Learners to provide them with additional opportunities to develop academic skills.	Ongoing	Teachers Administrator				
9) Parent education will be provided on the purposes and practices of the ELD program through outreach channels (website, kindergarten orientation, school newsletter) and during ELAC meetings.	Ongoing	ELAT Rep Administrator	See Goal 1-4			

Planned Improvements in Student Performance

School Goal #2

SUBJECT: Reading Language Arts (RLA)
LEA/LCAP GOAL:
A variety of R/LA CORE and intervention curriculum will be used at all levels to provide specific, targeted support to ensure English Learners have access to appropriate R/LA curriculum.
SCHOOL GOAL #2:
SMART GOAL:
The percent of students in grades 2-5 scoring at or above the 50th percentile on the STAR reading assessment will increase from 64% to 74% as measured by STAR reading assessment in June 2018.
Data Used to Form this Goal:
STAR assessments data from 2016-2017 school year.
Findings from the Analysis of this Data:
We are continuing to grow the number of students proficient, yet there is still a gap in percent students proficient for English Learners and students who are Socio-Economically Disadvantaged.
How the School will Evaluate the Progress of this Goal:
STAR reading assessments, grade-level formative assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Teachers will utilize appropriate resources to provide literacy instruction that is aligned to the California Common Core State Standards.	September 2017-June 2018	Teachers	Instructional materials		LCAP	1000
2) We will provide additional training for teachers on effective implementation and integration of literacy standards across all subject areas.	September 2017-June 2018	Administrator District Grade Level Leads Grade Level Leads	Professional Development Level 2 stipends for 6 Grade Level Leads Level 2 stipends for 6 District Grade Level Leads		LCAP SITE District Funded	1000
3) We will provide release time for each grade-level team to refine instructional practices through Professional Learning Communities (PLCs).	Quarterly	Administrator Teachers	Sub salaries for collaboration		LCAP	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4) Teachers, administrator and English Language Action Team (ELAT) rep will use assessment data to monitor progress of English Learners through Language Review Team (LRT).	Twice annually: December-January 2017 and March 2018	Teachers Administrator ELAT rep				
5) Principals and teachers will participate in training on data analysis via ELAT, Instructional Leadership Team, Program Planning Meetings & PLC meetings.	September 2017 – June 2018	Coach Principal Teachers				
6) K-5 teachers will receive training in implementing the Common Core standards through District-wide grade-level meeting focused on writing.	November 2017	District Teacher Leaders Teachers				
7) Kindergarten through third grade teachers and support staff will utilize leveled readers and/or Fountas & Pinnell Leveled Literacy Intervention for early literacy intervention with identified students	September 2017 – June 2018	Principal Teachers	Instructional Materials		LCAP	500
8) Fourth and fifth grade teachers will utilize leveled readers and/or Fountas & Pinnell Leveled Literacy Intervention to provide strategic intervention for students reading 2 years below grade level.	September 2017-June 2018	Principal Teachers	Instructional Materials		LCAP	500
9) Resource, Special Day Class & Kindergarten through third grade teachers will utilize Fountas & Pinnell Leveled Literacy Intervention for core literacy and/or intervention for students reading two years below grade level.	September 2017-June 2018	Principal Teachers	Instructional Materials		LCAP	500
10) We will offer after school tutorials to support students who are not yet meeting grade-level standards in literacy.	October 2017-June 2018	Selected Teachers	Extra Work Agreements for selected teachers		SLIP	3800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
11) An Early Literacy Instructional Coach will support teachers in implementing best practices in the classroom by providing professional development and coaching.	August 2017-June 2018	Early Literacy Instructional Coach Administrator	Early Literacy Coach Salary .20 FTE		District Funded	
12) Teachers will provide targeted support as students' level of need through Universal Access (Leveled Literacy Intervention, Reading A-Z, guided reading groups, book study groups, etc.)	August 2017-June 2018	Teachers				

Planned Improvements in Student Performance

School Goal #3

SUBJECT: Mathematics
LEA/LCAP GOAL:
A balanced mathematics approach will be used to ensure academic achievement in mathematical procedures, problem solving, and conceptual understanding.
SCHOOL GOAL #3:
SMART GOAL: The percent of students at or above proficiency on the Sunnyvale School District Math benchmark assessments will increase from 62% to 80%.
Data Used to Form this Goal:
District Math Performance Assessment and District Math Benchmark Assessment
Findings from the Analysis of this Data:
There has been a general decline in number of students assessing in the proficient range or above in the past three years.
How the School will Evaluate the Progress of this Goal:
Administrators and teachers will review results from classroom assessments, District Benchmark assessments, and the California Assessment of Student Performance and Progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Teachers will implement Math Expressions K-5. The school will offer a math program that is aligned with the Standards for Mathematical Practice, as indicated in the Common Core Standards.	August 2017-June 2018	Teachers Administrator	Instructional Materials	0001-0999: Unrestricted: Locally Defined	LCAP	500
2) Supplemental K-5 curriculum will include Investigations or Context For Learning	October 2017-June 2018	Teachers Administrator				
3) We will provide additional training for teachers on effective implementation and integration of literacy standards across all subject areas.	August 2017-June 2018	Administrator Grade Level Leads District Grade Level Leads	Level 2 stipends for 6 Grade Level Leads Level 2 stipends for 6 District Grade Level Leads		District Funded District Funded	
4) Administrator will monitor implementation of research-based best practices for English Learners in math via frequent classrooms visits and teacher feedback.	August 2017-June 2018	Administrator				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) Teachers and administrators will monitor progress for all students, using data from Math Performance and Benchmark assessments through Language Review Teams, Professional Learning Community Cycles, and Student Study Teams.	August 2017-June 2018	Administrator Teachers				
6) We will use ST Math to support the development of conceptual understanding for students in grade K-5	August 2017-June 2018	Teachers				
7) The results of the data analysis will be used to monitor student progress through PLCs. Teachers will provide differentiated instruction based on the assessed learning needs of their students.	August 2017-June 2018	Administrator Teachers				
8) We will provide an after-school intervention program to support students who are not yet meeting grade level standards in mathematics.	2017-2018	Administrator Selected Teachers	Extra Work Agreements for Selected Teachers		LCAP	3800
9) We will provide release time for each grade-level team to refine instructional practices through Professional Learning Communities (PLCs).	2017-2018	Teachers Administrator	Subs for Teacher Release		LCAP	1500
10) Teachers will provide targeted support at students' level of need through Universal Access (Problem of the Month, Differentiation Cards, etc.)	2017-2018	Teachers				

Planned Improvements in Student Performance

School Goal #4

SUBJECT: Professional Development and Instructional Leadership
LEA/LCAP GOAL:
All instructional staff will engage in continuous improvement of their skills and knowledge in-depth professional learning, practice and coaching.
SCHOOL GOAL #4:
SMART GOAL: By June 2018 all instructional staff will implement strategies presented during professional development trainings, which reflect research-based strategies for enriching instruction of all students, including English Learners, and which are aligned to the California Common Core State Standards.
Data Used to Form this Goal:
Training schedules, attendance records, and classroom observation records.
Findings from the Analysis of this Data:
Time continues to be a challenge in providing sufficient training along with opportunities for implementation, practice, and refinement. We will continue to explore ways to maximize time and resources in this area.
How the School will Evaluate the Progress of this Goal:
Administrators will conduct periodic classroom observations to look for evidence of strategy implementation and will review records of professional development trainings offered. Grade level meeting minutes should reflect collaboration in designing instruction to implement learned strategies.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) All teachers will participate in three District-wide grade level meetings focused on District-selected topics (writing, science, and math)	November 2017 January 2018 February 2018	Administrator Staff				
2) All K-5 teachers will participate in ongoing training and coaching in inquiry based learning	Ongoing & Monthly	Principal Staff Teacher Leadership Instructional Coach				
3) Leadership team (Grade level Leads) will meet monthly. Grade level meetings will take place monthly to plan projects, discuss progress, and report back to the community as a whole.	Monthly	Grade Level Leads Administrator Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4) Professional development and monthly PLC meetings will be routinely addressed to determine successes and areas for improvement. Feedback from all stakeholders will be used to identify discussion and action points.	Monthly, ongoing	Principals PLC leads Teachers				
5) The principal will participate in a system of accountability in which she meets with Cabinet 3 times annually to present an analysis of student achievement data and a plan for intervention and enrichment.	3x/year as scheduled by District	Administrator				
6) All teachers will participate in annual conferences with a site administrator to establish and review professional goals for the year.	September 2017	Administrator Teachers	Sub for staff release		SLIP	200
7) We will provide release time for each grade-level team to refine instructional practices through Professional Learning Communities (PLCs).	September 2017-2018	Administrator Teachers	See 2- and 3-			

Planned Improvements in Student Performance

School Goal #5

SUBJECT: Technology
LEA/LCAP GOAL:
Students and teachers will be provided with the technology they need to develop 21st Century Skills: Communication, Collaboration, Creativity, Critical Thinking and Civility
SCHOOL GOAL #5:
SMART GOAL: The percent of classroom that meet the district standard technology ratios (1:2 in K-1, 1:1 2-5) will increase from 71% to 90% as measured by technology survey in June 2017
Data Used to Form this Goal:
Device inventory from 2016-2017
Findings from the Analysis of this Data:
As a school, we are still not meeting the district standard for technology in the classroom.
How the School will Evaluate the Progress of this Goal:
We will conduct a technology survey yearly, to monitor both how many devices in each classroom, and how they are being used.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) We will annually update our school-wide inventory to verify available technology and will recycle outdated/broken devices	2017-2018	LRC Specialist Principal				
2) We will develop a device management plan for procurement, distribution, usage, and maintenance of devices.	Ongoing	Principal School Site Council				
3) We will purchase devices as needed in accordance with the site plan.	2017-2018	Administrator LRC Specialist	Purchasing and replacement of Chromebooks, iPads, covers, carts/charging stations, and required licenses.		Other	15000
4) Teachers will utilize digital curriculum in the classroom such as: ST Math, Raz-Kids, STAR Reading, and presentation software to enhance instruction and assessment.	2017-2018	Administrator Teachers	Software subscriptions		Other	5500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) Teachers will utilize typing software to build student typing fluency in second through fifth grades.	2017-2018	Teachers Instructional Tech Leads	Software subscription to Typing Club		District Funded	
6) We will provide professional development for teacher on the use of digital media in the classroom and will establish expected skill and outcomes for students	2017-2018	Administrators Instructional Tech Lead	Level 3 Instructional Tech Lead Stipend		District Funded	
7) We will train students to use technology responsibly and respectfully.	Fall 2017	Teachers Instructional Tech Lead				
8) The Student Technology Leadership Team will work with teachers and students to provide tech support to assigned classrooms.	2017-2018	Instructional Tech Lead				

Planned Improvements in Student Performance

School Goal #6

SUBJECT: Parent Engagement and Parent Education
LEA/LCAP GOAL:
Opportunities to help parents become active participants in the education of their children will be provided throughout the school year across all grade levels.
SCHOOL GOAL #6:
SMART GOAL:
At least 15 parent education and / or involvement activities will take place during the 2017 - 2018 school year, so as to strengthen the home & school connection. Survey data will demonstrate that at least 80% of families believe the parent activities were helpful in supporting their child's education.
Data Used to Form this Goal:
Parents surveyed in the 2016 - 2017 school year overwhelmingly requested there be education to support and elaborate upon the school's plan and vision.
Findings from the Analysis of this Data:
Parents wanted more opportunities for parent education on ways to be involved in the classroom and to continue community events that brought families together in support of our students.
How the School will Evaluate the Progress of this Goal:
Sign in logs at all school events will be collected and tallied. Event surveys will identify areas of success and need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) 1 ELAC rep will participate in the District English Learner Advisory Committee (DELAC) during which parent representatives share successful practices with each other.	4 meetings annually	Administrator ELAT rep DELAC rep	See goal 1-4			
2) The English Learner Advisory Committee will meet regularly to provide parent education on best practices for English Learners and to solicit input from parents on how to improve programs for students and families.	4 meetings annually	Administrator ELAT Rep	Workshop materials for parents		LCAP	250
3) Lyceum representation from at least two parents to report upon school successes and concerns.	February 2018	Principal ELAC rep Parents				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4) At least 4 parent education opportunities will be offered by the school through presentations by administrator, teachers, and collaborative school partners.		Administrator Teachers Parents	Parent Education Presenter Costs		SITE	2000
5) School Site Council – composed of two parents, two teachers, one classified staff member, and the principal – will develop and oversee the implementation of the School Plan.	2017-2018	School Site Council	School Site Council Level 1 Stipend for 2 Staff Members		District Funded	
6) We will share information regarding our school goals in newsletters, parent meetings, and on the school website in order to increase parent understanding of the School Plan and the ways they can be involved in school programs.	2017-2018	Administrator School Site Council				
7) Parents will have opportunities to provide input on school programs by completing a computer-based feedback survey annually and by participation in site-based events, such as Coffee with the Principal and ELAC.	2017-2018	Administrator ELAC Rep Parents	Supplies		SITE	300
8) Parent education materials will be posted on the website and sent to the community through SchoolMessenger to provide information for parents who were unable to attend events.	2017-2018	Administrator Parents				
9) Spanish translation services, family outreach, and educational seminars will be provided by the Instructional Technician to support families in receiving parent education in their home language.	2017-2018	Instructional Technician Administrator	Instructional Technician Salary		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10) A spring survey will be administered to provide parents with an opportunity to provide feedback on the parent programs.	Spring 2018	Administrator				

Planned Improvements in Student Performance

School Goal #7

SUBJECT: Safe and Orderly Environment
LEA/LCAP GOAL:
We will employ best practices school wide and in classrooms to ensure all students develop academically, socially and emotionally in a safe and orderly environment.
SCHOOL GOAL #7:
SMART GOAL: All teachers will offer monthly Social Emotional Learning (SEL) lessons on targeted positive character traits, positive citizenship, or upstander behaviors, as supported by Project Cornerstone, Wheel of Choice, Playworks and/or Acknowledge Alliance to support students in respecting one another, resolving conflicts, and regulating one's self.
Data Used to Form this Goal:
PowerSchool incident reports, Observation of classroom environments and activities
Findings from the Analysis of this Data:
There are currently a wide variety of programs being used school-wide to support SEL. It would be helpful to have consistency of message from all teachers to ensure there are clear expectations for students.
How the School will Evaluate the Progress of this Goal:
PBIS team will meet regularly to evaluate progress and share data at monthly staff meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) The PBIS / SEL team will meet monthly to evaluate progress toward goal and plan accordingly.	Monthly	Administrator PBIS Team Parents				
2) Teachers will participate in ongoing training and coaching in Positive Discipline and Social Emotional Learning.	Monthly	Administrator Staff				
3) We will continue our collaborate with Project Cornerstone to provide training for students, staff, and parents: <ul style="list-style-type: none"> • ABC Readers • Expect Respect • Staff Training • Take it Personally 	2017-2018	Project Cornerstone parent volunteers Teachers	Parent Education materials		Other	3000
4) We will provide SEL education to parents to provide clear communication between home and school.	2017-2018	Admin Teachers Acknowledge Alliance Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) Staff SEL / PBIS Handbook will be created under the guidance of the PBIS Team to ensure consistent implementation of best practices and reporting of incidents.	2017-2018	Administrator PBIS Team School Site Council Teachers				
6) We will support the development of healthy social-emotional skills for staff and students through a variety of programs: <ul style="list-style-type: none"> Acknowledge Alliance Assemblies CHAC counseling Character Traits instruction at community meetings Second Steps social skills training Playworks 	2017-2018	Administrators Teachers CHAC counselors Parent volunteers Intervention service providers Fairwood Explorer Board Student Council Advisor	Level 2 Stipend for Student Council Advisor		SITE	1200
			Playworks Recess Coach		LCAP	20,000

Planned Improvements in Student Performance

School Goal #8

SUBJECT: Student Engagement
LEA/LCAP GOAL:
We will ensure that all students have regular attendance in order to access academic programs and social-emotional learning supports.
SCHOOL GOAL #8:
Maintain ADA at 97% for the 2017-2018 academic year by upholding positive home-school relations and emphasizing routine attendance as a integral component to the success of the school's PBL model.
Data Used to Form this Goal:
Review of attendance trends in previous program years.
Findings from the Analysis of this Data:
Overall, attendance is strong at Fairwood. The majority of absences are due to illness or Independent Study contracts.
How the School will Evaluate the Progress of this Goal:
Monthly data analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) Attendance will be reviewed monthly	Monthly	Principal Administrative Assistant 1				
2) Parents of students with excessive tardies or absences will be sent Tardy and Truancy Letters as mandated by state and district policies.	Monthly	Administrator Administrative Assistant 1				
3) Provide parent education regarding importance of regular attendance through newsletters, website, and outreach events as well as through individual conferences with administrators.	2017-2018	Administrator Administrative Assistant 1				

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 Form B must be aligned with the Consolidated Application.

Centralized Services

School Goals #: 1,2 & 3 ELD, Reading and Math				
Actions to be Taken to Reach This Goal	Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Provide Summer School	July 2017	Teacher Salaries	293,000	Basic Summer School
ST Math	June 2018	Annual License	34,500	LCAP
Starting Arts	June 2018	Salaries and Supplies	230,340	Music and Arts Grant

School Goal #: 4 Professional Development				
Actions to be Taken to Reach This Goal	Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Provide Summer Professional Development	August 2017	Teacher and presenter stipends	48,648	LCAP
Instructional Coaches/Induction Mentors	June 2018	Salaries	1,091,317	Title II, LCAP

School Goal #: 5 Technology				
Actions to be Taken to Reach This Goal	Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1:1 Initiative	June 2018	Technology equipment	430,000	General Fund

School Goal #: 6 Safe & Orderly School Environment				
Actions to be Taken to Reach This Goal	Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Play Works/Team Up Programs	June 2018	Salaries and supplies	141,600	LCAP

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

State/Local Programs		Allocation
X	Local Control and Accountability Plan (LCAP) Purpose: Help English Learners, economically disadvantaged students, and foster youth succeed in the regular program	\$ 31,400
X	School and Library Improvement Program Block Grant Purpose: Improve library media and enrichment school programs	\$ 18,495
X	Kids learning After School (ASES) Purpose: Improve student achievement through extended learning	\$ 45,900
X	School or District Technology Funds Purpose: Improve access to technology	\$ 20,550
Total amount of state/local categorical funds allocated to this school		\$ 116,345

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	
	Title I, Part A: Parental Involvement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs	
	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI)	
	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	
	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	
Total amount of federal categorical funds allocated to this school		

Total amount of local, state and federal categorical funds allocated to this school	70445
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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
Rachelle Romander	X				
Carol Price		X			
Yaelle Levine		X			
Dulce Reid			X		
Kathy Prion				X	
Isa Jubes				X	
Kristina Baldwin				X	
Numbers of members of each category:	1	2	1	2	

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

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

Parent Alliance

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 September 27, 2017.

Attested:

Rachelle Romander

Typed Name of School Principal

Signature of School Principal

Date

Kathy Prion

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date