

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

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## **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 least 80% in 2017-18.

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 2017-18.

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 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			*			*			*			
Grade 7	16	15	18	12	15	15	11	15	15	75.0	100	83.3
Grade 8	18	17	*	9	13	*	9	13	*	50.0	76.5	
Grade 11	8	12	*	3	5	*	3	5	*	37.5	41.7	
All Grades	42	44	59	24	33	33	23	33	33	57.1	75	55.9

\* 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	2451.3	2428.3	2425.9	0	0	0.00	0	0	6.67	42	33	13.33	50	67	80.00
Grade 8	*	2444.4	*	*	0	*	*	0	*	*	38	*	*	62	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0	0.00	0	0	6.06	25	33	15.15	71	67	78.79

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	0	0	0.00	36	40	13.33	64	60	86.67	
Grade 8	*	0	*	*	46	*	*	54	*	
Grade 11	*	*	*	*	*	*	*	*	*	
All Grades	0	0	3.03	22	39	21.21	78	61	75.76	

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	0	0	0.00	18	7	13.33	82	93	86.67
Grade 8	*	0	*	*	23	*	*	77	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0	3.03	9	18	9.09	91	82	87.88

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	9	0	0.00	36	60	46.67	55	40	53.33
Grade 8	*	0	*	*	38	*	*	62	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	4	0	6.06	39	48	48.48	57	52	45.45

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	0	0	0.00	73	40	33.33	27	60	66.67
Grade 8	*	0	*	*	46	*	*	54	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0	0.00	57	45	36.36	43	55	63.64

**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			*			*			*			
Grade 7	16	15	18	14	15	15	13	15	15	87.5	100	83.3
Grade 8	18	21	*	12	13	*	12	13	*	66.7	61.9	
Grade 11	8	13	*	3	6	*	3	6	*	37.5	46.2	
All Grades	42	49	60	29	34	34	28	34	34	69.0	69.4	56.7

\* 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	2415.5	2395.1	2390.5	0	0	0.00	14	0	0.00	7	20	20.00	71	80	80.00
Grade 8	2392.5	2402.6	*	0	0	*	8	0	*	8	0	*	83	100	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0	0.00	10	0	0.00	7	9	14.71	79	91	85.29

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	0	0	0.00	23	0	20.00	77	100	80.00
Grade 8	8	0	*	8	0	*	83	100	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	4	0	0.00	14	0	11.76	82	100	88.24

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	0	0	0.00	38	33	26.67	62	67	73.33
Grade 8	0	0	*	17	46	*	83	54	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0	0.00	25	35	23.53	75	65	76.47

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	0	0	0.00	46	33	26.67	54	67	73.33
Grade 8	0	0	*	17	38	*	83	62	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0	0.00	29	38	23.53	71	62	76.47

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

#### 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

#### 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
<b>Numbers of members of each category:</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:

<u>Andrew Moll</u>		
_____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date

<u>Brandon Kessler</u>		
_____ 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**

<p>teachers per district technology needs (e.g. Chromebooks)</p>	<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>	<p>Computer Device Ratio</p>		<p>Chromebook Cart (5)</p> <p>IT Dept</p>	<p>LCFF Base</p>	
<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>	<p>IT Tech Aide- 1.0 FTE per day</p>	<p>All</p>	<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>	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site</p>	<p>Orientations, Newsletters, School messenger</p>	<p>All</p>	<p>No Funding Needed</p>		



**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>	<p>All</p>	<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>	<p>All</p>	<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

Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
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

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

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Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan For Student Achievement	2017-11-02		<a href="#">View</a>	<a href="#">View</a>	<a href="#">25</a>

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[School Site Council Membership](#)

Recommendations and Assurances

1 updated data fields saved successfully.

### 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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- 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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[School Site Council Membership](#)

Recommendations and Assurances