

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: 9/21/2017

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

Fair View High School's Vision and Mission Statements

Mission Statement

Our mission is to nurture the individual 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 2017-18 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 42% and 46%. Hispanic/Latino ethnicity has increased and has had a 27% to 34.8% range. Black/African American ethnicity has had a slight decline, and has had a range between 3% and 7%.

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 14% and 16.8%. Fair View has also seen a large increase in the amount of RSP student referrals to our program and have maintained an additional .4 RSP teaching position since 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 needs 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. Teachers going through the Beginning 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. Peer observations are conducted throughout each unit as teachers collect data on high impact instructional strategies used in the classroom for reflecting and building upon their own best practices. 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 SBAC 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. Since 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 Reading assessment 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; one crucial goal is to increase the instructional reading abilities of all students to better prepare them for their post-secondary goals. This program is in the research and design stage as of the 2017-18 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. School Ties has partnered with Fair View and 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: Students entering Fair View below academic reading, writing and mathematics levels have been an ongoing concern. 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.

Goal #1: Fair View will increase the percent of graduating seniors who leave Fair View college ready as it relates to ELA and Math comprehension.

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: Student "No Marks" will remain less than 90 each session throughout the school year.

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 83.83% in 2016-17 to 85% in 2017-18.

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 continue to implement at least two parental involvement activities in 2017-18. At least three school-to-work opportunities will be offered to students on a daily basis in 2017-18.

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 11	93	66	53	67	60	49	65	60	49	72.0	90.9	92.5
All Grades	93	66	53	67	60	49	65	60	49	72.0	90.9	92.5

* 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 11	2461.4	2482.1	2503.5	1	2	4.08	12	8	14.29	19	35	34.69	66	55	46.94
All Grades	N/A	N/A	N/A	1	2	4.08	12	8	14.29	19	35	34.69	66	55	46.94

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 11	5	8	12.24	35	45	40.82	60	47	46.94
All Grades	5	8	12.24	35	45	40.82	60	47	46.94

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 11	3	2	6.12	23	30	30.61	74	68	63.27
All Grades	3	2	6.12	23	30	30.61	74	68	63.27

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 11	5	3	6.12	38	55	63.27	57	42	30.61
All Grades	5	3	6.12	38	55	63.27	57	42	30.61

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 11	5	5	2.04	46	52	53.06	49	43	44.90
All Grades	5	5	2.04	46	52	53.06	49	43	44.90

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 11	93	67	53	66	60	49	65	60	49	71.0	89.6	92.5
All Grades	93	67	53	66	60	49	65	60	49	71.0	89.6	92.5

* 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 11	2424.0	2445.2	2440.1	0	0	0.00	2	2	2.04	3	17	10.20	94	82	87.76
All Grades	N/A	N/A	N/A	0	0	0.00	2	2	2.04	3	17	10.20	94	82	87.76

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 11	0	2	0.00	3	13	10.20	97	85	89.80	
All Grades	0	2	0.00	3	13	10.20	97	85	89.80	

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 11	2	3	2.04	26	30	24.49	72	67	73.47
All Grades	2	3	2.04	26	30	24.49	72	67	73.47

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 11	0	0	4.08	46	32	30.61	54	68	65.31
All Grades	0	0	4.08	46	32	30.61	54	68	65.31

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
10				***			***		***						
11	***	***		***	***							***			
12	25			50			25	***	***		***				
Total	21	25		57	25		21	25	67		25	33			

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
9					***										
10				40			40	***	***				20		
11	***	***		***	***			***				***			
12	22			56			22	***	***		***				
Total	18	14		53	29		24	43	67		14	33	6		

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				
Rachel Love		X			
Janice Sunderland		X			
Nancy Medina			X		
Eva Horvath		X			
Brandon Kessler			X		
Cross Dorsey					X
Bonita Noriega					X
Sharyn Fields			X		
Taasha Goulder				X	
Farshad Azad				X	
Lisa Garibay				X	
Elvia Garcia				X	
Numbers of members of each category:	1	3	3	4	2

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)**:

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 September 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"> • Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments • Support BTSA Professional Development 	- 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"> • Textbooks and supplemental materials • Educational software: Illuminate and Renaissance 	<ul style="list-style-type: none"> • Prioritize and submit curriculum and instructional materials purchases including technology to support classroom learning 	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"> • Facilitate a CUSD M&O site inspection to help identify and prioritize site facility repair needs • Utilize current work order system for completion of repair projects • Organize campus beautification projects • Timeline: August-June 	Williams Act Report	All	M&O	LCAP -Base	\$4,00,000
Purchase devices for students and	<ul style="list-style-type: none"> • Assess number of students using Chromebooks 	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"> • Site will ensure that Chromebook carts are maintained in good working order • 	<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"> • Librarians and Library Media Assistants • Instructional Technology Aides 	<ul style="list-style-type: none"> • 	<p>IT Tech Aide- 1.0 FTE per day</p>	<p>All</p>	<p>Librarians & 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"> • Computers for Classrooms • Comcast Internet Access 	<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"> • 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) • 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. 	<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"> • California State Content Standards • Before school and school-year PD in English Language Development • Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). 	<ul style="list-style-type: none"> • Collaboration time allotted per department for CSCS on a monthly basis. • Math teachers will be given additional collaboration time. • English teachers will use Collaboration Time to develop horizontal articulation (pacing, 	<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"> • Continue to support staff professional development in the use of Aeries, Illuminate, and GAFE. • 85% of the teachers will attend one or more trainings in CSCS,NGSS,ELD or CTE during the school, year 	<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"> • Develop common ELA Writing Rubric 9-12 (Argumentative) 	<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"> • Interested teachers will participate in long-term professional development opportunities 	<p>Peer Instructional Rounds DLC</p>	<p>All</p>	<p>Site PD After School PLC Peer-Observations Conferences</p>		

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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"> • Research and implement intervention strategies to identify students performing below average. • Master schedule will reflect initial stages of CTE pathways 	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"> • Visit similar schools to identify options for scheduling • Develop Data Dashboard for all assessments disaggregated by subgroup • ELD Team to meet and determine appropriate criteria for re-designation. 	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

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<p>Provide the following services to improve instruction:</p> <ul style="list-style-type: none"> ● Targeted Case Managers (TCMs) ● Elementary Instructional Specialists (2.6 FTE) ● Guidance Aides ● Bilingual Aides ● TK Instructional Aides 	<ul style="list-style-type: none"> ● Counseling Staff will conduct intervention conferences with all struggling students each session. 	<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"> ● using Parent Portal in Illuminate for 4th-6th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries 	<ul style="list-style-type: none"> ● Not applicable to High School ● Remind staff of timely responses to parent inquiries in staff notes and at staff meetings 	Parent Feedback Regarding Timely Responses Spring Parent Survey Responses	All	No Funding Needed Education for the Future Survey	LCFF Base	\$10,000

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<p>Provide parent training in English and other languages addressing parent access to:</p> <ul style="list-style-type: none"> ● Parent Portal feature in Aeries and Illuminate ● Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc. 	<ul style="list-style-type: none"> ● Add paid staff to facilitate more parents enrolling in Aeries Parent Portal prior to start of school ● Begin discussions of requiring Aeries usage in Student Services Team meetings ● Survey student and staff groups to identify additional activities 	<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"> ● increasing parent participation ● District English Learner Advisory Committee (DELAC) 	<ul style="list-style-type: none"> ● Continue to employ TCM at site 	<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"> ● Parent Information/BTSN ● SSC ● Site ELAC/DELAC 	<ul style="list-style-type: none"> ● Advertise activities in multiple languages 	<p>Percent of parent attending Fair View Night Out, SSC, and ELAC</p>	<p>All</p>	<p>No Funding Needed</p>		

Goal 5: Improve School Climate						
<ul style="list-style-type: none"> 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion. 						
Site Goal:						
<ul style="list-style-type: none"> Fair View will maintain an out-of-school suspension rate of under 5%. Fair View will move 25% out of chronic truant status Fair View will increase the end of year attendance % from 83.89% to 85% 						
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"> becoming a trauma-informed district behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach 	<ul style="list-style-type: none"> Make teachers aware of PD opportunities. <ul style="list-style-type: none"> Provide TAC-COM training(s) Using trained staff in NHA to facilitate trainings at staff meetings. District PD Trainings focusing on At-Risk students in rural communities 	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"> Notify parents and students of attendance violations via email, mail, and in person (students). Leadership Team will discuss end of year data 	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"> Opportunity Programs (CAL and Chapman) Out of School suspension alternatives (e.g. Reset/ISS) Alternative Ed. Supplemental staffing 	<ul style="list-style-type: none"> Notify staff of benefits of ISS vs. Out-of-School Suspension 	ISS Rate OSS Rate	All			
Provide health, social-emotional counseling support services:		Site Attendance Rate	All			

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<ul style="list-style-type: none"> ● EMHI/PIP ● Guidance Aides ● Nurses ● Health Aides ● Medically Necessary/Off Campus Instruction. 	<ul style="list-style-type: none"> ● Employ Nurses ● Employ Health Assistants ● Provide MNI Services as needed 	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"> ● Employ campus supervisors 	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"> ● Counselors and TCMs will provide students and parents information for sports activities in the community; i.e Azad's, CARD, Off the Wall ● End of session(s) sporting activities 	Student Participation Rate	All	See goal 3	LCFF District Supplemental	\$367,825

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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



Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2017 Single Plan For Student Achievement	2017-11-30		View	View	25

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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):

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

- 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

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

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Recommendations and Assurances