The Single Plan for Student Achievement

School: Center for Alternative Learning (CAL)

CDS Code: 04-61424-6113310

District: Chico Unified School District

Principal: Andrew Moll

Revision Date: 11-23-15

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:

Contact Person: Andrew Moll

Position: Principal

Phone Number: (530) 891-3092

Address: 290 East Ave
Chico, CA 95926

E-mail Address: amoll@chicousd.org

The District Governing Board approved this revision of the SPSA on .

Table of Contents

School Vision and Mission

Center for Alternative Learning (CAL)'s Vision and Mission Statements
CAL Mission: "Reconnecting students to their educational responsibility and future."

CAL Vision: Our Vision at CAL calls upon the educational strengths, unique backgrounds, and supportive nature of its staff to build an alternative education program that serves the needs of the opportunity school student population. The staff provides a program that opens its doors and works to reconnect young people to education. It is a program that values self worth and encourages student achievement, both personally and academically.

The goal for all CAL students is to earn their way back to either a comprehensive high school or junior high school, or Fair View High School, the district's continuation high school. The responsibility of CAL is to assist students in their progress towards responsibility as it relates to academic achievement and personal development.

School Profile

Comprehensive Needs Assessment Components

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

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

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

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)

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

Staffing and Professional Development

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

14. Research-based educational practices to raise student achievement

Parental Involvement

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

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Barrier #1:Students failing classes due to poor attendance, inappropriate behavior (effectively removing them from the learning environment), or skill deficiency has been an ongoing challenge at CAL.

Goal #1: By refining our intervention process, student credit completion rate will be at last 80% in 2013-14.

Barrier #2: Student attendance has been an ongoing concern at CAL.

Goal #2: We will continue to refine our attendance improvement plan and increase ADA from 78.5% in 2012-13 to 80% in 2013-14.

Barrier #3: Most students arrive at CAL with significant behavioral issues. Out-of-school suspensions negatively impact students' ability to earn credits and complete their Rehabilitation Plans. Additionally, many students do not perceive an out-of-school suspension as "punishment" but rather a "vacation", creating an added burden to families.

Goal #3:We will maintain an out-of-school suspension rate of less than 5% by continuously refining our In-School Suspension program.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	16	12	75.0	11	2451.3	0	0	42	50
Grade 8	18	9	50.0	9	*	*	*	*	*
Grade 11	8	3	37.5	3	*	*	*	*	*
All Grades	42	24	57.1	23		0	0	25	71

Grade Level	READING Demonstrating understanding of literary & non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	0	36	64	0	18	82	9	36	55	0	73	27
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0	22	78	0	9	91	4	39	57	0	57	43

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

				Overall Achievement					
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	16	14	87.5	13	**2415.5**	0	14	7	71
Grade 8	18	12	66.7	12	**2392.5**	0	8	8	83
Grade 11	8	3	37.5	3	*	*	*	*	*
All Grades	42	29	69.0	28		0	10	7	79

	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
Grade Level	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	0	23	77	0	38	62	0	46	54
Grade 8	8	8	83	0	17	83	0	17	83
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	4	14	82	0	25	75	0	29	71

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	1		
Percent with Prior Year Data	100.0%		
Number in Cohort	1		
Number Met	--		
Percent Met	--		
NCLB Target	57.5	59.0	
Met Target	*		

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	0	1				
Number Met	--	--				
Percent Met	--	--				
NCLB Target	20.1	47.0	22.8	49.0		
Met Target	*	*				

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate			--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate			--
Met Percent Proficient or Above	--		--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0		
Met Target	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP Goal 1: Quality Teachers, Materials, and Facilities
All CUSD students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair. • 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair. • 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.
Site Goal (s):
By refining our intervention process, student credit completion rate will be at last 80% in 2013-14.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	**Funding Source**	**Amount**
	Maintain TCM and Counselor positions to ID and counsel students at-risk of failing classes.	2013-14	Principal			

Planned Improvements in Student Performance

LCAP Goal 2: Fully Align Curriculum and Assessments with California State Content Standards
• 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan. • 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.

Site Goal (s):
We will continue to refine our attendance improvement plan and increase ADA from 78.5% in 2012-13 to 80% in 2013-14.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	Maintain full-time TCM position to monitor and counsel truant students/families.	2013-14	Principal			
Provide professional development in: • California State Content Standards • Before school and school-year PD in English Language Development Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).						
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).						
Release time for peer rounds observations and debrief.						

Planned Improvements in Student Performance

LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses.
• 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers.   • 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments.   • 3.3: Increase the number of students entering high school at grade level in ELA and mathematics.   • 3.4: Increase student achievement for English learners.   • 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.

Site Goal (s):
We will maintain an out-of-school suspension rate of less than 5% by continuously refining our In-School Suspension program.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	Maintain full-time counselor and TCM positions to counsel students on behavior as an alternative to out-of-school suspension.	2013-14	Principal			
Provide the following services to improve instruction: • Targeted Case Managers (TCMs) • Elementary Instructional Specialists (2.6 FTE) • Guidance Aides • Bilingual Aides • TK Instructional Aides						
Research options for providing an all-day or extended day Kindergarten at all elementary sites.						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide after school homework support at Elementary and Secondary as per site's needs.						

Planned Improvements in Student Performance

LCAP Goal 4: Provide opportunities for meaningful parent involvement and input

- 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information.
- 4.2: At all levels, increase parent input and involvement in school activities.
- 4.3 Increase consistency of timely response from school staff to parent inquiries regarding their student

SPSA Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: • using Parent Portal in Illuminate for 4th-6th grade teachers • expectations for timely response (3 day maximum) to parent inquiries						
Provide parent training in English and other languages addressing parent access to: • Parent Portal feature in Aeries and Illuminate • Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc.						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide TCM and/or other staff support for: • increasing parent participation • District English Learner Advisory Committee (DELAC)						
Establish baseline for parent involvement in: • Parent Information/BTSN • SSC • Site ELAC/DELAC						

Planned Improvements in Student Performance

LCAP Goal 5: Improve School Climate:
• 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.
Site Goal (s):

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide professional development for all staff in: • becoming a trauma-informed district • behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach						
• Provide parent, education/training classes to improve student attendance.						
Continue support for Alternative Education Programs: • Opportunity Programs (CAL and Chapman) • Out of School suspension alternatives (e.g. Reset/ISS) • Alternative Ed. Supplemental staffing						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditure(s)		
				Description	Funding Source	Amount
Provide health, social-emotional counseling support services: • EMHI/PIP • Guidance Aides • Nurses • Health Aides • Medically Necessary/Off Campus Instruction.						
Increase campus supervision as per site needs.						
Support student engagement in Art, Music, and PE activities at the elementary schools.						

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:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in	
SCHOOL GOAL #2:	

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

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
Numbers of members of each category:					

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)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):**

X	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 1/28/2013.

Attested:

Andrew Moll		
Typed Name of School Principal	Signature of School Principal	Date

Rhonda Odlum		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date