The Single Plan for Student Achievement

School: Oakdale School

CDS Code: 04-61424-0430199

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:

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

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School Vision and Mission

Oakdale School's Vision and Mission Statements
VISION:

Oakdale Independent Study School will be a thriving, dynamic and inspiring environment that will enable students to flourish as respectful, responsible and resilient citizens.

MISSION:

Providing all students with differentiated instruction through a variety of high quality activities designed to produce competent, engaged citizens...

School Profile

In 1996, the Chico Unified School District (CUSD) first offered an independent study program as an alternative educational option. Originally designed to provide curriculum and instruction for approximately fifty students from kindergarten through high school, the program continued to grow until it officially became Oakdale Independent Study School in October, 2001. In 2010-11, the district reconfigured delivery of independent study: students through eighth grade continued to be served through Oakdale Elementary Independent Study School, while students in grades 9-12 enrolled in independent study programs at secondary schools in their attendance areas.

However, while this model worked well for some secondary students, it soon became clear that for others, success in independent study required a tighter web of support within a more personalized setting than the comprehensive high schools could provide. Thus, Oakdale Secondary Independent Study School, serving students in grades seven through twelve, was established in January of 2011 on the campus of Fair View, the district's continuation high school. Starting with 1.6 FTE teaching staff, Oakdale's enrollment steadily increased each year to our current 3.4 FTE: three full-time teachers and one .4 FTE. Oakdale shares the services of the alternative education principal, assistant principal, teacher in charge, intervention specialist, registrar, attendance clerk, school psychologist, counselors (2.0 FTE), Licensed Clinical Social Worker (LCSW .5 FTE), and work experience coordinator (.6 FTE). Oakdale students also have access to school nurse, health aid, and cafeteria services. Two other alternative education schools, who also share these resources, are located on the Fair View campus: Center for Alternative Learning (CAL), an opportunity school serving students in grades 6-12, and Academy For Change (AFC), a community day school serving students in grades 7-12. As of the 2016-17 school year, Oakdale Secondary now serves students in grades 6-12 as the school board approved teh move of 6th grade students to the junior high schools. The vast majority of Oakdale students are referred from one of these other schools. Since being credit deficient is a defining student characteristic across these schools, it is important to note that the typical Oakdale student is also credit deficient or has a recent history of struggling academically and/or socially in the traditional school setting. Oakdale also receives students who have been referred by Expulsion Order (suspended) and Student Attendance Review Board (SARB) contract. In this context, Oakdale's 85% ADA represents a significant improvement in attendance for many students.

A comprehensive analysis of available reliable and valid data reveals that Oakdale students are far more likely than their comprehensive school peers to meet one or more of the following criteria:

- History of chronic truancy

- History of suspension/expulsion

- Socioeconomically Disadvantaged (Low SES)

- IEP/504

- Homeless/foster care/group home

- High mobility rate

- Credit deficient

- Significantly below grade level in math and ELA

- History of trauma and/or behavioral health issues

Students at Oakdale can choose from a variety of academic options including concurrent enrollment with Fair View and career-technical education (CTE) courses; I-Tech and welding. Students also have access to the expanding Graphic Design and Screen-printing programs, as well as the Youth Employment and Volunteer Program (Work Experience Education). Academically qualified students can opt for an accelerated program by taking classes at Butte College or Chico State. Oakdale students must meet the same district requirements for grade promotion and graduation as students in the regular attendance program.

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).

Student, staff, and parent School Climate Surveys were administered in the early spring of 2017, with another round of more personalized parent and student surveys going out again in the fall of 2017.

While the vast majority of Oakdale students reside within the Chico city limits, it is worth noting that several students live outside of Chico and Form 11 into the district in order to attend Oakdale. Some of these students learned about Oakdale and requested a Form 11 to attend, while other students moved out of Chico but wanted to maintain their newly-found sense of academic success at Oakdale. As student and parent surveys indicate, strong school/family relationships are a hallmark of the Oakdale school culture. Despite these strong connections that also characterize the school culture at the other three schools on campus, student mobility rates are significantly higher than the district average. Parent and student surveys indicate that the overwhelming majority of Oakdale families believe the school is providing excellent support from teachers, preparation for graduation, and meeting students' individual academic and social needs.

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 individualized nature of the Oakdale program allows staff the luxury to modify instructional activities and methods of assessment to best support students in attaining the academic standards and the ESLRs. Site and district staff reviews and revises the curriculum and methods of instruction using the same three-year cycle as the rest of the district. Our ESLRs were created by Oakdale staff to address the unique needs of the student population. Yet because Oakdale students share some common characteristics with other alternative education students, staff benefits by collaborating with other alternative education teachers to share resources for embedding these ESLRs into the curriculum.

Oakdale Secondary utilizes a two-pronged approach to ensure all students are involved in challenging learning experiences. The 6th-9th grade students are grouped in an academic as well as a social setting allowing for direct instruction as well as the necessary interaction with peers. In addition, weekly labs offer not only extra help and assistance but also the chance to dig deeper into the required curricular areas. Students in grades six through nine meet in small groups. In grades ten through twelve, students schedule one-on-one weekly appointments with the instructor, to better meet individual needs. However, since the grouping strategy has worked so well with the younger students, teachers are beginning to adapt the strategy to the older students as well.

Lessons are designed across the curricular areas and challenge each student to engage in inquiry, analysis, and evaluative thinking. By focusing on the higher levels of Bloom's Taxonomy, these assignments align with the school's vision to "connect, accelerate and launch" each and every student.

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.

<u>Standards, Assessment, and Accountability</u>

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    Through our efforts to become a Professional Learning Community, Oakdale School has begun using regular collaboration/called meeting time to analyze assessment data to make instructional decisions: focusing on meeting student needs and responding to "gaps" in skills.

    A balanced assessment system, including both formative and summative evaluation of student learning, is essential to the teaching and learning process. Oakdale staff regularly uses multiple methods of assessment. State standardized tests and district benchmark assessments historically provided a barometer for how Oakdale students were doing in comparison with other students in the state and the district. However, with the gap in CST reporting due to the transition to the CCSS, as well as CUSD suspending district benchmark assessments, this "macro-level" data is even less reliable than before. While in theory useful for providing the impetus for programmatic adjustments (such as changes in curriculum), these data points have not historically been designed to measure the incremental progress that must be assessed with highly-mobile students. Using federal, state, and district-level assessment data to measure at-risk students' growth is like evaluating a marathon runner's progress from the moon: it doesn't look like any progress is being made because the snapshot is too broad. To appreciate Oakdale students' growth, a thorough evaluation of their work portfolios compared to their achievement at previous schools is necessary. Frequent classroom assessments, including tests, oral quizzes or reports, structured discussion (where the teacher can listen for any misconceptions on the student's part), essays and other written products, science labs, and authentic assessment products (such as a catered lunch by a Culinary student) are more valuable in terms of tailoring instruction to individual student needs.Teachers use these assessments both formatively (to monitor and adjust instruction during a lesson) and summatively (to check for evidence of student learning and assign a grade).

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

    Data gleaned from assessment is used in weekly (and sometimes daily) collaboration among Oakdale teachers, and between Oakdale teachers and other alternative education teachers, to modify instruction to provide for better comprehension. Sometimes these collaborations involve specialists (RSP or ELD), who provide insights into the needs of students with disabilities or English learners.

    Perhaps one of the most effective uses of assessment data, however, is with the students themselves. Oakdale teachers involve students in their assessment through reflection and face to face questioning. That week-to-week involvement between the student and his or her work allows for the portfolio of work each semester that reflects indisputable growth and absolute proof of the credits and grades earned.

Staffing and Professional Development

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

    With the addition of two new Oakdale teachers since the 2014-15 school year, all students currently receive instruction from 100% NCLB "highly qualified" staff. The HOUSSE and VPSS processes allow teachers in Alt Ed settings to receive training and certification to meet NCLB requirements. So, two Oakdale teachers are highly qualified in all subject areas-and, more importantly, have experience teaching those subjects in an Alt Ed setting, having previously taught at AFC/CAL for many years-and the other 1.0 FTE teacher has been certified in math through the HOUSSE process, adding to her multiple subjects credential. The .4 FTE Oakdale teacher is highly qualified in social studies. Therefore, Oakdale has achieved its goal of having at least one "highly qualified" teacher in each core subject area.

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

Professional development occurs on a weekly basis through a combination of PLC meetings and called meeting time. In addition, all CUSD certificated staff take part in four district-wide staff development trainings throughout the school year. Many of these trainings are organized and led by classroom teachers to maximize relevance. Oakdale staff typically meets with their ISP colleagues at the comprehensive sites to ensure student record keeping procedures are kept uniform throughout the district. While it would seem natural for Oakdale staff to meet with their ISP colleagues more often, given the apparent similarities in job description, Oakdale staff typically choose to engage in the same professional development sessions as their Fair View, AFC, and CAL colleagues.

As previously indicated, professional development is an ongoing process at Oakdale. It is initiated by staff, as well as site and district-level leadership based on site and district-level needs identified by analyzing student achievement data. For example, weekly staff meetings have included discussions of ways to promote critical thinking, literacy, and character education across the curriculum, all of which are aligned with specific ESLRs.

In 2010-11, Oakdale staff took part in a district wide "Learning By Doing" workshop series, which was foundational in the development of the vision and structure of the four-school program of which Oakdale is the newest part. Assimilating four distinct schools onto one campus is bound to come with some growing pains. Naturally, many staff began to become confused about their specific mission and how that mission related to the overall vision of the campus-known as the Fair View Community on account of most people recognizing the campus as that of Fair View High School. By engaging in several discussions the respective mission statements of the four schools were clarified under an over-arching vision for the campus community as a whole: appropriate, given that all four schools effectively work together at different stages in students' educational journey to get them across the graduation stage and ready for life after high school.

In 2013-14, the Alt Ed principal began leading a district-wide movement towards becoming "Trauma Informed". As the 2014-15 school year began, staff expressed an interest in learning about the Nurtured Heart Approach: a trauma informed technique for creating healing, corrective experiences for all students-but especially for those coping with childhood trauma. The Alt Ed principal became a certified trainer over the summer of 2014 and has been leading these trainings along with a school psychologist specializing in early elementary intervention and behavior supports (like PIP and Second Step). The three sessions have totaled close to 150 participants from all over CUSD. All Oakdale staff have attended these trainings, helping to address the Critical Learner Need of improving students' behavior at school.

At all levels, professional development is an integral part of Oakdale's Single Plan for Student Achievement. It is focused on staff/student-identified needs based on realizing our vision. Counselors may attend an addictions workshop and report back to staff in order to better connect all students. Teachers may participate in the VPSS in order to better accelerate all students. A weekly staff meeting (really more like a collaboration session than a traditional staff meeting) may target school-to-career/CTE development in order to more effectively launch all students into their post-secondary goals.

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

In 2007-08, the Chico Unified School District embraced the professional learning communities (PLC) model. Teacher collaboration focused on student data, and on using that data to improve achievement, is at the heart of PLCs. Most secondary schools throughout the district have an hour a week of PLC time embedded into the day on Wednesday: teachers arrive early to begin collaboration, and students arrive late. At Oakdale, because of the unique scheduling of an independent study program, PLC time lasts for approximately ninety minutes a week during called meeting time. In 2011, CUSD implemented four after-school days bring together course-alike teachers to analyze student data (for example, on district benchmark assessments) and to share best practices to improve student learning. In response to teacher input, CUSD recently incorporated professional development sessions as a part of that PLC time. District-level PLCs provide a very effective monitoring system for assessing student progress toward academic standards' especially once the CCSS transition is complete. Site-level PLCs can also assess progress toward attainment of the ESLRs.

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

Oakdale staff is aware of the importance of student effort and its importance for student success. The work of Stanford's Dr. Carol Dweck, Mindset: The New Psychology of Success, and Daniel Pink, Drive: The Surprising Truth of What Motivates People, have heavily influenced the Oakdale philosophy that hard work, or "grit", is the biggest factor in determining success in school and in life. When students try and they are given time and support they will be successful and continually improve.

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

Oakdale ISP students have significantly different life circumstances than their counterparts at the comprehensive sites. As such, the techniques and strategies employed by Oakdale teachers are often very different from those of ISP teachers at the comprehensive sites. Since it is not uncommon for a student to attend all four Alt Ed programs, maintaining solid communication and professional relationships across the four programs helps students assimilate into their new program much more seamlessly than if they had to move to a whole new campus with new teachers who didn't know them. These solid relationships keep the unavoidable miscommunications and disagreements to a minimum: when minor conflicts do surface, they are quickly and openly resolved-usually during informal conversations in the hallways.

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

The lessons for high school students are designed to stretch their problem-solving skills and emphasize higher-order thinking. Most assignments require students to utilize primary sources, access the Internet, and to seek help from parents, relatives and friends to ensure success. For instance, students are asked to make a list of fifty things which are uniquely and universally black. They are told that spelling matters in this exercise, that each image is worth two points, and that they are required to be at 90% or above. Another example is in United States history, where students are asked to generate a timeline from 1963 to 1972. Students research events in both political and pop culture, and then must evaluate which events are most worthy of being included for each year. Then the student selects two political figures or events and two from pop culture and writes a 1-2 page research paper on each one. This assignment culminates with a visual depiction of an actual common thread definitively connecting these four events or individuals.

Oakdale Secondary utilizes a two-pronged approach to ensure all students are involved in challenging learning experiences. The 6th-9th grade students are grouped in an academic as well as a social setting allowing for direct instruction as well as the necessary interaction with peers. In addition, weekly labs offer not only extra help and assistance but also the chance to dig deeper into the required curricular areas. Students in grades seven through nine meet in small groups. In grades ten through twelve, students schedule one-on-one weekly appointments with the instructor, to better meet individual needs. However, since the grouping strategy has worked so well with the younger students, teachers are beginning to adapt the strategy to the older students as well.

Lessons are designed across the curricular areas and challenge each student to engage in inquiry, analysis, and evaluative thinking. For example, instead of just defining a group of rocks for physical science, students are asked to create a glossary for a fifth grade science book complete with definitions a fifth grader can grasp and a "real world" example for each rock to provide the fifth graders with an actual visual image. This lesson takes them outside the textbook and into the world itself, requiring students to utilize primary sources. All assignments are based on the California Content Standards and align with the same curriculum and Essential Standards used in the district's comprehensive high schools. By also focusing on the higher levels of Bloom's Taxonomy, these exercises align with the school's vision to "connect, accelerate and launch" each and every student.

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

Given Oakdale's individualized approach, students at all grade levels are assigned work based on two main factors: credits needed for graduation and literacy/numeracy skill acceleration. The amount of ELA and mathematics work assigned to a given student is comensurate with the recommended number of instructional minutes for that grade level.

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

Oakdale Secondary utilizes a two-pronged approach to ensure all students are involved in challenging learning experiences. The 7th-9th grade students are grouped in an academic as well as a social setting allowing for direct instruction as well as the necessary interaction with peers. In addition, weekly labs offer not only extra help and assistance but also the chance to dig deeper into the required curricular areas. Students in grades seven through nine meet in small groups. In grades ten through twelve, students schedule one-on-one weekly appointments with the instructor, to better meet individual needs. However, since the grouping strategy has worked so well with the younger students, teachers are beginning to adapt the strategy to the older students as well.

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

    CUSD is just beginning to make CCSS-aligned curriculum decisions, so textbooks and curriculum match up with the California Content Standards currently being phased out.

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)

    Curriculum and textbooks are aligned to California Content Standards.

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

As previously indicated in the School and Community Profile, Oakdale students are far more likely than their comprehensive school peers to meet one or more of the following criteria:

- History of chronic truancy

- History of suspension/expulsion

- Socioeconomically Disadvantaged (Low SES)

- IEP/504

- Homeless/foster care/group home

- High mobility rate

- Credit deficient

- Significantly below grade level in math and ELA

- History of trauma and/or behavioral health issues

The entire Oakdale program is set up to assist underperforming students with social and academic success. Staff is proactive in ensuring that all students have access to the school's entire program. Prior to enrolling at Oakdale, a student and his or her parent meets with the teacher to discuss the academic and personal goals that form the basis of the student's personalized learning plan. Based on this plan, students are enrolled in courses of study that are relevant and academically challenging. This personal learning plan is a fluid document; throughout the semester it will be revisited and, as necessary, revised to reflect the student's postsecondary goals. If there are concerns that the student is not following the plan at any point, the teacher will meet immediately with student and parent(s). At a minimum, student/teacher/parent meetings happen twice a semester.

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Oakdale ISP students have significantly different life circumstances than their counterparts at the comprehensive sites. As such, the techniques and strategies employed by Oakdale teachers are often very different from those of ISP teachers at the comprehensive sites. Since it is not uncommon for a student to attend all four Alt Ed programs, maintaining solid communication and professional relationships across the four programs helps students assimilate into their new program much more seamlessly than if they had to move to a whole new campus with new teachers who didn't know them.

14. Research-based educational practices to raise student achievement

Oakdale's curriculum is informed by research and professional development drawn from two well-respected sources. The first is the National Writing Project, a professional development program predicated on the belief that "writing is essential to communication, learning, and citizenship" [helping students to] "convey ideas, solve problems, and understand our changing world." One of the Oakdale teachers, who retired last year, had been a teacher-consultant in the writing project for more than twenty years, and thus brought a rich repertoire of best instructional practices to his students and to share with colleagues. In addition, Oakdale's approach to curriculum and instruction is shaped by the work done by Ted Sizer at Brown University some forty years ago, resulting in the Coalition of Essential Schools. The basic premise is the student acts as the worker while the teacher takes on the role of coach in a rigorous academic and problem-solving environment where each student learns to use his or her mind well. The end result of these approaches make for a meaningful use of district-provided collaboration. Teachers exchange ideas, share areas of strength and best practices, and discuss student progress from the perspective of a coach rather than teacher. These discussions allow them to modify instruction as needed to ensure that the curriculum is rigorous and challenging.

Parental Involvement

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

The proximity of the four schools and the close communication among the staff of those schools enables Oakdale to be proactive in supporting students inside and outside the classroom. For example, a Fair View student recently and unexpectedly became orphaned and homeless. Oakdale determined that the best plan would be for this 18-year-old student to complete his diploma requirements through Oakdale. Our 10-12 Oakdale teacher flexed his schedule to accommodate the student's work schedule, meeting with him in the evenings. Students who either self-identify or are referred to independent study will instantly feel that the staff here notices them and cares about their success. Through this connection, as well as the personalized nature of the Oakdale assignments and instructional appointments, students can be referred to other support services as needed.

Oakdale students are often invited to many Fair View High School school-sponsored activities and events taking place on and off the campus, including the Boys and Girls Club Leaders in Training program and Azad's Martial Arts Rock Solid Teens program. All students have access to a system of personal support services, school-wide activities, and individualized opportunities offered on a full-scale and as-needed basis. Youth Development activities such as World Café, the Reach for the Future conference, and Friday Night Live are all designed to connect students to the community and to each other. In addition, as previously noted, Oakdale students have the option to participate in CTE/ROP programs. All these co-curricular activities are connected to the academic standards and to the ESLRs.

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)

Authority originates with the principal, but is effectively delegated to the Oakdale teachers and counselor in order to more efficiently meet students' needs in real-time. Since the vision of the program was developed by all staff, teachers are empowered to adjust and improvise curriculum to meet students' individual needs, and to engage each student on a unique level. When an Oakdale placement doesn't seem to be working out, the student and parent are required to meet with the teacher, the counselor, the case manager, and finally the principal to determine next steps. Parents and/or community members are involved in the governance structure through the School Site Council (SSC), and also informally through conversations and conferences with staff.

While the principal plays a central role keeping the staff and students focused on the school's vision and on student achievement of ESLRs and academic standards, all stakeholders are involved in shaping and refining that vision and continue to play a critical role in the decision-making processes of the school. Generally speaking, the more a decision has to do with individual student instruction, the more authority has been delegated to the teacher; the more a decision has to do with overall governance and logistics, the more the principal initiates decisions with staff input. Responsibilities are defined in written Administrative and Student Services Team Charts which are distributed at the beginning of each year and posted throughout the school.

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

Oakdale enrollment and demographics don't qualify the school for significant categorical funding. All positions and programs are operated with General Fund dollars. Some counseling and workforce readiness programs, however, are funded out of Fair View categorical dollars and available to Oakdale Secondary students.

18. Fiscal support (EPC)

Oakdale School is funded entirely out of General Fund dollars.

Description of Barriers and Related School Goals

As indicated in the School and Community Profile, a comprehensive analysis of available reliable and valid data reveals that Oakdale students are far more likely than their comprehensive school peers to meet one or more of the following criteria:

- History of chronic truancy
- History of suspension/expulsion
- Socioeconomically Disadvantaged (Low SES)
- IEP/504
- Homeless/foster care/group home
- High mobility rate
- Credit deficient
- Significantly below grade level in math and ELA
- History of trauma and/or behavioral health issues

The entire Oakdale staff engaged in a series of discussions during their weekly staff meetings in order to analyze this data. The Alt Ed School Site Council was also involved in this process. Based on this data analysis, Oakdale staff has identified the following Critical Learner Needs:

1. The student needs to improve his attendance: severely chronic truancy (under 85%) is almost standard for new Oakdale students. How can staff make school a more attractive place for students to go?

2. The student needs to improve his behavior at school: many Oakdale students have expulsion history and disciplinary records that include habitual defiance of school personnel and disruption of school activities while in a daily attendance program. How can staff create a trauma informed culture that helps students regulate their own behavior?

3. The student needs to improve his credit completion rate: nearly every Oakdale student arrives credit deficient or with a recent history of credit deficiency. How can staff increase student engagement and differentiate instruction to help students simultaneously recover credits and accelerate academic skills?

Barrier #1:
The student needs to improve his credit completion rate: nearly every Oakdale student arrives credit deficient or with a recent history of credit deficiency. How can staff increase student engagement and differentiate instruction to help students simultaneously recover credits and accelerate academic skills?

Goal #1:
By August 2020, Oakdale staff will fully implement an authentic, valid, and reliable assessment system, aligned to staff-identified essential CCSS, to target incoming students' content knowledge, basic skill level, and ability to access higher order thinking skills.

Related ESLR's:
o Self-directed and self-managed learners: Responsibility
o Discerning learners who know how to use higher order thinking skills to overcome adversity: Resiliency
Barrier #2:
The student needs to improve his attendance: severely chronic truancy (under 85%) is almost standard for new Oakdale students. How can staff make school a more attractive place for students to go?

Goal #2:
By August 2020, 85% of Oakdale students will participate in at least one school-to-work experience.

Related ESLR's:
o Culturally empowered community members: Respect
o Self-directed and self-managed learners: Responsibility
o Discerning learners knowing how to use higher-order thinking skills to overcome adversity: Resiliency
Barrier #3:
The student needs to improve his behavior at school: many Oakdale students have expulsion history and disciplinary records that include habitual defiance of school personnel and disruption of school activities while in a daily attendance program. How can staff create a trauma informed culture that helps students regulate their own behavior?

Goal #3:
By August 2020, 85% of Oakdale students will demonstrate an increased sense of belonging, connection to school, and self-empowerment as measured by Developmental Assets Inventories.

Related ESLR's:
o Culturally empowered community members: Respect
o Self-directed and self-managed learners: Responsibility
Barrier #4:
The student needs to improve his credit completion rate: nearly every Oakdale student arrives credit deficient or with a recent history of credit deficiency. How can staff increase student engagement and differentiate instruction to help students simultaneously recover credits and accelerate academic skills?

Goal #4:
By August 2020, 85% of Oakdale students will earn at least 18 credits a session and demonstrate an increase in their ability to access higher-order thinking skills as assessed through their work portfolio.

Related ESLR's:
o Self-directed and self-managed learners: Responsibility
o Discerning learners knowing how to use higher-order thinking skills to overcome adversity: Resiliency

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# 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 3	1		*	1		*	1		*	100.0		
Grade 4	2	1	*	1	1	*	1	1	*	50.0	100	
Grade 5	5	3	*	3	3	*	3	3	*	60.0	100	
Grade 6	3	4	*	3	3	*	3	3	*	100.0	75	
Grade 7	8	12	*	7	8	*	7	8	*	87.5	66.7	
Grade 8	13	11	20	8	7	20	8	7	20	61.5	63.6	100
Grade 11	31	41	22	21	37	20	21	36	20	67.7	90.2	90.9
All Grades	63	72	58	44	59	53	44	58	53	69.8	81.9	91.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Grade Level	Overall Achievement for All Students														
	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 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2451.5	*	*	0.00	*	*	5.00	*	*	20.00	*	*	75.00
Grade 11	2494.3	2485.1	2499.8	0	3	5.00	24	11	15.00	19	28	25.00	57	58	55.00
All Grades	N/A	N/A	N/A	0	3	1.89	20	19	9.43	30	22	22.64	50	55	66.04

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	35.00	*	*	65.00
Grade 11	5	6	15.00	48	51	45.00	48	43	40.00
All Grades	5	14	7.69	43	45	36.54	52	41	55.77

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 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	30.00	*	*	70.00
Grade 11	10	0	5.00	29	33	40.00	62	67	55.00
All Grades	9	5	1.92	34	32	30.77	57	63	67.31

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 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	60.00	*	*	40.00
Grade 11	5	6	5.00	52	57	65.00	43	37	30.00
All Grades	7	5	1.92	59	61	61.54	34	34	36.54

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 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	5.00	*	*	20.00	*	*	75.00
Grade 11	5	0	5.00	48	46	30.00	48	54	65.00
All Grades	5	4	3.85	50	46	26.92	45	50	69.23

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 3	1		*	1		*	1		*	100.0		
Grade 4	2	1	*	2	1	*	2	1	*	100.0	100	
Grade 5	5	3	*	4	3	*	4	3	*	80.0	100	
Grade 6	3	4	*	3	3	*	3	3	*	100.0	75	
Grade 7	8	12	*	7	8	*	7	7	*	87.5	66.7	
Grade 8	13	11	20	8	7	20	8	7	20	61.5	63.6	100
Grade **11**	31	40	22	21	36	19	21	35	19	67.7	90	86.4
All Grades	63	71	59	46	58	54	46	56	53	73.0	81.7	91.5

* 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 3	*		*	*		*	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2390.2	*	*	0.00	*	*	0.00	*	*	5.00	*	*	95.00
Grade **11**	2436.0	2453.1	2449.9	0	0	0.00	0	0	5.26	0	14	10.53	100	86	84.21
All Grades	N/A	N/A	N/A	0	2	0.00	9	2	1.89	11	18	15.09	80	79	83.02

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 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	0.00	*	*	100.0
Grade **11**	0	0	5.26	0	11	10.53	95	89	84.21
All Grades	2	4	1.89	11	11	3.77	85	86	94.34

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 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	15.00	*	*	85.00
Grade **11**	0	0	0.00	29	31	21.05	67	69	78.95
All Grades	0	2	0.00	37	32	24.53	61	66	75.47

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 3	*		*	*		*	*		*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	5.00	*	*	95.00
Grade **11**	0	0	0.00	48	43	47.37	48	57	52.63
All Grades	4	2	0.00	39	46	30.77	54	52	69.23

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
9							***								
12				***											
Total				50			50								

Conclusions based on this data:

1. A statistically small percentage of the Oakdale population took the CELDT in 2013.

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							***								
12	***			***											
Total	33			33			33								

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				
Brandon Kessler			X		
Eva Horvath		X			
Rachel Love		X			
Eva Horvath		X			
Sharyn Fields			X		
Cross Dorsey					X
Bonita Noriega					X
Lisa Garibay				X	
Taesha Goulder				X	
Farshad Azad				X	
Numbers of members of each category:	**1**	**3**	**2**	**3**	**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)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

_____
Signature

X   English Learner Advisory Committee

_____
Signature

X   Special Education Advisory Committee

_____
Signature

Gifted and Talented Education Program Advisory Committee

_____
Signature

District/School Liaison Team for schools in Program Improvement

_____
Signature

Compensatory Education Advisory Committee

_____
Signature

Departmental Advisory Committee (secondary)

_____
Signature

Other committees established by the school or district (list):

_____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on 9/21/2017.

Attested:

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

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

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.	• 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: • Textbooks and supplemental materials • Educational software: Illuminate and Renaissance	• 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.	• 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	• Assess number of students using Chromebooks	Site Student to	All			

teachers per district technology needs (e.g. Chromebooks)	in an instructional setting (by tracking percentage of teachers requesting use of Chromebook carts) to help determine needs for GAFE staff/professional development. ● Site will ensure that Chromebook carts are maintained in good working order ●	Computer Device Ratio		Chromebook Cart (5) IT Dept	LCFF Base	
To ensure access to on-line resources, employ: ● Librarians and Library Media Assistants ● Instructional Technology Aides	●	IT Tech Aide- 1.0 FTE per day	All	Librarians & Library Media Assistants (Total District Cost) Tech Aides (Total District Cost)	LCAP- District Supplemental (Total District Cost) LCFF-District LCAP	$1,056,7387 $390,468
Continue providing information to families on resources supporting technology: ● Computers for Classrooms ● Comcast Internet Access	- 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.	● 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.	SBAC Data Administration of assessments and use of data	All	Teachers on Special Assignment (TOSA)	LCAP -District Supplemental Title II CA Career Pathway Trust Title I Title III Other	$291,183 $148.000 $315,555 $199,284 $45,357 $37,698
Provide professional development in: ● California State Content Standards ● Before school and school-year PD in English Language Development ● Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).	● 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,	Common Math Assessments Common Math pacing and assessments 11th Grade SBAC Results		Collaboration Days- No Funding Needed		

	assessments) ● 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	Sign-in PD Sheet BTSA Completion		Site PD Opportunities District PD Opportunities	Title II Site Title II District Title III District Educator Effectiveness Funds - District	$6,723 $200,000 $39,000 $179,000
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	● Develop common ELA Writing Rubric 9-12 (Argumentative)	District-wide ELA Rubric for Argumentative Writing DLC Meetings	All	TOSAs (Total District Cost) See Goal 3	
Release time for peer rounds observations and debrief.	● Interested teachers will participate in long-term professional development opportunities	Peer Instructional Rounds DLC	All	Site PD After School PLC Peer-Observations Conferences	

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.	● 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) .15 FTE Fair View Secondary Counselor .15 FTE Fair View Secondary Counselor	LCAP District Supplemental Site Discretionary LCFF Supplemental Site	$1,741,419 $9,650 $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.	● 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 Reading 180	LCFF Supplemental Site LCFF Supplemental Site	$34,252 $0

Provide the following services to improve instruction: ● Targeted Case Managers (TCMs) ● Elementary Instructional Specialists (2.6 FTE) ● Guidance Aides ● Bilingual Aides ● TK Instructional Aides	● Counseling Staff will conduct intervention conferences with all struggling students each session.	Conference Schedule? Counselor Schedule INL referrals	All	Targeted Case Managers (Total District Cost) Intervention Specialist Bilingual Aides (Total District Cost)	LCFF-District Supplemental Title I LCFF-District Supplemental	$357,353 $55,277 $452,158
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	Not Applicable					
Provide after school homework support at Elementary and Secondary as per site's needs.	Provide academic enrichment opportunities via ASP	Student Attendance via sign in sheets	All	Certificated Staff	LCFF Site Supplemental	

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: ● using Parent Portal in Illuminate for 4th-6th grade teachers ● expectations for timely response (3 day maximum) to parent inquiries	● 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

Provide parent training in English and other languages addressing parent access to: ● Parent Portal feature in Aeries and Illuminate ● Academic programs to support student learning, such as: Google Apps for Education, software to support California Content State Standards learning at home, Rosetta Stone, etc.	● 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	Percent of parents with Aeries accounts SST meeting dates Student Survey	All	No Funding Needed		
Provide TCM and/or other staff support for: ● increasing parent participation ● District English Learner Advisory Committee (DELAC)	● Continue to employ TCM at site	Sign in Sheets at site ELAC meetings	All	See Goal 3		
Establish baseline for parent involvement in: ● Parent Information/BTSN ● SSC ● Site ELAC/DELAC	● Advertise activities in multiple languages	Percent of parent attending Fair View Night Out, SSC, and ELAC	All	No Funding Needed		

Goal 5: Improve School Climate
- 5.1: Increase Attendance and Graduation Rates for All Students Among All Subgroups, and Decrease Chronic Absenteeism, Dropout Rates, Suspension, and Expulsion.

Site Goal:
- **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:
● becoming a trauma-informed district
● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach
	● Make teachers aware of PD opportunities.
	  ● 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.	● 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: ● Opportunity Programs (CAL and Chapman) ● Out of School suspension alternatives (e.g. Reset/ISS) ● Alternative Ed. Supplemental staffing	● 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			

● EMHI/PIP ● Guidance Aides ● Nurses ● Health Aides ● Medically Necessary/Off Campus Instruction.	● Employ Nurses ● Employ Health Assistants ● Provide MNI Services as needed	Expulsion Rate		Nurses (Total District Cost) Health Assistants (Total District Cost) MNI (Total District Cost)	LCFF District Supplemental LCFF District Supplemental LCFF District Supplemental	$107,044 $496,363 $336,250
Increase campus supervision as per site needs.	● Employ campus supervisors	Number of Office Referrals	All	Campus Supervision (Total District Cost)	LCFF District Supplemental	$616,831
Support student engagement in Art, Music, and PE activities at the elementary schools.	Not applicable					
Research availability of federal and state funds/grants for school resource officers.			All			
Support student engagement at the high schools by encouraging participation in sports teams.	● 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

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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School Site Council Membership	Recommendations and Assurances	

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Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐   State Compensatory Education Advisory Committee

☑   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 (×8)

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	_signature_	11/30/17
Typed Name of School Principal	Signature of School Principal	Date
Rhonda Odlum	_signature_	11/30/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Previous Section	Current Section	Next Section
School Site Council Membership	Recommendations and Assurances	

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