

The Single Plan for Student Achievement

School: Fowler Academy Continuation High School
CDS Code: 10-62158-1031954
District: Fowler Unified School District
Principal: Jonathan Farley
Revision Date: 1-13-2016

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 January 20, 2016.

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Schoolwide Plan Required Components Reference Page

The following Schoolwide Plan components required by NCLB section 1114 (b) (1) are addressed in the Fowler Academy Continuation High School Single Plan for Student Achievement as indicated below

Required SWP Plan Components:	Plan Page(s)
1. Comprehensive needs assessment of the entire school: Based on the information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	10-16
2. Schoolwide reform strategies that: <ul style="list-style-type: none"> a. Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic standards b. Use effective methods and instructional strategies that are based on scientifically based research that: <ul style="list-style-type: none"> • Strengthen the core academic program in the school • Increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day • Include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) c. Include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	17-23
3. Instruction by highly qualified teachers	7-8
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals and, if appropriate, other school staff and parents	10-16
5. Strategies to attract highly qualified teachers to high-need schools.	10-16
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.	10-16
7. Plans for assisting preschool children in the transition from early childhood programs (<i>N/A for middle and high schools</i>)	N/A
8. Measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program	7-8
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	7-8
10. Coordination and integration of federal, state, and local services and programs	7-8

In addition, the school assures the following:

- The plan describes how the school will implement the components above
- The plan describes how the school will use resources under Title I and from other sources to implement those components
- The plan includes a list of State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program
- The plan describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments require

No Child Left Behind School Plan Requirements Reference Guide

The following elements required in Title I, Part A, Section 1116, for PI are addressed in the Fowler Academy Continuation High School Single Plan for Student Achievement as indicated below.

Required PI Plan Elements	Page(s) addressed in Plan
<p>1. Scientifically-based research: Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.</p>	
<p>2. Successful Policies and Practices Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.</p>	
<p>3. Professional Development (PD)</p> <ul style="list-style-type: none"> a. Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high quality professional development that: b. Directly addresses the academic achievement problem that caused the school to be identified for school improvement c. Meets the requirements for professional development activities under section 1119 d. Is provided in a manner that affords increased opportunity for participating in that professional development 	
<p>4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status.</p>	
<p>5. Specific Annual, Measurable Objectives: Establish specific annual, Measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.</p>	
<p>6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that the parents can understand.</p>	
<p>7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.</p>	
<p>8. Parent Involvement: Include strategies to promote effective parental involvement in the school.</p>	
<p>9. Extended Learning: As appropriate, activities before school, after school, during the summer and during any extension of the school year.</p>	
<p>10. Incorporation of a Teacher Mentoring Program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.</p>	

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
14. Research-based educational practices to raise student achievement

Parental Involvement

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

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

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

18. Fiscal support (EPC)

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	8	11	*	8	9	*	8	9	*	100.0	75	
All Grades	8	11	*	8	9	*	8	9	*	100.0	75	

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	8	11	*	8	9	*	0	9	*	100.0	75	
All Grades	8	11	*	8	9	*	0	9	*	100.0	75	

* 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7							***								
8									***						
10					***										
11					***	***		***	***						
12						***		***	***						
Total					50	43	100	50	57						

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7							***								
8									***						
10					***				***						
11					***	***		***	***						
12						***		***	***						
Total					50	38	100	50	63						

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA GOAL:
All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas.
SCHOOL GOAL #1:
By June 2016, 100% of LEA-wide students will reach Proficiency or Advanced in English Language Arts (ELA) as per NCLB requirements.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
California State Standards Assessment (CST) Local benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in the areas of English Language Arts, Writing, Mathematics, and English Language Development.	Fall 2015/Spring 2016					
Attend conferences/ workshops in the areas of English Language Arts, Writing, Math, English Language Development, Administration Professional Development and in accordance with Program Improvement requirements.	Fall 2015/Spring 2016					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement and trainings	Fall 2015/Spring 2016					
Supplemental instructional materials/ supplies to enhance the development and delivery of lessons in the areas of English Language Arts, Writing, Mathematics, and English Language Development.	Fall 2015/Spring 2016					

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
All pupils, including all subgroups and students with disabilities, will make continued academic progress with the intent of meeting or exceeding a year's growth in all core subject content areas.
SCHOOL GOAL #2:
By June 2014, 100% of LEA-wide students will reach Proficiency or Advanced in Math as per NCLB requirements.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
California State Standards Assessment (CST) Local benchmark assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in the areas of English Language Arts, Writing, Mathematics, and English Language Development.	Fall 2015/Spring 2016					
Attend conferences/ workshops in the areas of English Language Arts, Writing, Math, English Language Development, Administration Professional Development and in accordance with Program Improvement requirements.	Fall 2015/Spring 2016					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement and trainings	Fall 2015/Spring 2016					
Supplemental instructional materials/ supplies to enhance the development and delivery of lessons in the areas of English Language Arts, Writing, Mathematics, and English Language Development.	Fall 2015/Spring 2016					

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
All English Learners will make continued academic progress toward English Language Development proficiency.
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Public School Choice Transportation and Student Tutoring	2016/2017 school year			5000-5999: Services And Other Operating Expenditures	Title I	132689
Professional Development in the areas of English Language Arts, Writing, Mathematics, and English Language Development.	2016/2017 school year	Teacher observations Lesson design		5000-5999: Services And Other Operating Expenditures	Title I	88460
Parental Involvement	2016/2017 school year			5000-5999: Services And Other Operating Expenditures	Title I	8846
Direct Services to homeless children	2016/2017 school year			4000-4999: Books And Supplies	Title I	500
Administrative Reserve	2016/2017 school year			1000-1999: Certificated Personnel Salaries	Title I	60000
				2000-2999: Classified Personnel Salaries	Title I	17000
				3000-3999: Employee Benefits	Title I	6539
Indirect Costs	2016/2017 school year			5000-5999: Services And Other Operating Expenditures	Title I	55379

Summary of Expenditures in this Plan

Total Centralized Services Expenditures by Funding Source

Funding Source	Total Expenditures
Title I	369,413.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jonathan Farley	X				
Heather Ashcroft		X			
Joshua Glynn		X			
Chris Ghilarducci		X			
Verlin Bishop		X			
Jennifer Alaniz			X		
Ruth Bernal				X	
Cruz Martinez				X	
Mike Bianchi				X	
Mariah Bettencourt					X
Eric Godinez					X
Timothy Bianchi					X
Numbers of members of each category:	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 1-13-2013.

Attested:

Jonathan Farley

Typed Name of School Principal

Signature of School Principal

Date

Joshua Glynn

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date