

# The Single Plan for Student Achievement

**School:** Academy for Change (AFC)  
**CDS Code:** 04-61424-0111039  
**District:** Chico Unified School District  
**Principal:** Andrew Moll  
**Revision Date:** 01/08/2018

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

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## School Vision and Mission

### Academy for Change (AFC)'s Vision and Mission Statements

AFC Mission: "Reconnecting Students with their Educational Responsibility and Future".

AFC Vision: Our Vision at AFC 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 community day 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 AFC 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 AFC is to assist students in their progress towards responsibility as it relates to academic achievement and personal development.

## School Profile

Established in 2004, Academy for Change (AFC) is the community day school serving 75 students in grades 7 through 12 from Chico Unified School District, as well as students expelled from neighboring school districts. Our students are referred to AFC for three reasons: expulsion, referral from the juvenile justice system as a result of formal or informal probation, or referral from the Student Attendance Review Board for habitual truancy. Students referred for expulsion may be students who were expelled from a Chico Unified School District school, or students who moved to the area after being expelled from another district.

Academy for Change has three basic rules: Show Up, Be Cool, and Take Care of Business. Show Up refers to the importance of daily attendance. Many AFC students have had truancy issues at their previous school. AFC emphasizes the importance of daily attendance. Referrals to the office are kept to a minimum, indicating that students are following the Be Cool principle. Appropriate behavior inside and outside of the classroom are stressed along with all core academic areas. Take Care of Business points out the need for students to complete academic work in a timely and sufficient manner to promote grade levels and progress towards a diploma.

AFC's student body is culturally diverse with a population including

Ethnicity:

27.3% White

54.5% Hispanic/Latino

18.2% African American

Diversity:

100% Socio-economically disadvantaged,

0% English Learners,

9.1% SPED students

The academic program is organized on a rotating schedule, with students attending at least 7 classes on a daily basis.

## 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).

School Climate Survey, California Healthy Kids Survey

### 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 majority of the students come from diverse backgrounds. The diversity varies in socio-economic status, ethnicity, English Learners, and students with disabilities. The one thing that many of the students have in common is a lost connection to the educational process. The staff strives to engage and reconnect students with their education. The staff is very devoted to the specific needs and learning styles of the students.

### 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)

Meeting performance goals

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

Meeting performance goals

## Staffing and Professional Development

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

In the process of meeting performance goals

All teachers are highly qualified.

Two teachers are in the process of completing the Verification Process for Special Setting (VPSS). VPSS is a state-approved advanced certification process by which secondary teachers in “special settings” have an additional option to become compliant with No Child Left Behind legislation. Completion of VPSS will allow eligible teachers to become “Highly Qualified” without taking high-stress tests or spending long hours on college coursework. It incorporates specific subject matter knowledge with practical application targeted to hard-to-staff settings. VPSS is designed for teachers who teach two or more core academic subjects in the following settings: secondary special education settings and secondary alternative programs.

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

Meeting performance goals

Teachers assigned to AFC hold a full credential

AFC continues to be committed to staff training and curriculum improvement. Teachers are represented on CUSD task forces where they develop curriculum standards, benchmarks, and appropriate assessment methods. Evaluation, improvement and implementation of curricular needs occur on a six-week basis throughout the school year. AFC staff members also participate in many professional organizations and share responsibilities with other district secondary teachers on various district task forces and committees.

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

Meeting performance goals.

AFC continues to be committed to staff training and curriculum improvement. Teachers are represented on CUSD task forces where they develop curriculum standards, benchmarks, and appropriate assessment methods. Evaluation, improvement and implementation of curricular needs occur on a six-week basis throughout the school year. AFC staff members also participate in many professional organizations and share responsibilities with other district secondary teachers on various district task forces and committees.

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

Meeting performance goals

Principal conducts observations of classrooms to assist and support teachers.

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

Meeting performance goals

Teachers collaborate each week to discuss students achievement, curriculum, instruction, and assessments.

## Teaching and Learning

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

Meeting performance goals

The Chico Unified School District has implemented the seven-year curriculum textbook adoption cycle, which is aligned with the State Curriculum/Textbook program. Since many of our classes utilize a varying approach to education, teachers continuously seek and maintain a wide variety of high interest materials from various sources.

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

Meeting performance goals

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

Meeting performance goals

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

Meeting performance goals

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)

Meeting performance goals

Core teachers utilize SBE-adopted instructional materials; and the SPED teacher utilizes intervention materials as well assists the Core teachers with interventions for general education students.

## Opportunity and Equal Educational Access

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

Meeting performance goals

14. Research-based educational practices to raise student achievement

Teachers utilize SBE adopted materials.

Parental Involvement

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

Meeting performance goals

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)

Meeting performance goals

Funding

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

Meeting performance goals

18. Fiscal support (EPC)

Meeting performance goals

**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 AFC.

Goal #1: By refining our intervention process, student credit completion rate will be at least 80% in 2017-18.

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

Goal #2: We will continue to refine our attendance improvement plan and increase ADA from 83.83% in 2017-18 to 85% in 2017-18.

Barrier #3: Most students arrive at AFC 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.

Barrier #4  
Students continuously enroll throughout the school year due to the nature of the program therefore academic fluidity is challenging.

Goal #4  
Collaborating with comprehensive junior high and high schools to align academic instructional calendars.

Barrier #5  
The Single Plan for Student Achievement 2/5/18

Due to the nature of running a community day school, many students are referred for expulsion and probation related reasons. Therefore it is critical that we stay up to date on safe schools procedures.

Goal #5  
AFC will maintain a safe campus to ensure all students have optimal opportunity to learn.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	1		*	1		*	1		*	100.0		
Grade 7	7	6	*	5	5	*	5	5	*	71.4	83.3	
Grade 8	10	6	*	7	3	*	7	3	*	70.0	50	
Grade 11	15	7	*	6	4	*	6	4	*	40.0	57.1	
All Grades	33	19	15	19	12	13	19	12	12	57.6	63.2	86.7

\* 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 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0	0.00	11	17	8.33	21	17	25.00	68	67	66.67

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 6	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	11	8	8.33	26	50	41.67	63	42	50.00

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 6	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5	8	0.00	16	8	16.67	79	83	83.33

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 6	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	8	0.00	37	33	66.67	63	58	33.33

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 6	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5	0	8.33	37	50	41.67	58	50	50.00

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	1		*	1		*	1		*	100.0		
Grade 7	7	6	*	5	4	*	5	4	*	71.4	66.7	
Grade 8	10	6	*	7	3	*	7	3	*	70.0	50	
Grade 11	15	5	*	6	2	*	6	2	*	40.0	40	
All Grades	33	17	15	19	9	13	19	9	13	57.6	52.9	86.7

\* 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 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	5	*	0.00	0	*	15.38	5	*	15.38	89	*	69.23

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 6	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5	*	7.69	0	*	23.08	95	*	69.23

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 6	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5	*	0.00	26	*	30.77	68	*	69.23

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 6	*		*	*		*	*		*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5	*	0.00	32	*	23.08	63	*	76.92

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7							***								
8					***					***					
9				***											
12							***								
<b>Total</b>				33	100		67			100					

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7							***								
8					***				***						
9				***											
12							***								
<b>Total</b>				33	100		67		100						

### Conclusions based on this data:

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
Andrew Moll	X				
Janice Sunderland		X			
Eva Horvath		X			
Rachel Love		X			
Sharyn Fields			X		
Brandon Kessler			X		
Cross Dorsey					X
Bonita Noriega					X
Taesha Goulder				X	
Lisa Garibay				X	
Farshad Azad				X	
<b>Numbers of members of each category:</b>	<b>2</b>	<b>2</b>			

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)**:

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 9/21/2017.

Attested:

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

Brandon Kessler		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date



**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: Fair View will increase student access to technology by providing additional Chromebooks to each classroom and weekly access to Computer Lab. Student to device ratio will increase to 1:1 by June 7, 2018.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> <li>• Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> <li>• Support BTSA Professional Development</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area  -(See BTSA - Goal 2)	All	HR	LCAP-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> <li>• Textbooks and supplemental materials</li> <li>• Educational software: Illuminate and Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning</li> </ul>	Williams Act Report	All	Instructional Materials  Renaissance Place (Total District Cost)  Illuminate (Total District Cost)	LCAP Base Lottery Funds  LCAP Supplemental District  LCAP - District Supplemental	\$400,000 \$350,000  \$70,289  \$61,303
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> <li>• Facilitate a CUSD M&amp;O site inspection to help identify and prioritize site facility repair needs</li> <li>• Utilize current work order system for completion of repair projects</li> <li>• Organize campus beautification projects</li> <li>• Timeline: August-June</li> </ul>	Williams Act Report	All	M&O	LCAP -Base	\$4,00,000
Purchase devices for students and	<ul style="list-style-type: none"> <li>• Assess number of students using Chromebooks</li> </ul>	Site Student to	All			

**Fair View High School LCAP/SPSA Goals**

**Year: 2017-18**

teachers per district technology needs (e.g. Chromebooks)	<p>in an instructional setting (by tracking percentage of teachers requesting use of Chromebook carts) to help determine needs for GAFE staff/professional development.</p> <ul style="list-style-type: none"> <li>• Site will ensure that Chromebook carts are maintained in good working order</li> <li>•</li> </ul>	Computer Device Ratio		<p>Chromebook Cart (5)</p> <p>IT Dept</p>	LCFF Base	
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> <li>• Librarians and Library Media Assistants</li> <li>• Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	IT Tech Aide- 1.0 FTE per day	All	<p>Librarians &amp; Library Media Assistants (Total District Cost)</p> <p>Tech Aides (Total District Cost)</p>	<p>LCAP- District Supplemental (Total District Cost)</p> <p>LCFF-District LCAP</p>	<p>\$1,056,7387</p> <p>\$390,468</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> <li>• Computers for Classrooms</li> <li>• Comcast Internet Access</li> </ul>	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site	Orientations, Newsletters, School messenger	All	No Funding Needed		

**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 via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Standards and CAASPP.
- 2.3 Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

**Site Goal:**

- **By June 1, 2018 Fair View teachers will move one stage or higher on the CSCS implementation matrix.**
- **Fair View will offer professional development during staff meetings and district staff development days.**
- **STAR Reading assessment will be given once per semester and 65% of students will improve the equivalent of one half grade level in proficiency.**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	<ul style="list-style-type: none"> <li>● Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC)</li> <li>● 9-12 will develop, refine and administer the ELA and math assessments in place and continue refining the assessment plan that is in place during the 2017-18 school year.</li> </ul>	<p>SBAC Data</p> <p>Administration of assessments and use of data</p>	All	Teachers on Special Assignment (TOSA)	<p>LCAP -District Supplemental</p> <p>Title II</p> <p>CA Career Pathway Trust</p> <p>Title I</p> <p>Title III</p> <p>Other</p>	<p>\$291,183</p> <p>\$148,000</p> <p>\$315,555</p> <p>\$199,284</p> <p>\$45,357</p> <p>\$37,698</p>
<p>Provide professional development in:</p> <ul style="list-style-type: none"> <li>● California State Content Standards</li> <li>● Before school and school-year PD in English Language Development</li> <li>● Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).</li> </ul>	<ul style="list-style-type: none"> <li>● Collaboration time allotted per department for CSCS on a monthly basis.</li> <li>● Math teachers will be given additional collaboration time.</li> <li>● English teachers will use Collaboration Time to develop horizontal articulation (pacing,</li> </ul>	<p>Common Math Assessments</p> <p>Common Math pacing and assessments</p> <p>11th Grade SBAC Results</p>		Collaboration Days- No Funding Needed		

Fair View High School LCAP/SPSA Goals

Year: 2017-18

	<p>assessments)</p> <ul style="list-style-type: none"> <li>• Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE.</li> <li>• 85% of the teachers will attend one or more trainings in CSCS,NGSS,ELD or CTE during the school, year</li> </ul>	<p>Sign-in PD Sheet</p> <p>BTSA Completion</p>		<p>Site PD Opportunities</p> <p>District PD Opportunities</p>	<p>Title II Site</p> <p>Title II District</p> <p>Title III District</p> <p>Educator Effectiveness Funds - District</p>	<p>\$6,723</p> <p>\$200,000</p> <p>\$39,000</p> <p>\$179,000</p>
<p>Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).</p>	<ul style="list-style-type: none"> <li>• Develop common ELA Writing Rubric 9-12 (Argumentative)</li> </ul>	<p>District-wide ELA Rubric for Argumentative Writing</p> <p>DLC Meetings</p>	All	<p>TOSAs (Total District Cost) See Goal 3</p>		
<p>Release time for peer rounds observations and debrief.</p>	<ul style="list-style-type: none"> <li>• Interested teachers will participate in long-term professional development opportunities</li> </ul>	<p>Peer Instructional Rounds DLC</p>	All	<p>Site PD After School PLC Peer-Observations Conferences</p>		

# Fair View High School LCAP/SPSA Goals

Year: 2017-18

**Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses**

- 3.1: Implement and refine 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:**

- Fair View total student “No marks” (NM) will remain <90 throughout the school year.
- Fair View will have 80% of their students participate in CTE programs.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Secondary Counselors will implement and monitor college/career plans for all students, especially those in the identified subgroups.	<ul style="list-style-type: none"> <li>• Research and implement intervention strategies to identify students performing below average.</li> <li>• Master schedule will reflect initial stages of CTE pathways</li> </ul>	INL process  Percentage of students enrolling in CTE pathways.	All	Secondary Counselors (Total Cost for all Secondary Sites)	LCAP District Supplemental	\$1,741,419
				.15 FTE Fair View Secondary Counselor	Site Discretionary	\$9,650
				.15 FTE Fair View Secondary Counselor	LCFF Supplemental Site	\$9,650
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.	<ul style="list-style-type: none"> <li>• Visit similar schools to identify options for scheduling</li> <li>• Develop Data Dashboard for all assessments disaggregated by subgroup</li> <li>• ELD Team to meet and determine appropriate criteria for re-designation.</li> </ul>	Site visit dates? Site Discussion and Outcomes?  EL Reclassification Rate Percent Making Progress towards English Proficiency according to CELDT	All	LCAP Funded Support Teachers	LCFF Supplemental Site	\$34,252
				Reading 180	LCFF Supplemental Site	\$0

Fair View High School LCAP/SPSA Goals

Year: 2017-18

<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> <li>• Targeted Case Managers (TCMs)</li> <li>• Elementary Instructional Specialists (2.6 FTE)</li> <li>• Guidance Aides</li> <li>• Bilingual Aides</li> <li>• TK Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling Staff will conduct intervention conferences with all struggling students each session.</li> </ul>	<p>Conference Schedule? Counselor Schedule INL referrals</p>	All	<p>Targeted Case Managers (Total District Cost)</p> <p>Intervention Specialist</p> <p>Bilingual Aides (Total District Cost)</p>	<p>LCFF-District Supplemental</p> <p>Title I</p> <p>LCFF-District Supplemental</p>	<p>\$357,353</p> <p>\$55,277</p> <p>\$452,158</p>
<p>Research options for providing an all-day or extended day Kindergarten at all elementary sites.</p>	Not Applicable					
<p>Provide after school homework support at Elementary and Secondary as per site's needs.</p>	Provide academic enrichment opportunities via ASP	<p>Student Attendance via sign in sheets</p>	All	<p>Certificated Staff</p>	<p>LCFF Site Supplemental</p>	

**Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input**

- 4.1: For students at all schools, provide training and support to increase the number 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

**Site Goal:**

- Sign-in records will show at least 400 parents and community member attending orientations, Fair View Night Out and/or attending parent training(s) for AERIES Parent Portal access.
- Fair View will have 80% or more of the parents signed up with Aeries portal accounts.
- Fair View will have 95% or more of the students signed up with Aeries portal accounts.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> <li>● using Parent Portal in Illuminate for 4<sup>th</sup>-6<sup>th</sup> grade teachers</li> <li>● expectations for timely response (3 day maximum) to parent inquiries</li> </ul>	<ul style="list-style-type: none"> <li>● Not applicable to High School</li> <li>● Remind staff of timely responses to parent inquiries in staff notes and at staff meetings</li> </ul>	Parent Feedback Regarding Timely Responses  Spring Parent Survey Responses	All	No Funding Needed  Education for the Future Survey	LCFF Base	\$10,000

## Fair View High School LCAP/SPSA Goals

Year: 2017-18

<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> <li>● Parent Portal feature in Aeries and Illuminate</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school</li> <li>● Begin discussions of requiring Aeries usage in Student Services Team meetings</li> <li>● Survey student and staff groups to identify additional activities</li> </ul>	<p>Percent of parents with Aeries accounts</p> <p>SST meeting dates</p> <p>Student Survey</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Provide TCM and/or other staff support for:</p> <ul style="list-style-type: none"> <li>● increasing parent participation</li> <li>● District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to employ TCM at site</li> </ul>	<p>Sign in Sheets at site ELAC meetings</p>	<p>All</p>	<p>See Goal 3</p>		
<p>Establish baseline for parent involvement in:</p> <ul style="list-style-type: none"> <li>● Parent Information/BTSN</li> <li>● SSC</li> <li>● Site ELAC/DELAC</li> </ul>	<ul style="list-style-type: none"> <li>● Advertise activities in multiple languages</li> </ul>	<p>Percent of parent attending Fair View Night Out, SSC, and ELAC</p>	<p>All</p>	<p>No Funding Needed</p>		



<b>Goal 5: Improve School Climate</b>						
<ul style="list-style-type: none"> <li>5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.</li> </ul>						
<b>Site Goal:</b>						
<ul style="list-style-type: none"> <li>Fair View will maintain an out-of-school suspension rate of under 5%.</li> <li>Fair View will move 25% out of chronic truant status</li> <li>Fair View will increase the end of year attendance % from 83.89% to 85%</li> </ul>						
CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> <li>becoming a trauma-informed district</li> <li>behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>Make teachers aware of PD opportunities.                             <ul style="list-style-type: none"> <li>Provide TAC-COM training(s)</li> <li>Using trained staff in NHA to facilitate trainings at staff meetings.</li> </ul> </li> <li>District PD</li> <li>Trainings focusing on At-Risk students in rural communities</li> </ul>	Number of Office Referrals	All	District PD Opportunity  Site PD Opportunity	Title II District  Title II Site	\$6,723
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> <li>Notify parents and students of attendance violations via email, mail, and in person (students).</li> <li>Leadership Team will discuss end of year data</li> </ul>	Sign In Sheets  Site Attendance Rate Chronic Absenteeism Rate  Dropout Rate Graduation Rate	All	Certificated Staff	LCFF Supplemental Site	
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>Opportunity Programs (CAL and Chapman)</li> <li>Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>Notify staff of benefits of ISS vs. Out-of-School Suspension</li> </ul>	ISS Rate OSS Rate	All			
Provide health, social-emotional counseling support services:		Site Attendance Rate	All			

**Fair View High School LCAP/SPSA Goals**

**Year: 2017-18**

<ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li>   <li>● Health Aides</li>   <li>● Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Employ Nurses</li>   <li>● Employ Health Assistants</li>   <li>● Provide MNI Services as needed</li> </ul>	Expulsion Rate		<p>Nurses (Total District Cost)</p> <p>Health Assistants (Total District Cost)</p> <p>MNI (Total District Cost)</p>	<p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p> <p>LCFF District Supplemental</p>	<p>\$107,044</p> <p>\$496,363</p> <p>\$336,250</p>
<p>Increase campus supervision as per site needs.</p>	<ul style="list-style-type: none"> <li>● Employ campus supervisors</li> </ul>	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF District Supplemental	\$616,831
<p>Support student engagement in Art, Music, and PE activities at the elementary schools.</p>	<p>Not applicable</p>					
<p>Research availability of federal and state funds/grants for school resource officers.</p>			All			
<p>Support student engagement at the high schools by encouraging participation in sports teams.</p>	<ul style="list-style-type: none"> <li>● Counselors and TCMs will provide students and parents information for sports activities in the community; i.e Azad's, CARD, Off the Wall</li> <li>● End of session(s) sporting activities</li> </ul>	Student Participation Rate	All	See goal 3	LCFF District Supplemental	\$367,825

**Fair View High School LCAP/SPSA Goals**

**Year: 2017-18**

<b>Categorical Expenditures Approved by School Site Council</b>		
<b>Funding Source</b>	<b>Funding Allocation</b>	<b>Cost</b>
Title I -\$51,963.26 Title 1 Carryover-N/A Total= \$55,277	Intervention Specialist	\$55,277  Total = \$55,277
Title II-\$6,723 Title II Carryover-\$5,345 Total = \$12,068	Site PD Opportunities	\$6,723  Total = \$12,068
Safe Schools- \$7,000 Safe Schools Carryover- 17,374 Total= 24,374		Total= 24,374

<b>LCAP Budget Developed with School/Community Input</b>		
<b>Funding Source</b>	<b>Funding Allocation</b>	<b>Cost</b>
17-18 Total- \$52,134 LCAP Carryover- N/A	Support Teachers	\$52,134
<b>Total= \$52,134</b>		<b>Total= \$52,134</b>



Andrew Moll  
Academy for Change  
(Change Account)



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan For Student Achievement	2017-11-30		<a href="#">View</a>	<a href="#">View</a>	<a href="#">25</a>

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**Recommendations and Assurances**

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### 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:

- 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 Single 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 (Check those that apply):

- State Compensatory Education Advisory Committee
- English Learner Advisory Committee
- Special Education Advisory Committee
- Gifted and Talented Education Program Advisory Committee
- District/School Liaison Team for schools in Program Improvement
- Compensatory Education Advisory Committee
- Departmental Advisory Committee (secondary)
- Other committees established by the school or district (list):

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Signature

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- 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 .

Attested:

Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Signature of SSC Chairperson

Date

Typed Name of SSC Chairperson

Date

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**Recommendations and Assurances**