

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fairsite Elementary school	34 67348 0141325	5/26/2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School 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.

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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).

The Parent and Staff CalSCHLS Survey is administered in the spring of each year.

Parent Survey: The most recent surveys completed in March 2023 were overwhelming positive.

Average percent of respondents reporting "Strongly agree":

Parental Involvement: 64%;

Promotion of parental involvement in school 49%;

The school encourages me to be an active partner, 64%; School actively seeks the input of parents, 46%;

Parents feel welcome to participate at this school, 63%;

Student Learning Environment 73%;

School is a safe place for my child. 82%;

School motivates students to learn, 86%.

School has adults who really care about students-79%;

Opportunities for meaningful student participate-68%;

Communication with parents about school-70%;

Teachers responsive to child's social and emotional needs-92%;

School provides parents with advice and resources to support my child's social and emotional needs-80%;

Schools enforces school rules equally-75%; School Treats all students with respect-82%; School promotes respect of cultural beliefs/practices-68%

2023 CalSCHLS STAFF SURVEY.

The most recent survey completed in March 2023 revealed areas of strength and areas for continued growth and feedback. Areas of strength for the site include: (respondents reporting strongly agree or agree):

The school is a supportive and inviting place for students to learn- 96% (strongly agree/agree);

Promotes academic success for all students 91% (strongly agree/agree)

Emphasizes helping students academically when they need it-91% (strongly agree/agree)

Emphasizes teaching lessons in ways relevant to students-100% (strongly agree/agree)

Motivates students to learn-95% (Strongly agree/agree)

Is a safe place for students-95%. (strongly agree/agree)

Areas for further discussion, collaboration, and growth include: (respondents reporting strongly agree/agree):

This school is a supportive and inviting place for staff to work-79% (strongly agree/agree)

Promotes trust and collegiality among staff-65% (strongly agree/agree)

Is a safe place for staff-87% (strongly agree/agree)

Promotes personnel participation in decision-making that affects school practices and policies-71%.(strongly agree/agree)

Adults who work at this school...

Have close professional relationships with one another-68% (strongly agree/agree)
Support and treat each other with respect-82% (strongly agree/agree)
Feel a responsibility to improve this school-82%. (strongly agree/agree)

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 conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

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

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

Fairsite Elementary School staff have conducted comprehensive needs assessments in order to strengthen student achievement and Kindergarten readiness skills in the areas of academics, social/emotional, language and physical development. Needs assessments are aligned with California Learning Foundations, Desired Results of Development Progress and district trimester benchmarks.

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

Teachers utilize local trimester assessment data along with daily embedded assessments to strengthen student achievement. Instruction and intervention groups are continually modified based on formal and informal assessment data and student progress. Each Wednesday, grade-level teachers meet as a professional learning community (PLC) to monitor each learner's growth toward standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the 2022-23 school year all TK teachers met "Highly Qualified" teacher requirements (A bachelor's degree. A teaching or intern credential, and demonstrated core academic subject matter competence)

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

Fairsite utilizes the Human Resource services of the district in advertising for any vacancies that may occur. The District screens applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

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

GJUESD administrators and teachers participate in staff development designed to support standards, student performance, and professional needs. Additionally, teachers and administrators develop data driven goal based plans (PDSA- Plan Do Study Act protocols). Staff social-emotional well-being is supported by ongoing professional development and support including the implementation of RULER strategies. WestEd also provided staff development in the areas of effective family engagement and building relationships with families. Staff has access to training and support with school-wide SEL curriculum- Second Step.

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

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff.

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

Grade level Professional Learning Communities (PLCs) continue to collaborate each week, focusing on student needs and instruction. There are also opportunities for TK teachers to meet and plan with Kinder teachers as well as during the school year.

Teaching and Learning

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

Transitional Kindergarten curriculum, instruction, and materials are all aligned with the California Early Learning Foundations.

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

Instructional minutes for reading/language arts and mathematics adhere to the TK total 180 daily instructional minutes.

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

Teachers follow the recommended curriculum pacing as suggested in district adopted English Language Arts and math curriculum. There is also flexibility with pacing in order to meet the personalized needs of the students.

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

All TK students have access to the core standards-aligned ELA and math curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

ELA Benchmark curriculum is SBE-adopted and aligned to the Learning Foundations.

Opportunity and Equal Educational Access

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

Every TK classroom has a 3.5 hour instructional assistant or bilingual instructional assistant (IAs) to maintain a ratio of 1 adult to every 12 students. IAs provide support in the classroom through small groups and 1:1 support, when needed. Our Multi-Tiered Systems of Support (MTSS) incorporates the grade level standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. MTSS site teams will meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, teachers, and specialists.

Evidence-based educational practices to raise student achievement

Teachers will engage in their PLC through weekly collaboration and articulation taking place on early release Wednesdays throughout the school year. Teachers will utilize data from a variety of sources in order to make decisions about student interventions, instructional modifications, professional development, school climate and safety, and other program changes needed.

Parental Engagement

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

Fairsite Elementary and Early Learning Center serves families with children ages 0-5 years old. The School Readiness Center offers a wide variety of experiences so that families will begin their GJUESD experience with a stronger learning foundation and help ensure that our youngest learners advance from PreKindergarten to elementary school with stronger opportunities for social, emotional and academic success. This experience encompasses home-based, center-based, extended learning opportunities.

Bilingual Community Outreach staff coordinate efforts to increase home-school communication and engagement dual language learner families.

Dual Capacity Building: Academic Parent Teacher Teams (APTT) is a research-based family engagement and leadership opportunity for parents/caregivers that that teachers offer 3 times per year. The goal is to strengthen family involvement as parents become partners in their children's education and support their learning at home

Fairsite supports the parents' role in their child's learning at home through an evidence-based home visitation program and a parent early learning texting App. The ECE Home Visitor provides in-home developmental and educational experiences for EL families who may live in rural areas or without transportation

Parent & Child Playgroups: Provide structured Developmental Playgroups for children ages 0-3 and their caregivers, prioritizing enrollment for children living in low-income families who are not otherwise enrolled in public infant/toddler programs and services. The Playgroups involve families/caregivers as active participants with their children and educate them about the importance of play in child development and the critical role they play in supporting school success

Parents As Volunteers: Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom

Parent Advisory Committee (PAC): The Fairsite PAC meets monthly. PAC develops Parent leadership capacity and gathers stakeholder input for continuous improvement process
Parents representatives from each classroom support family engagement by prioritizing and planning school activities

English Classes for Parents: EL CIELO English Literacy Class meets twice a week in 2-hour sessions focused on building vocabulary as well as communication skills between home and school

Family Friday Events: the whole family is invited to attend monthly family events such as Math Night, Picnic on the Green, Fall Festival, Movie Night, etc.
These events are designed to promote family (adult caregivers) literacy and bring families together to network with each other.

Kindergarten Information Nights: TK/K teachers come to Fairsite preschool to share K expectations with parents and ideas for helping children prepare for Kindergarten

Partnering in Education opportunities include Back-to-School Night, Parent-Teacher Conferences in the fall and spring and Open House. Teachers also communicate regularly with families via the Class Dojo parent app.

2nd Cup of Coffee is a parent/caregiver wellness class that provides information on local resources, topics of parent interest, and a fun family craft.

University of Davis Cooperative Extension will provide two Nutrition Series that focus on selecting and preparing healthy snack and meals, nutrition and healthy lifestyles.

Parent Listening Circles: Gives parents a meaningful opportunity to contribute to school decision-making

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)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. Beginning with the 2023-24 school year Fairsite will elect a School Site Council (formally Parent Advisory Committee- PAC) to develop this Single Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) made up of parents and facilitated by administration advises the school on the program for ELs. The School Site Council (SSC) is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. This is formalized in our school compact.

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

In addition to participation in a variety of district and school site committees, parents and students may also participate in annual listening circles and parent workshops covering a variety of topics.

Funding

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

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided to support struggling learners.

Fiscal support (EPC)

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and reclassified English learners will benefit from the resources provided by state and federal Title I and Title III funds.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Beginning in the 2023-24 school year, Fairsite will seek the input and advice of the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) in reviewing, revising, and establishing goals and actions for the SPSA. Meetings are generally held throughout the school year, in which the committees review the previous year's plan, give suggestions for the new year's plan, and review the draft of the SPSA before final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities have been identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	N/N	N/A	96
Total Enrollment			96

Conclusions based on this data:

1. This is the first year of TK enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners			31			32.3%
Fluent English Proficient (FEP)			2			2.1%
Reclassified Fluent English Proficient (RFEP)			0			0%

Conclusions based on this data:

1. This data is for our Transitional Kindergarten students who will transition to Kindergarten at another school site. Based on TK enrollment at Fairsite Elementary School, 1/3 of the student population is considered English Language Learners.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Kinder Readiness

LEA/LCAP Goal

Engaging learners through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Goal 1

In order to prepare our students for later reading success, Fairsite students will be provided learning opportunities that develop oral language skills that are aligned to California early learning foundations with a focus on equity, access and academic rigor, and inclusive practices.

Identified Need

Research has documented that oral language development plays a critical role in early literacy and provides the foundation for reading and writing. Students exposed to high-quality learning experiences in rich language environments enter kindergarten prepared for success throughout their academic careers. High-quality early learning environments are critical for students who need it the most, including children who need it the most, including children experiencing poverty, children of color, children who are dual language learners, and children with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PreK learners meeting the Kindergarten Readiness benchmarks will increase 10% or greater each year.	<p>School Readiness Assessments:</p> <p>1a. % of all Preschool students meeting Kinder Readiness Benchmarks</p> <p>Color Recognition 94%</p> <p>Shape Identification: 78%</p> <p>Number Identification 52%</p> <p>Letter Names Upper 57%</p> <p>Letter Names-Lower: 37%</p> <p>Rote counting: 69%</p> <p>1:1 Correspondence: 89%</p> <p>Pattern Creation: 94%</p> <p>Name Writing: 100%</p> <p>1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks</p> <p>Color Recognition 84%</p>	<p>1a. % of all Preschool students meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas.</p> <p>1b % of all Preschool/dual language learners meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas.</p> <p>2a. % of all TK students meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Shape Identification: 73%</p> <p>Number Identification 50%</p> <p>Letter Names Upper 39%</p> <p>Letter Names-Lower: 39%</p> <p>Rote counting: 61%</p> <p>1:1 Correspondence: 88%</p> <p>Pattern Creation: 92%</p> <p>Name Writing: 100%</p> <p>2a. % of all TK students meeting Kinder Readiness Benchmarks</p> <p>Color Recognition 98%</p> <p>Shape Identification: 91%</p> <p>Number Identification 83%</p> <p>Letter Names Upper 75%</p> <p>Letter Names-Lower: 67%</p> <p>Rote counting: 75%</p> <p>1:1 Correspondence: 92%</p> <p>Pattern Creation: 67%</p> <p>Name Writing: 88%</p> <p>2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks</p> <p>Color Recognition 95%</p> <p>Shape Identification: 81%</p> <p>Number Identification 77%</p> <p>Letter Names Upper 77%</p> <p>Letter Names-Lower: 68%</p> <p>Rote counting: 53%</p> <p>1:1 Correspondence: 85%</p> <p>Pattern Creation: 47%</p> <p>Name Writing: 95%</p> <p>3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks</p> <p>Color Recognition 70%</p> <p>Shape Identification: 75%</p> <p>Number Identification 75%</p> <p>Letter Names Upper 65%</p> <p>Letter Names-Lower: 50%</p> <p>Rote counting: 55%</p> <p>1:1 Correspondence: 100%</p> <p>Pattern Creation: 100%</p> <p>Name Writing: 100%</p>	<p>2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% in the 9 identified areas.</p> <p>3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness benchmarks will increase by 10% or greater in the 9 identified areas.</p> <p>3b. % of all Dual Language Immersion, Preschool dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.</p> <p>4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness will increase by 10% or greater in the 9 identified areas.</p> <p>4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3b. % of all Dual Language Immersion/Preschool students,dual language learners meeting Kinder Readiness Benchmarks Color Recognition 90% Shape Identification: 90% Number Identification 90% Letter Names Upper 81% Letter Names-Lower: 63% Rote counting: 63% 1:1 Correspondence: 100% Pattern Creation: 100% Name Writing: 100%</p> <p>4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness Benchmarks Color Recognition 85% Shape Identification: 71% Number Identification 61% Letter Names Upper 57% Letter Names-Lower: 57% Rote counting: 68% 1:1 Correspondence:95% Pattern Creation: 100% Name Writing: 100%</p> <p>4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 100% Shape Identification: 66% Number Identification 78% Letter Names Upper 78% Letter Names-Lower: 78% Rote counting: 86% 1:1 Correspondence: 100% Pattern Creation: 100% Writes Name: 100%</p>	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dual Language Learner enrollment in PreKindergarten will increase 5% each year.	2022-23 SIS Data Preschool (ages 0-5): Total enrollment = 248 Total dual lang. learner enrollment = 104 (42%) Transitional kinder: Total enrollment = 96 Total dual language learner enrollment = 32 (33%)	2023-24 Expected Outcome- Preschool (0-5) dual language learner enrolment= 47% TK dual language learner enrollment = 38%
Fairsite School Readiness direct services to families will increase by at least 100 families each year.	2022-23 First 5 Data: 256 families were served	2023-24 Expected Outcome- 356 families will be served
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	2022-2023 Actual Outcome: Maintained 100%	2023-24 Expected Outcome- 100% maintained
Parents of unduplicated students will be represented at 100% of all educational partner meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students	2022-23 School Data Representation all education partner meetings= MET	2023-24 Expected Outcome- MET maintained
Parent survey will be completed by a minimum of 50 families with an increase of 10% each year	March 2023 CalSCHLS Parent Survey respondents: 34 May JBMF Parent Survey	2023-24 Expected Outcome- 50 completed parent surveys
Misassignments of teachers will remain at 0	Currently, there are no misassignments at Fairsite.	2023-24 Expected Outcome- maintained at zero (0)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

All students will be provided instruction with district-adopted ELA curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Students identified as English Language Learners will be provided daily ELD instruction: both integrated and designated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,002

Title III
2000-2999: Classified Personnel Salaries
BIA

6,203

Title I
2000-2999: Classified Personnel Salaries
BIA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional Development in meeting the needs of dual language learners-BeGlad, district PD; SCOE-EL trainings; conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

LCFF - Supplemental

1000-1999: Certificated Personnel Salaries
Release time for teachers

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Kinder Readiness

LEA/LCAP Goal

Promoting Prek-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Goal 2

In order for our students to be Kindergarten ready, Fairsite staff will implement district adopted social/emotional curriculum and strategies to develop a socially competent learner; respecting and celebrating cultural differences.

Identified Need

Research has indicated students' readiness for kindergarten is not only dependent on them learning letters and numbers. Social and emotional skills children gain or don't gain before they enter kindergarten can have profound effects throughout their school career. Critical skills include, being able to follow direct need to follow directions, comply with rules, manage emotions, solve problems, organize and complete tasks, and get along with others. Social and emotional skills develop early before children enter school, and they are essential for learning in a classroom setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily TK attendance will be maintained at 96% or greater	Aug 11, 2022-April 7, 2023 (monthly reports available upon request) ADA Percentages: Fairsite: 91.95%	Expected Outcomes: Attendance will be maintained at 96% or greater
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	For School Year 22/23: Baseline: 26%	Expected Outcome: TK will be 26% or less.
Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in the survey will increase by 50%.	March 2023 CalSCHLS: Staff Report areas below 50%: School Supports for staff: 20% Staff Collegiality: 20% Is a safe place for staff 32% Provides Adequate counseling and support services-30%	Expected Outcome: March 2024 CalSCHLS Staff Report: School Supports for staff: 25% Staff Collegiality: 25% Is a safe place for staff 37% Provides Adequate counseling and support services-35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	March 2023 CalSCHLS: Parent Report areas below 50% Parental Involvement in school-49% School Actively seeks the input of parents-46%	Expected Outcome: March 2024 CalSCHLS surveys: Parental Involvement in school-54% School Actively seeks the input of parents-51%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	November 2022 FIT report for Fairsite is currently FAIR	Expected Outcome: 2023 Fit report: Good

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Family Engagement, Educational events in the evening. Math Night, Literacy Night, Science Night/Fair

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and administration will meet with families of students that are chronically absent; developing strategies to address barriers. Develop incentives for students/families for improved attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Socio Economically Disadvantaged

Strategy/Activity

Assemblies to promote cultural and social emotional awareness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Outside vendors, organizations.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$9205
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$22,205.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$6,203.00
Title III	\$3,002.00

Subtotal of additional federal funds included for this school: \$9,205.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$13,000.00

Subtotal of state or local funds included for this school: \$13,000.00

Total of federal, state, and/or local funds for this school: \$22,205.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	15000	2,000.00
Title I	8915	2,712.00
Title I Part A: Parent Involvement	189	189.00
Title III	3002	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	13,000.00
Title I	6,203.00
Title III	3,002.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	9,205.00
4000-4999: Books And Supplies	3,000.00
5000-5999: Services And Other Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00

2000-2999: Classified Personnel Salaries	Title I	6,203.00
2000-2999: Classified Personnel Salaries	Title III	3,002.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,205.00
Goal 2	8,000.00

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:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

Name of Members	Role
Maria Sandoval	Other School Staff
Douglas Becker	Parent or Community Member
Penelope Latta	Parent or Community Member
Letisia Anguiano	Parent or Community Member
Yazmin Aguilar	Parent or Community Member
Yazmin Aguilar	Parent or Community Member
Lorena Segoviano	Parent or Community Member
Kuljeet Nijjar	Principal
Monica Garcia	Other School Staff
Maria West	Classroom Teacher
Evelyn Becker	Parent or Community Member
Veronica Valdovinos	Classroom Teacher

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/26/2023.

Attested:



Principal, Kuljeet Nijjar on 5/26/2023



SSC Chairperson, Evelyn Becker on 5/26/2023