The Single Plan for Student Achievement

School: Fair View High School

CDS Code: 04-61424-0431502

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: David S. McKay

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

Fair View High School's Vision and Mission Statements
Mission Statement

Our mission is to nurture the indivual talents and abilities of our students, promote academic competency, and develop productive citizens.

Vision Statement
Fair View is a united, committed school community driven to...

CONNECT all students to our positive school culture;

ACCELERATE all students' interpersonal and academic skills;

LAUNCH all students into their post-secondary goals.

School Profile

The majority of students who enroll in Fair View High School are referred from within the Chico Unified School District. Chico High School and Pleasant Valley High School, the district's two comprehensive high schools, refer the largest number of students to Fair View. Fewer students are referred from the Academy for Change, Center for Alternative Learning, and Oakdale Independent Study School, which are also district programs housed on the Fair View campus. Fair View also enrolls many students new to the district on a regular basis. "New to the District" students are usually behind in their progress towards graduation.

The enrollment capacity for the 2013-14 school year is 225 students.

The majority of the Fair View student population is enrolled for the long term with graduation in mind. A smaller percentage of students return to the comprehensive high schools. While Fair View has averaged about 100 students a year who were enrolled for at least 90 consecutive school days over the past three years, we have also averaged about a 70% mobility rate over that same time frame.

Most of the students enrolled at Fair View are of White ethnicity, between 62% and 65%. Hispanic/Latino ethnicity has increased and has had an 18% to 27% range. Black/African American ethnicity has had a slight decline, and has had a range between 5% and 9%.

English has been the primary language spoken in the home of the Fair View students, 84% to 88%. Spanish is the predominate language, other than English, with a range between 10% and 16%. This number has increased over the years.

Fair View provides for the needs of the special education students with a Resource Specialist Program. Over the past three years, Fair View's special need population has been between 11% and 14%. Fair View has also seen a large increase in the amount of RSP student referrals to our program and has added an additional .4 RSP teaching position during the 2006-07 school year to address this need. RSP students at Fair View are served through a combination of full-inclusion/push-in support and pull-out direct services. Instructional Aides provide the vast majority of academic support within the context of the general education classroom in conjunction with the general education teacher. While the Resource Teacher provides pull-put intensive intervention for those students who need support reaching grade level.

Fair View is committed to the continual refinement of ALL programs serving ALL students. We are committed to providing the best possible education for ALL our students--no matter what their life circumstances may be.

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).

Surveys that were analyzed to better understand student and staff neeeds were included :Healthy Kids SurveyStudent, staff, administration, and parent climate surveys

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

The two administrators on campus are in every classroom on a daily basis. On the days that the administrative intern is on campus he also observes classes in an informal format. Teachers going through the Begining Teacher Support and Assessment (BTSA) program also observe other teachers conducting lessons. The master teachers of the BTSA participants spend time observing the beginning teacher as part of the program. The formal observation process is as follows: permanent teachers are formally observed every other year; temporary or probationary teachers are formally observed every year.

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)

    Fair View High School uses both state and local assessments to modify classroom instruction. Teachers consistently assess students using standards based curriculum to monitor the progress of their students. Teacher-generated assessments, created in PLC Teams, along with the state STAR testing results are used to guide teaching and learning.

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

    Teachers and administration use data to monitor student progress on curriculum-embedded assessments and to adjust instruction to increase student achievement. PLC groups look at the available data as a formative assessment tool to improve instruction.

Staffing and Professional Development

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

    100% of the credentialed teachers teaching at Fair View meet the requirements for highly qualified staff as set forth by the NCLB legislation.

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

When the district or the site adopts new instructional materials all of the teachers that will be using those materials have access to training through AB 466.

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

District-wide staff development plan includes access to workshops and inservices designed to build capacity for Professional Learning Communities.

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

The Beginning Teacher Support and Assessment (BTSA) program uses experienced teachers to mentor newer teachers. The two-year program trains mentoring teachers on how to help support new teachers. Teachers that feel they need extra support or extra time are encouraged to speak with administration about their needs. PLC Teams also provide a system of support for teachers that need it.

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

Teachers collaborate once a month to review data, sequence curricula, design common assessments, set SMART Goals, and discuss any concerns they may have about teaching or learning.

Teaching and Learning

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

All textbooks and support materials adopted by the district meet the standards-based requirements. Teachers are encouraged to join textbook adoption committees to insure that the materials are standards based, and meet the needs of our student population.

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

Fair View adheres to the recommended instructional minutes for reading/language arts and mathematics. Students are continually enrolled in a math class until completion of their requirements. Students are enrolled in English for the entire time they are enrolled at Fair View.

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

Lesson pacing for language arts is discussed and planned within the English PLC groups. Mathematics are also planned by their PLC groups. In the past, Algebra has been done on an independent study process, due to the fact that our students come to us with a wide range of skills. Beginning with the 2009-2010 school year, Fair View is phasing out the independent study model and adopting the same CPM program used by the two traditional high schools.

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

Appropriate standards-based materials are available to all teachers if needed. The school will provide any additional materials needed for teachers to better support their students.

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)

Standards-aligned instructional materials are reviewed and adopted on a district level as part of a regular cycle. Intervention programs include Edge (for ELL's) and Connect to Algebra. Teachers and administration are currently working together to design and implement a three-tiered ELA intervention system that builds off of the state-adopted textbook and focuses on specific skill areas to move students from "Intensive" intervention, to "Strategic", up to "Benchmark" (or grade level) in the program. FVHS is exploring effective diagnostic assessments, in addition to STAR/CELDT/CAHSEE data that we can administer to students as they enter our program, increasing our ability to place them in the appropriate Tier of our ELA intervention program. This program is in the research and design stage as of the 2009-2010 school year.

Opportunity and Equal Educational Access

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

The services that are provided by the regular program to support under performing students to meet standards are:1. Access to a reading specialist2. Access to a multi-cultural aid3. Access to child care4. Access to the 21st CCLC "after school program"5. Counseling support6. Targeted Title I assistance

14. Research-based educational practices to raise student achievement

Fair View is engaged in the continuous cycle of researched-based educational practices to improve student achievement. Teachers meet on a weekly basis to collaborate about instructional strategies, pacing and analyzing data. The data is used to modify instruction.

Parental Involvement

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

School-based interventions, described above, offer timely assistance for students not demonstrating proficiency in the core curriculum. Each year, the district notifies qualifying families of approved Supplemental Service Providers in the area. The Boys and Girls Club offers homework help as part of their after school program, which runs in conjunction with many 21st CCLC and ASES programs at elementary and secondary school sites.

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)

School Site Council meets on a regular basis to plan, implement, and evaluate consolidated application programs.

Funding

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

The resources that are available to assist under-achieving students are the targeted case manager which connects families and students to resources. The Reading specialist helps students with remediation. An ELD teacher and a multicultural aid to help the students that are struggling with their language development. The school counselor which helps the students make a plan for their education. The 21st century grant for the after school program which gives students time to get help with uncompleted work.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Barrier #1:CAHSEE ELA and Math scores have been an ongoing concern at Fair View. There has not been a consistent approach to teaching ELA and Algebra Essential Standards across grade levels in terms of focusing on specific ELA and Algebra scoring areas. Additionally, Fair View has struggled to meet its 95% participation rate.

Goal #1:Fair View will increase the percent of graduating seniors who pass the CAHSEE from 91% in 2012-13 to 93%. We will also increase our participation rate to 95% in 2013-14.

Barrier #2:Credit completion rate is one of Fair View's ASAM Performance Indicators. 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 Fair View.

Goal #2:We will increase the credit completion rate from 88% in 2012-13 to 90% in 2013-14.

Barrier #3:Student attendance has been an ongoing concern at Fair View.

Goal #3:We will continue to refine our attendance improvement plan and increase ADA from 85% in 2012-13 to 87% in 2013-14.

Barrier #4: Many students arrive at Fair View with significant behavioral issues. Out-of-school suspensions negatively impact students' ability to earn credits and accelerate their academic skills. Additionally, many students do not perceive an out-of-school suspension as "punishment" but rather a "vacation", creating an added burden to families.

Goal #4:We will maintain an out-of-school suspension rate of less than 5% by continuously refining our In-School Suspension program.

Barrier #5: School-to-work and parental involvement activities have been historically challenging to implement at Fair View.

Goal #5: We will implement at least two parental involvement activities in 2013-14. At least three school-to-work opportunities will be offered to students on a daily basis in 2013-14.

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 11	93	67	72.0	65	**2461.4**	1	12	19	66
All Grades	93	67	72.0	65		1	12	19	66

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 11	5	35	60	3	23	74	5	38	57	5	46	49
All Grades	5	35	60	3	23	74	5	38	57	5	46	49

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 11	93	66	71.0	65	**2424.0**	0	2	3	94
All Grades	93	66	71.0	65		0	2	3	94

	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 11	0	3	97	2	26	72	0	46	54
All Grades	0	3	97	2	26	72	0	46	54

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										Number Tested
	Advanced		**Early Advanced**		**Intermediate**		**Early Intermediate**		**Beginning**		
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
10			********	***	********	***					********
11	********	***	********	***							********
12	2	25	4	50	2	25					8
Total	3	21	8	57	3	21					14

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
10			2	40	2	40			1	20	5
11	********	***	********	***							********
12	2	22	5	56	2	22					9
Total	3	18	9	53	4	24			1	6	17

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	22	9	14
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	22	9	14
Number Met	--	--	11
Percent Met	--	--	78.6%
NCLB Target	57.5	59.0	60.5
Met Target	*	--	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	0	24	0	9	0	17
Number Met	--	--	--	--	--	10
Percent Met	--	--	--	--	--	58.8%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	--	Yes

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	60.5
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	24.2	50.9
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.

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
David S. McKay	X				
Rhonda Odlum			X		
Janice Sunderland		X			
Michelle Rose		X			
Angela Bracco		X			
Rachel Love		X			
Ivory Peteet					X
Eric Sanapaw					X
Savannah Kuster					X
Crystal Rodriguez				X	
Julie Alpert				X	
Miranda Mackabee				X	
Basil Powers					X
Andres Mungia					X
Oscar Cardenas					X
Jadea Nash					X
Jessica Starkey				X	
Numbers of members of each category:	**1**	**4**	**1**	**3**	**3**

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):**

	State Compensatory Education Advisory Committee	
		Signature
X	English Learner Advisory Committee	
		Signature
X	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
<table>
<tr><td>Typed Name of School Principal</td><td>Signature of School Principal</td><td>Date</td></tr>
</table>

Rhonda Odlum
<table>
<tr><td>Typed Name of SSC Chairperson</td><td>Signature of SSC Chairperson</td><td>Date</td></tr>
</table>