

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Central Learning Adult/Alternative School Site (CLASS)
Address	2698 North Brawley Avenue Fresno, CA 93722
County-District-School (CDS) Code	10-73965-1030386
Principal	Leah Jo Spate
District Name	Central Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	October 19, 2018
Local Board Approval Date	December 11, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Every student is prepared for success in college, career development, and community involvement. Our vision statement validates the staff's belief that all students can learn.

School Profile

Central Learning Alternative School Site (C.L.A.S.S.) is a WASC Accredited school that shares the site with Central Learning Adult School Site. C.L.A.S.S. incorporates a hybrid Independent Study Program model (ISP). This model has shown positive results with the increase in the number of high school graduates each year. Students enroll at C.L.A.S.S. for many reasons, including poor attendance, failing in a traditional school setting, medical issues, moving into the district late, or family request. Instructors use district adopted curriculum as they teach to the standards.

C.L.A.S.S. is an alternative education school. Our site goals align with three indicators: Student Persistence, Credit Completion, High School Graduation, in addition to direct writing and mathematics. All teachers are credentialed in their subject areas and serve the many needs of our diverse student population. Our school survey data indicate that students and parents feel our campus is a safe environment for kids where teachers make connections with students.

In meeting the goals and keeping students connected to school, the instructors monitor each student's progress during weekly meetings. Students take exams on the previous week's assignments demonstrating mastery of the lesson before moving forward in the curriculum. Students are expected to earn a minimum of two credits per week as they progress towards their high school diploma. Staff monitor student credits each week and contact home if the student is not keeping up with their credit completion. Teachers will continue to integrate standards based lessons within the curriculum and use technology to support learning.

C.L.A.S.S. uses the Professional Learning Community (PLC) model and additional Professional Learning opportunities to improve learning and support all students as they progress towards graduation. PLC's are every Monday morning with focus on student learning. Progress reports are sent home at the quarter and final grades are recorded at the end of each semester.

2018-2019 begins Year IV within the Positive Behavior Interactions and Supports (PBIS) model. Last year the school received the Gold Award and continues to implement the PBIS strategies. Additionally, PBIS allows C.L.A.S.S. to change the culture of the school by making it more appealing and inviting.

Students who are eligible can easily enroll in Career Technical Education programs including computer technology courses, Nursing Assistant Training Program, ROP Auto Body Collision Repair, Technical Administration and any other course of interest as they pursue a career pathway here on the campus.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

C.L.A.S.S. met with staff and discussed the 2017-2018 SPSA. The SPSA was reviewed and analyzed for effectiveness in the use of funds and goals. The district office finance department provided feedback on funds that were allocated and spent for the 2017-2018 school year. The educational services department met with the school leadership team to provide guidance on funds and goals for 2017-2018, as well as the 2018-2019 school year allocations. Student surveys were reviewed and considered in the development of the new plan, and parents were invited to provide feedback. Students suggested additional time to receive assistance, technology to use at home, additional assistance for teachers, along with other suggested organizational suggestions. The S.S.C. discussed and approved moving from Targeted Assisted School (TAS) to School Wide program (SWP). School Site Council meetings for 2018-2019 are as follows: October 19, 2018 @ 12:00 pm, December 14, 2018 @ 12:00 pm, February 1, 2019 @ 12:00 pm, and April 5, 2019 @ 12:00 pm.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.4%	1.83%	1	1	4
African American	11.0%	7.1%	9.17%	25	16	20
Asian	3.5%	2.7%	1.83%	8	6	4
Filipino	0.4%	0.0%	0.46%	1	0	1
Hispanic/Latino	61.0%	63.3%	66.51%	139	143	145
Pacific Islander	0.4%	0.0%	0%	1	0	0
White	22.8%	25.2%	19.72%	52	57	43
Multiple/No Response	0.4%	0.0%	0%	1	0	0
Total Enrollment				228	226	218

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		2	0
Grade 1			2
Grade 2			0
Grade 3		1	1
Grade 4		1	0
Grade 5		1	0
Grade 6			2
Grade 7		3	4
Grade 8		7	5
Grade 9		13	13
Grade 10		24	27
Grade 11		62	63
Grade 12		112	101
Total Enrollment		226	218

Conclusions based on this data:

1. The majority of students enrolled are 9th-12th grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	23	14		10.1%	6.2%	
Fluent English Proficient	25	32		11.0%	14.2%	
Reclassified Fluent English Proficient				0.0%	0.0%	

Conclusions based on this data:

1. Formative assessments of EL students are needed to develop ELD strategies to support learning.
2. EL students require more academic support and possible goal setting to support individual site needs.
3. Percentages may fluctuate due to the mobile nature of the program. Needs will be based off current enrolled students. While some students come back for a second year, most students only stay at CLASS for one year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*			
Grade 4			*			*			*			
Grade 5	1		*	1		*	1		*	100		
Grade 6	3	*	*	2	*	*	2	*	*	66.7		
Grade 7	6	*	*	6	*	*	6	*	*	100		
Grade 8	10	14	*	10	14	*	10	14	*	100	100	
Grade 11	83	77	67	69	72	60	69	72	60	83.1	93.5	89.6
All Grades	103	98	84	88	93	77	88	93	77	85.4	94.9	91.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*			*			*
Grade 4			*			*			*			*			*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2498.	*	*	7.14	*	*	21.43	*	*	14.29	*	*	57.14	*
Grade 11	2505.	2532.	2511.	3	8.33	5.00	12	15.28	16.67	39	44.44	31.67	46	31.94	46.67
All Grades	N/A	N/A	N/A	2	7.53	3.90	18	16.13	18.18	40	38.71	31.17	40	37.63	46.75

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3			*			*			*	
Grade 4			*			*			*	
Grade 5	*		*	*		*	*		*	
Grade 6	*	*	*	*	*	*	*	*	*	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	0.00	*	*	57.14	*	*	42.86	*	
Grade 11	3	18.06	16.67	62	56.94	45.00	35	25.00	38.33	
All Grades	2	15.05	15.58	63	53.76	46.75	35	31.18	37.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	7.14	*	*	42.86	*	*	50.00	*
Grade 11	1	2.78	8.33	51	41.67	40.00	48	55.56	51.67
All Grades	3	3.23	6.49	57	44.09	40.26	40	52.69	53.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	64.29	*	*	35.71	*
Grade 11	3	9.72	8.33	62	77.78	61.67	35	12.50	30.00
All Grades	3	8.60	7.79	65	73.12	61.04	32	18.28	31.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	7.14	*	*	57.14	*	*	35.71	*
Grade 11	6	6.94	6.67	59	51.39	48.33	35	41.67	45.00
All Grades	7	6.45	6.49	63	51.61	53.25	31	41.94	40.26

Conclusions based on this data:

1. There are a significant number of students who are at the near or below standard in reading, writing, listening and research.
2. Student performance data indicate students are performing slightly better than in previous year but the overall performance is still in need of improvement.

3. Student performance data in writing demonstrate a significant need to improve the writing process.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*			
Grade 4			*			*			*			
Grade 5	1		*	1		*	1		*	100		
Grade 6	3	*	*	2	*	*	2	*	*	66.7		
Grade 7	6	*	*	6	*	*	6	*	*	100		
Grade 8	10	14	*	10	14	*	10	14	*	100	100	
Grade 11	84	77	67	68	72	61	68	72	61	81	93.5	91
All Grades	104	98	86	87	93	78	87	93	78	83.7	94.9	90.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*			*			*
Grade 4			*			*			*			*			*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2451.	*	*	0.00	*	*	7.14	*	*	28.57	*	*	64.29	*
Grade 11	2457.	2449.	2446.	0	0.00	0.00	1	1.39	1.64	12	11.11	8.20	87	87.50	90.16
All Grades	N/A	N/A	N/A	0	0.00	0.00	3	2.15	2.56	11	15.05	8.97	85	82.80	88.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	28.57	*	*	71.43	*
Grade 11	0	0.00	0.00	7	5.56	4.92	93	94.44	95.08
All Grades	2	0.00	0.00	7	9.68	5.13	91	90.32	94.87

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	35.71	*	*	64.29	*
Grade 11	1	0.00	1.64	24	36.11	24.59	75	63.89	73.77
All Grades	1	0.00	1.28	26	34.41	24.36	72	65.59	74.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3			*			*			*
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	28.57	*	*	71.43	*
Grade 11	0	0.00	0.00	44	29.17	32.79	56	70.83	67.21
All Grades	1	1.08	0.00	41	29.03	35.90	57	69.89	64.10

Conclusions based on this data:

1. There are a significant number of students who are near or below standard regarding concepts/procedures, problem solving and communicating reasoning.
2. More work is needed in regards to the seriousness of the test.
3. More conversations and action are needed regarding critical thinking and producing work that shows student thinking.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		5	0
English Learner Progress (1-12)		0	0
Graduation Rate (9-12)		2	2
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		0	0
Mathematics (3-8)		0	0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Many of our students enroll who are already not on track to graduate. Our program does allow the opportunity to stay for a fifth or sixth year to complete credits, which is not presented on the dashboard.

School and Student Performance Data

Status and Change Report Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		377	Very Low 0%	Declined -0.8%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		377	Very Low 0%	Declined -0.8%
English Learners		22	Very Low 0%	Maintained 0%
Foster Youth		3	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		251	Very Low 0%	Declined -0.7%
Students with Disabilities		35	Very Low 0%	Maintained 0%
African American		30	Very Low 0%	Maintained 0%
American Indian		3	*	*
Asian		12	Very Low 0%	Maintained 0%
Filipino		1	*	*
Hispanic		245	Very Low 0%	Declined -1.3%
Two or More Races		5	*	*
White		81	Very Low 0%	Maintained 0%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Due to the nature of our program, students receive one on one instruction, therefore, incidents of discipline are very low.

School and Student Performance Data

Status and Change Report English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		11	High 81.8%	Increased Significantly +26.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		High 81.8%	Increased Significantly +26.3%
Graduation Rate (9-12)		Very Low 42.9%%	Increased Significantly +25.5%
College/Career (9-12)	N/A	Very Low 0%	N/A
English Language Arts (3-8)		*	*
Mathematics (3-8)		*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

- We have been successful in the progress of our English Learners (1-12).
- We will continue to support students in this area.

School and Student Performance Data

Status and Change Report Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Graduation Rate (9-12)		117	Very Low 41.9%%	Increased +4.4%

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		117	Very Low 41.9%%	Increased +4.4%
English Learners		21	Very Low 42.9%%	Increased Significantly +25.5%
Foster Youth		2	*	*
Homeless		10	*	*
Socioeconomically Disadvantaged		97	Very Low 37.1%%	Increased +4%
Students with Disabilities		7	*	*
African American		8	*	*
American Indian		1	*	*
Asian		9	*	*
Filipino		0	*	*
Hispanic		68	Very Low 38.2%%	Increased +3.6%
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		28	Very Low 46.4%%	Declined -2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Again, we enroll many students who are not on track to graduate. It often takes students more than 4 years to complete credit. We do allow students to remain in the program for 5 or 6 years, which shows negatively on Dashboard. 29% of 2017-2018 graduates were 5th or 6th year students.

School and Student Performance Data

Status and Change Report College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	116	Very Low 2.6%	N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	116	Very Low 2.6%	N/A
English Learners	N/A	21	Very Low 0%	N/A
Foster Youth	N/A	2	*	N/A
Homeless	N/A	10	*	N/A
Socioeconomically Disadvantaged	N/A	96	Very Low 2.1%	N/A
Students with Disabilities	N/A	6	*	N/A
African American	N/A	8	*	N/A
American Indian	N/A	1	*	N/A
Asian	N/A	9	*	N/A
Filipino	N/A			N/A
Hispanic	N/A	68	Very Low 1.5%	N/A
Pacific Islander	N/A	1	*	N/A
Two or More Races	N/A	2	*	N/A
White	N/A	27	Very Low 3.7%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	45	52.9 points below level 3	+30.8 points
Mathematics (Grade 11)	45	182.6 points below level 3	-10.4 points

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Review data with S.S.C. and staff to ensure continuous improvement by making program changes as needed.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Review data with S.S.C. and staff to ensure continuous improvement by making program changes as needed.

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1. Review data with S.S.C. and staff to ensure continuous improvement by making program changes as needed.

School and Student Performance Data

Detailed Report Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

1. Review data with S.S.C. and staff to ensure continuous improvement by making program changes as needed.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Review data with S.S.C. and staff to ensure continuous improvement by making program changes as needed.

Goals, Strategies, & Proposed Expenditures

Goal 1

Every student meets or exceeds grade level core standards and is prepared for college, career, and community

Basis for this Goal

- Central USD's overall scores for our students in grades 3-8 and 11 indicate that 39% of students are meeting or exceeding standard in ELA and 26% are meeting or exceeding standards in Mathematics. At C.L.A.S.S., 24% of 11th grade students are meeting or exceeding standards in ELA and 1.4% are meeting or exceeding standards in Math. 29% of 8th grade students are meeting or exceeding standards in ELA and 7% are meeting or exceeding standards in Math.
- There is a need to provide professional development and coaching to support teacher's ability to address the academic needs of their students. Based on the academic achievement data professional development must continue to address ELA, Mathematics and language acquisition and skill for English Language Learners. Specific strategies for designing instruction and using formative assessment will be embedded in all training.
- Central USD needs to continue increasing the percent of students prepared for career options and/or technical training program. The district and C.L.A.S.S. must emphasize career pathway completion and empower students to make career choices based on viable data. While college and career data looks a bit better with increasing numbers of students enrolled in college the fall immediately following high school, there is still room for improvement. Central High School had 65% of students enrolled in college the fall immediately following high school while our alternative education sites of CLASS and Pershing High School had 31% enrolled. CTE has experienced a 15.6% increase in student participation, but the district and C.L.A.S.S. acknowledge participation can increase.
- Of those students going on to college, 36% enrolled in two year institutions and 25% enrolled in four year institutions. The mid year progress results for enrollment in a 4 year college the semester immediately following graduation dropped slightly (3%) when comparing 2014 to 2015. Information reviewed for 2015-16 indicates that the percent of students prepared to meet UC admission requirements was 43.4%. CDE data also indicated that 48 % of students passed the AP exam with a score of 3 or higher. EAP results for ELA increased from 2015 to 2016, but still show only 50% ready for college. EAP results for Math increased from 2015 to 2016, but still show only 12% ready for college.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC English Language Arts (ELA) Distance From Met (DFM) Spring 2018 SBAC Math DFM Spring 2018	ELA, DFM -52.9 Math, DFM -182.6	By June of 2019: The number of students scoring, meets and exceeds standards on ELA will increase by 7 points as measured by SBAC ELA assessments (DFM -45.9) The number of students scoring, meets and exceeds standards on Math will increase by 10 points as measured by SBAC ELA assessments (DFM -177.6)

Planned Strategies/Activities

Strategy/Activity 1

C.L.A.S.S. will improve student achievement in English Language Arts and Mathematics by updating technology for teaching staff to develop and produce standards-based curriculum, maintain records, and analyze data

Students to be Served by this Strategy/Activity

All Students

Timeline

July 1, 2018 through June 30, 2019

Person(s) Responsible

Kevin Forbes
Ronda Rafidi
Diane Metzler
Sue Streeter
Melissa Fairchild
Kathy Tonozzi
Christine Rosenbalm
Kim Marks
Tim Swain

Proposed Expenditures for this Strategy/Activity

Amount	9500.00
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology equipment for teachers use to develop standards-based curriculum, maintain records, and analyze data

Strategy/Activity 2

C.L.A.S.S. will improve student achievement in all core subject areas by ensuring students have access to standards-based curriculum by providing technology between classroom instruction times

Students to be Served by this Strategy/Activity

All students

Timeline

July 1, 2018 through June 30, 2019

Person(s) Responsible

Tim Swain
Kevin Forbes
Ronda Rafidi
Diane Metzler
Sue Streeter
Melissa Fairchild
Kathy Tonozzi
Christine Rosenbalm
Kim Marks
Susan Clark
Matthew Robles

Proposed Expenditures for this Strategy/Activity

Amount	9187.00
Source	Title I Part A: Allocation
Budget Reference	4000-4999: Books And Supplies
Description	Technology for students to access to standards-based curriculum by providing technology between classroom instruction times

Strategy/Activity 3

Employ a classified aide to provide additional support to students and teachers during class time in order to be able to support instruction for student progress

Students to be Served by this Strategy/Activity

All students

Timeline

January 1, 2019 through June 30, 2019

Person(s) Responsible

Tim Swain
Kevin Forbes
Ronda Rafidi
Diane Metzler
Sue Streeter
Melissa Fairchild
Kathy Tonozzi
Christine Rosenbalm
Kim Marks

Proposed Expenditures for this Strategy/Activity

Amount	5500.00
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Employ a classified aide to provide additional support to students and teachers during class time in order to be able to assist in the communication concerning student progress

Strategy/Activity 4

Continue to align supplemental high school mathematics with the district high schools

Students to be Served by this Strategy/Activity

All students

Timeline

July 1, 2018 through June 30, 2019

Person(s) Responsible

Tim Swain

Proposed Expenditures for this Strategy/Activity

Amount	1814.55
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase "Foundations in Personal Finance" materials

Strategy/Activity 5

Staff development conference specifically for independent studies

Students to be Served by this Strategy/Activity

All students

Timeline

July 1, 2018 through June 30, 2019

Person(s) Responsible

Dale Richey
Leah Spate

Proposed Expenditures for this Strategy/Activity

Amount	4500.00
Source	Title I Part A: Allocation
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff development conference specifically for independent studies

Goals, Strategies, & Proposed Expenditures

Goal 2

Connect every student to school by providing equity of access to educational opportunities and creating an environment conducive to learning for all students.

Basis for this Goal

Central USD needs to continue to increase student engagement/attendance and reduce suspension/expulsion and dropout rates. 2015-16 district attendance rate is 95.3%, with no significant increase or decrease from the previous year's rate. Chronic absenteeism rate was 13.43% in 2016-17. The suspension rate is 5.6% (2015-16) and expulsion rate is .3% (also 2015-16) Current drop out rate for the district is 2.1% for High School and 0.2% for Middle School (2015-16) . While this is below the county average the district still considers this an area to improve. High School graduation rate is 82.8%, a decrease from 2014-15 rate of 84.4% and is an area of greatest need. Currently CLASS has a suspension/expulsion rate of 0%, an attendance rate of 89.84%, and chronic absenteeism of 23.6%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rate Expulsion Rate Attendance Rate Chronic Absenteeism	2017-18 Data from DataQuest and CA Dashboard Suspension Rate- 0% Expulsion Rate- 0% Attendance Rate- 89.84% Chronic Absenteeism- 23.6%	By June of 2019: Suspension Rate will decrease by 0.5% (Maintain) Expulsion Rate will decrease by 0.1% (Maintain) Attendance Rate will increase to 97% or higher (increase by 7.16%) Chronic Absenteeism will decrease by 1% (to 22.6%)

Planned Strategies/Activities

Strategy/Activity 1

Provide immediate assistance for students and staff by ensuring all staff have access to expedite communication

Students to be Served by this Strategy/Activity

All students

Timeline

July 1, 2018 through June 30, 2019

Person(s) Responsible

Tim Swain
Kevin Forbes
Ronda Rafidi
Diane Metzler
Sue Streeter
Melissa Fairchild
Kathy Tonozzi
Christine Rosenbalm

Kim Marks

Proposed Expenditures for this Strategy/Activity

Amount	1079.21
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Hytera Basic UHF Analog Radio Packages for each station

Strategy/Activity 2

Provide student identification cards for activities and community events, as well as for the use of the school library

Students to be Served by this Strategy/Activity

All students

Timeline

July 1, 2018 through June 30, 2019

Person(s) Responsible

Susan Clark

Proposed Expenditures for this Strategy/Activity

Amount	1721.04
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student identification cards for activities and community events, as well as for the use of the school library

Strategy/Activity 3

Provide additional seating and materials and supplies

Students to be Served by this Strategy/Activity

All students

Timeline

July 1, 2018 through June 30, 2019

Person(s) Responsible

Dale Richey

Proposed Expenditures for this Strategy/Activity

Amount	1174.24
Source	LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Provide additional seating and materials and supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Basis for this Goal

Central USD and CLASS will continue to engage families in educational programs to support student well-being and academic success. Central USD has a full time Parent Involvement Coordinator, Community Liaisons-Bilingual, and Family Outreach Liaisons to assist with this goal. The district and CLASS will continue providing quality parent education based on parent interest and need. C.L.A.S.S. will encourage parent participation in providing input and being a part of the decision making process. At C.L.A.S.S, parent involvement consists of Bi-annual meetings with teacher (Master Agreement), parent workshops by Home School Liaison, and S.S.C. meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 2) "The school is a safe place where bullying and disrespect are not tolerated"	2017-18 Number of Parent meetings/trainings/workshops Number of Parents participating in Parent meetings/trainings/workshops % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" 75% 2) "The school is a safe place where bullying and disrespect are not tolerated" 83.3%	By June of 2019 : Number of Parent meetings/trainings/workshops will increase Number of Parents participating in Parent meetings/trainings/workshops will increase % of LCAP Parent Survey Responses that 'agree' or 'usually agree' that: 1) "There are ways to be involved at my child's school" will increase to 95 % 2) "The school is a safe place where bullying and disrespect are not tolerated" will increase to 88.3%

Planned Strategies/Activities

Strategy/Activity 1

Increase home to school and school to home communication by employing a classified aide who will provide additional support to parents by communicating with parents concerning their child's progress in attendance, behavior and academics

Students to be Served by this Strategy/Activity

All students

Timeline

January 2019 though June 30, 2019

Person(s) Responsible

Dale Richey

Proposed Expenditures for this Strategy/Activity

Amount	512.00
Source	Title I Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Increase home to school and school to home communication by employing a classified aide will provide additional support to parents by communicating with parents concerning their child's progress in attendance, behavior and academics

Strategy/Activity 2

Purchase the necessary electronic items to check in parents and visitors for school events

Students to be Served by this Strategy/Activity

All students

Timeline

July 1, 2018 thorough June 30, 2019

Person(s) Responsible

Brannon Lozano

Proposed Expenditures for this Strategy/Activity

Amount	260.00
Source	Title I Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Purchase the necessary electronic items to check in parents and visitors for school events (Raptor)

Goals, Strategies, & Proposed Expenditures

Goal 4

Assure 1 year of growth in language acquisition for every EL student.

Basis for this Goal

Not all English Learners (ELs) are currently making yearly progress in acquiring English proficiency. Data from the CA Dashboard indicates that the district performance indicator for EL Progress is high (green) overall. Of the 22 schools in our district 4 of the schools are either rated in the low (orange) or very low (red) level for EL Progress. One school is rated medium (yellow) and 11 schools are rated high or very high (green or blue.) Schools not represented on the dashboard do not have enough English Learners (ELs) to comprise a cohort for reporting. Currently, 0% of ELs met or exceeded ELA standards as measured by SBAC compared to 25% of non-ELs at CLASS. This data indicates an achievement gap of 25% for CLASS ELs. The graduation rate for ELs at CLASS is 42.9% compared to a graduation rate of 41.9% for non-ELs. This data indicates that there is no gap between ELs and non-ELs and their graduation rates, however both indicators in the lowest performance band (red).

There is a need to develop teacher knowledge of the ELA/ELD Framework and how to use new materials to meet the needs of English Learners so that we can reduce the creation of long term English Learners. Central USD has 7.4% LTELs (6+ years) and 5.1% At Risk for LTEL (4-5 years). Both rates are below the state and county average, but there is still a need for improvement. At C.L.A.S.S., English learners are 87% LTELs and 13% are LTEL. At CLASS, the current English Learner Progress Indicator is at 54.55% with an increase of 10.10% put CLASS in the medium (yellow) category overall.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Dashboard English Learner Progress Indicator (ELPI)	2017-18 ELPI 54.55%	By June of 2019: ELPI will increase by 16.35% to 70.9%
CA Dashboard EL Graduation Rate	EL Graduation Rate as reported on the 2017-18 CA Dashboard, 42.9%	By June of 2019: EL Graduation Rate as reported on the 2018-19 CA Dashboard will increase by 24.1% to 67%

Planned Strategies/Activities

Strategy/Activity 1

Purchase high interest reading material for English Learners to access to increase English skills

Students to be Served by this Strategy/Activity

EL students

Timeline

July 1, 2018 though June 30, 2019

Person(s) Responsible

Susan Clark

Proposed Expenditures for this Strategy/Activity

Amount	779.90
Source	LCFF-SLIP
Budget Reference	4000-4999: Books And Supplies
Description	Purchase high interest reading material for English Learners

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

By June 2018, all students will show growth in ELA by performance band level as measured by the CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Teachers use local assessments in determining if lessons will be differentiated. In extreme cases after consultation with counselor, parent, psychologist a student may be referred to the SST process.</p>	<p>By June 2018, all students will show growth in ELA by performance band level as measured by the CAASPP.</p>	<p>Students did not achieve desired results, which was improving one band level as measured by the CAASPP.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Achieve 3000 as a literacy intervention for EL identified students and low performing students.</p>	<p>Teachers utilized Achieve 3000 as a literacy intervention for EL identified students and low performing students.</p>	<p>Achieve 3000 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 2,000.00</p>	<p>Funds were not utilized.</p>
<p>Increasing reading options for all students. Including low level high interest textbooks.</p>	<p>Reading options for all students including low level high interest textbooks were not obtained.</p>	<p>Purchase free reading text books. 4000-4999: Books And Supplies LCFF-SLIP 500.00</p>	<p>Funds were not utilized.</p>
<p>Increase student tutor support SES. Retired subject matter teachers</p>	<p>Student tutors to support SES were not hired.</p>	<p>Use of SES funds to support students before, during and after school 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000.00</p>	<p>Funds were not utilized.</p>
<p>Extra pay contracts for teachers to develop curriculum</p>	<p>Extra pay contracts for teachers to develop curriculum were not provided for teachers to</p>	<p>Teacher to develop new board adopted ELA curriculum 1000-1999:</p>	<p>LCFF was not utilized for the proposed expenditures.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	develop curriculum from this fund.	Certificated Personnel Salaries LCFF 3000.00	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

No funds were expended to meet the desired outcomes.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Not Applicable (N/A) due to no implementation

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No funds were used to implement the goals set forth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funds will be spent on materials, supplies, salaries and services to meet the desired goals approved by School Site Council (SSC). We discussed and approved moving from Targeted Assisted School (TAS) to School Wide program (SWP).

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

By June 2018, all students will show growth in math by performance band level as measured by the CASSP.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>The math teacher will use local assessments to measure student progress and to revise and reteach lessons if the data justifies such actions. Carnegie online (home use of Carnegie), local assessments, SBAC, Illuminate, math placement data will provide the math teacher and admin the information needed to plan for students achievement. Local and state assessments, Smarter Balance and local Math test results. Create, modify and implement new curriculum with Depth of Knowledge, common core, college and career readiness modules, Math shifts, and Ramsey Senior Math.</p>	<p>By June 2018, all students will show growth in math by performance band level as measured by the CASSP.</p>	<p>Students did not achieve desired results, which was improving one band level as measured by the CAASP.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Continue to align senior math with Central HS</p>	<p>Supplemental mathematics materials were purchased to align senior math with Central HS.</p>	<p>Purchase Foundations blended learning package 5000-5999: Services And Other Operating Expenditures LCFF 1900.00</p>	<p>Ramsey Solution Textbooks were purchased 4000-4999: Books And Supplies LCFF 1814.55</p>
<p>Carnegie Online tutoring and supplemental instruction. Specific to CLASS</p>	<p>Carnegie Online supplemental instruction was utilized ; however, the tutoring aspect was not.</p>	<p>Onsite and home instruction with Carnegie software. LCFF 0.0</p>	<p>No funds were needed for the materials. Items were provided by the district. 4000-4999: Books And Supplies 0</p>
<p>Extra Pay contracts for teachers to develop curriculum</p>	<p>Extra Pay contracts for teachers to develop curriculum were utilized to meet this goal from unrestricted funds.</p>	<p>Develop and implement Foundations material for the alternative education setting 1000-1999:</p>	<p>No categorical funds were accessed. 1000-1999: Certificated Personnel Salaries 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries LCFF 500.00	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Supplemental mathematics materials were purchased and utilized to align with senior math at Central High School (Ramsey Solution Textbooks).

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Effectiveness was not maximized due to poor implementation of strategies and lack of funds being used.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Only one proposed expenditure was purchased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funds will be spent on materials, supplies, salaries and services to meet the desired goals approved by School Site Council (SSC). SSC discussed and voted to move from Target Assisted School (TAS) to School Wide Program (SWP).

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

By June 2017, all English learner students will progress at least one EL proficiency level as measured by state and federal assessments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Our EL coordinator, additional part-time teacher support and the HSL will have all English Learners as part of her student group. The teacher will monitor weekly progress of our English Learners and contact home on a bi-weekly schedule. Based on weekly input from teachers, the teacher may schedule tutoring sessions to further support students in her group</p>	<p>By June 2017, all English learner students will progress at least one EL proficiency level as measured by ELPAC results and student grades.</p>	<p>Students did not achieve desired results, which was improving one EL level.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Part Time teacher assistance as needed when the EL caseloads increases past 18 students to allow opportunities for students with extended learning time, increasing parental involvement and family literacy services and minimizing the removal of students during regular class appointment times. Time with students will be on an as needed basis.</p>	<p>CLASS did not reach 18 students; therefore, no part time teacher assistance was obtained.</p>	<p>Ten hours per week maximum 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 500.00</p>	<p>No funds were expended. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p>
<p>Alternative education curriculum development with new ELD adopted curriculum. These units may be used for English Learners when deemed appropriate by the student's teacher. Instruction provided by</p>	<p>No ELD curriculum development was done.</p>	<p>Allocated hours for curriculum development 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 1,000.00</p>	<p>No funds were expended. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
highly qualified teacher and accelerated by a state approved curriculum.			
Achieve 3000 for literacy intervention in ELD to allow opportunities for students with extended learning time, increasing parental involvement and family literacy services and minimizing the removal of students during regular class appointment times.	We continued the use of Achieve 3000 (purchased 16-17 under a two year contract). There was no cost during 17-18.	Intervention at school and home 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1500.00	No funds were expended. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 0
Increase student tutor support SES. Retired subject matter teachers	Support staff were not hired.	SES funds to support student growth 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4381.90	Funds were not utilized. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0
Student incentives	No incentives were purchased.	Awards for students achieving goals and post achievements 4000-4999: Books And Supplies Title I Part A: Allocation 299.10	No funds were expended. 4000-4999: Books And Supplies Title I Part A: Allocation 0
Extended learning onsite and off to support ELD. Identified students will have access to community based programs, and other educational options to practice listening, speaking, reading and writing. Options include but are not limited to the Chaffee Zoo, museum, and Scout Island.	Students attended a trip to the Chaffee Zoo.	Study trips intended for enrichment and development for ELD. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 1000.00	One trip was taken. 5000-5999: Services And Other Operating Expenditures Title I Part A: Allocation 72.50
Reading material to support identified EL students	No reading material to support identified EL students were purchased.	High Interest Reading material for ELD students 4000-4999: Books And Supplies LCFF-SLIP 283.75	No materials were purchased. 4000-4999: Books And Supplies LCFF-SLIP 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Strategies were not implemented and funds were not utilized.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

No effect due to lack of implementation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Only one proposed expenditure was purchased.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funds will be spent on materials, supplies, salaries and services to meet the desired goals approved by School Site Council (SSC). SSC discussed and voted to move from TAS to SWP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Integrated Career Technical Education (CTE) pathways for students if they choose not to attend post-secondary education after high school completion.
 Our students will have the opportunity to be engaged with study trips in order to be exposed to college and career options past secondary education.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teachers will see trends in student progress or lack of by using a monthly time document called the Gold Sheet. Teachers will use this as PLC data and utilize the proper resources we have on campus (Home School Liaison, PBIS, counselor, etc.)	Involve students in CTE Pathways.	3 students completed a Health Service CTE Program.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The Liaison will meet with teachers weekly. This will include receiving updates on students who are at risk of not earning the expected credits and attendance issues. Our Liaison will use this information to contact parents and meet with the students individually. HSL will make home visits as needed.	Home School Liaison (HSL) met regularly with teachers, students, and parents (as needed). Liaison also made home visits to check on attendance issues and progression of students.	Home School Liaison to support communication directly from CLASS to the home 2000-2999: Classified Personnel Salaries LCFF 8910.04	Home School Liaison was hired to support communication directly from CLASS to the home. 2000-2999: Classified Personnel Salaries LCFF 8752.69
Teachers contact home if a student misses their appointment or is not making progress in earning credits.	Staff performs this action on a daily basis as part of our normal operations and routines.	No additional costs	N/A 0
Partner with Fresno Community College for multiple presentations at CLASS for students and parents. Ensures removal of many hurdles in	Representatives come to campus twice per year to assist students with college applications and financial aid.	No additional costs	N/A 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students enrolling in college.			
Technology aide to support use of tablets with all students. LCAP Goal #3.	Our Tech aide is on campus for 3.5 hours daily. He performs a variety of services and supports.	No additional costs	N/A 0
Extended Learning Time- Allowing opportunities for students with extended learning time, increasing parental involvement and family literacy services.	Action/service was not provided.	Parents have the opportunity for small cohort empowerment meetings with HSL. 4000-4999: Books And Supplies Title I Parent Involvement 419.00	N/A None Specified Title I Parent Involvement 0
Study Trips for students and parents.	Fresno Metropolitan Museum and Bitwise were visited.	Enrichment trips to support student interest in post secondary education and employment. College, arts, and industry locations to be determined. 5000-5999: Services And Other Operating Expenditures LCFF 1337.00	N/A 5000-5999: Services And Other Operating Expenditures LCFF 0
Speakers to support student perception and enrichment of school culture.	Speakers were brought in at no cost.	Speakers, authors, and specialist to support student perception, equity and cultural awareness. Enrichment of the student experience. 5800: Professional/Consulting Services And Operating Expenditures LCFF 1000.00	N/A 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Strategies were not implemented and funds were not utilized. Study trips were funded from another source.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As not all strategies were employed, we were able to provide activities such as field trips, performing art presentations, and presentations by Fresno City College at no cost. Our Home School Liaison provided needed support to students, parents, and teachers.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Only one proposed expenditure was purchased. Other activities were provided at no cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funds will be spent on materials, supplies, salaries and services to meet the desired goals approved by School Site Council (SSC). SSC discussed and voted to move from TAS to SWP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

- Goal 1. All parents will meet one-on-one with their child's teacher to discuss credits, grades and future goals.
 Goal 2. Parents will contact their child's teacher a minimum of once a quarter to discuss student progress.
 Goal 3. All parents will be included in student project created by their child. This includes any projects made on a tablet.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Goal 1. All parents will meet one-on-one with their child's teacher to discuss credits, grades and future goals. Goal 2. Parents will contact their child's teacher a minimum of once a quarter to discuss student progress. Goal 3. All parents will be included in student project created by their child. This includes any projects made on a tablet.	Improved communication between parents, students, and teachers to improve student learning.	Teachers and parents met at the beginning of each semester. Teachers made multiple contacts with parents throughout the year.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent teacher conferences with all parents.	Parent/teacher conferences were held.	No costs needed for conferences.	N/A 0
Newsletter sent home with progress reports and report cards.	Newsletters were not sent home with progress report and report cards. A letter from the director accompanied progress reports and report cards.	No costs	N/A 0
Partner with Fresno Community College for multiple presentations at CLASS for students and parents. Ensures removal of many hurdles in students enrolling in college.	The partnership with Fresno Community College continued; however, presentations were not made in the classrooms per instruction of the previous director of CLASS.	No additional cost	N/A 0
Study trips and/or on-site support for students and parents. Allowing opportunities for students with extended learning time, increasing parental	Only one enrichment trip was made to the Chaffee Zoo. Parents were not invited to attend.	Enrichment trips to support student interest in post secondary education and employment. College,	One trip was made to the Chaffee Zoo by students. 5000-5999: Services And Other

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
involvement and family literacy services in order to minimize the removal of students during regular class appointment times.		arts, and industry locations to be determined. 5000-5999: Services And Other Operating Expenditures LCFF 1393.31	Operating Expenditures LCFF 79.50
		Support onsite with parenting classes, informational student parent meetings and any materials and/or light snack for meetings set for 2 or more hours. 4000-4999: Books And Supplies Title I Parent Involvement 163.00	Parenting classes did not take place. 4000-4999: Books And Supplies Title I Parent Involvement 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Strategies were modified (Principal letter in place of Parent Newsletter) or implemented at no cost and funds were not utilized.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A Parent letter was substituted for a Parent Newsletter. Fresno City College held two workshops to assist student with college and financial aid applications.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Only one proposed expenditure was purchased. Other activities were conducted at no cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Funds will be spent on materials, supplies, salaries and services to meet the desired goals approved by School Site Council (SSC). SSC discussed and voted to move from TAS to SWP.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$14,459
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$21,568.94

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF	20789.04	0.00
LCFF-SLIP	779.90	0.00
Title I Part A: Allocation	13687.00	0.00
Title I Parent Involvement	772.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	20,789.04
LCFF-SLIP	779.90
Title I Part A: Allocation	13,687.00
Title I Parent Involvement	772.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	6,012.00
4000-4999: Books And Supplies	25,515.94
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	5,500.00
4000-4999: Books And Supplies	LCFF	15,289.04
4000-4999: Books And Supplies	LCFF-SLIP	779.90
4000-4999: Books And Supplies	Title I Part A: Allocation	9,187.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	512.00
4000-4999: Books And Supplies	Title I Parent Involvement	260.00

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:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Leah Spate	Principal
Tim Swain	Classroom Teacher
Jennifer Rodriguez	Other School Staff
Alexander Amos	Secondary Student
Greg Amos	Parent or Community Member
Joe Wilson	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: C.L.A.S.S. Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 10/19/2018.

Attested:

	Principal, Leah Jo Spate on 10/19/18
	SSC Chairperson, Alex Amos on 10/19/18

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

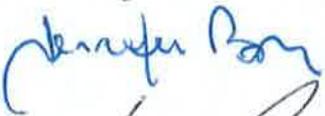
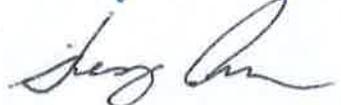
State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

SSC Member Sign In

School Site C.L.A.S.S.

Date 10-19-2018

	Name	Position	Sign in
1	Leah Spate	Principal	
2	Tim Swain	Teacher	
3	Jennifer Rodriguez	Other staff	
4	Greg Amos	Parent	
5	Joe Wilson	Parent	
6	Alex Amos	Student	
7	Dale Richey	Guest	
8		Guest	
9		Guest	
		Guest	

SCHOOL - HOME COMPACT

Three-Way School Pledge

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- arrive to class on time and prepared every day
- take all communication home to my parent(s) / guardian(s)
- return completed homework on time
- be responsible for my own behavior at all times
- be a cooperative and respectful student in and out of the classroom
- ask for help when needed
- do my best in class every day

COBRA C.H.A.R.M.

Complete All Assignments

1. Earn at least 2 credits per week.

Help Others

1. Help others when needed

Arrive On Time

1. Make every minute count

Respect

1. Keep conversations in low voices and take essential phone calls outside the building

Make A Difference

1. Share your ideas with others and make it a habit

Student's Signature _____

Date _____

Parent/Guardian Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- assure student arrives at school on time every day and prepared to learn
- provide a quiet place/time for my student to complete homework
- review all school communications and respond in a timely manner
- attend Back to School Nights, Parent-Teacher-Student Conferences, and other school events
- encourage my student to engage in reading activities everyday
- make sure my student gets adequate sleep and has a healthy diet
- support the school's/district's homework, discipline, dress code and attendance policies

Parent's/Guardian's Signature _____

Date _____

Teacher Section

I understand the importance of the school experience to every student and my role as an educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- provide a safe, positive, and healthy learning environment for our students
- clearly communicate homework and classwork expectations
- engage students in a standards-based, active learning curriculum
- strive to address the individual needs of our students
- correct and return work in a timely manner
- regularly communicate with parents regarding their student's progress

Teacher's Signature _____

Date _____

C.L.A.S.S. SCHOOL SITE COUNCIL (SSC) MINUTES
10/19/2018

1. Call the Meeting to Order:

- The meeting was called to order at 12:15 pm by Leah Spate. Everyone was welcomed. Members and guests introduced themselves. Present were:

	Parent/Guardian/Student		Present		Staff		Present
1	Greg Amos	Parent	x	1	Tim Swain	Teacher	x
2	Joe Wilson	Parent		2		Teacher	
3		Parent		3		Teacher	
4		Student		4		Teacher	
5	Alex Amos	Student	X	5	Jennifer Rodriguez	Other	x
6		Student		6	Leah Spate	Principal	x

	Guest		Non member staff	Position
1		1	Dale Richey	GIA
2		2		
3		3		
4		4		

2. Roll Call:

- (Sign in Sheet).
- Chairperson announced
 - 4 members are needed to establish a quorum
 - 5 members are present 1 members are absent
 - A quorum has been established

3. Changes/Additions to the Meeting Agenda:

- No changes or additions were made to the agenda.* M/S/C to approve the agenda (Motion by Tim swain, second by Greg Amos. Passed 5-0).
 - *If changes were suggested note them and the approval

4. Secretary's Report:

- Minutes from last meeting approved (Motion by Tim Swain, second by Greg Amos, Passed 5-0).

5. Committee Reports:

- N/A

6. Public Comment:

- None

7. Unfinished Business:

- N/A

8. New Business

- Reviewed CUSD Guiding Principals
- Reviewed purpose and duties of SSC.
- Reviewed responsibilities of SSC Officers.
- Elected officers
 - Chairperson-Alex Amos (Motion by Leah spate, second by Tim Swain. Passed 5-0)
 - Vice-Chairperson-Greg Amos (Motion by Leah Spate, second by Jennifer Rodriguez. Passed 5-0)
 - Secretary-Jennifer Rodriguez (Motion by Leah Spate, second by Tim Swain. Passed 5-0)
 - DAC Representative-Greg Amos (Motion by Alex Amos, second by Tim Swain. Passed 5-0)
 - DAC Alternate-Alex Amos (Motion by Greg Amos, second by Tim Swain. Passed 5-0)
- Approved SSC meeting dates (Motion by Leah Spate, second by Tim Swain. Passed5-0)

- Discussion of SPSA
- Approval to move from TAS to SWP (Motion by Tim Swain, second by Greg Amos. Passed 5-0)
- Approved SPSA (Motion by Tim Swain, second by Greg Amos. Passed 5-0)

9. Evaluation & Adjournment:

- Participants completed evaluation form.
- The C.L.A.S.S. SSC meeting was adjourned by Leah Spate at 1:45 pm

Respectfully submitted,

Dale Richey

SSC Secretary (acting)

10/19/2018

School-Level Parental Involvement Policy

C.L.A.S.S.

C.L.A.S.S. has developed a written parental involvement policy with input from parents. Since its inception as a voluntary alternative school (Independent Study and Home Schooling) C.L.A.S.S. has continually developed avenues to allow parents/students to enter into a non-traditional educational setting. This effort to involve parents has ranged from group meetings and discussion sessions to individual meetings to create a population of informed parents who understand what it takes to keep their child working successfully toward completion of their secondary education. In its present evolution, the school parental involvement policy works with parents and students at point-of-entry into an alternative school setting. This is accomplished through individual meetings with the C.L.A.S.S. counselor to discuss program structure and expected behavior (C.L.A.S.S. “Charms”) that lead to success. This is followed up with an individual meeting with parents, student and teacher to help guide them into a well formulated academic program. This ensuing program is spelled out through the use of the Master Agreement for Independent Study. This affords the parent a very clearly stated contract that both parent and student agree to. *See attached Master Agreement and Independent Study Agreement. The policy describes the means for carrying out the following parental involvement activities.

Involvement of Parents in School Programs

To involve parents in the programs at C.L.A.S.S. the following practices have been established:

- The school convenes an annual meeting to inform parents of the importance of participating in their child’s education.
- Bi-Annual meetings with parents and students to re-affirm student course of study and parent responsibilities in an alternative setting. The school offers a flexible number of meetings, such as meetings in the morning or evening.

- Annual math meeting with parents and students to discuss expectations of students to successfully complete the district math requirements.
- Dedicated Monday evening parent meeting hours are offered each week.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.

The school provides parents timely information about their programs.

- Letters are sent home to parents to inform them of every event conducted by the school. The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- Blackboard connect auto dialer messages are sent home to parents to announce, explain or remind them of programs, events and requirements for students.
- Individually prepared test reports explaining progress and proficiency levels are sent home to parents or given in person.

If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- The Independent Study Contract and Weekly/Monthly Progress Report are sent to parents if requested. These reports provide an impetus for face to face meetings as needed.

School-Parent Compact

C.L.A.S.S. distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to

help children achieve the state’s academic standards. It addresses the following items, as well as other items suggested by parents.

The school’s responsibility to provide high-quality curriculum and instruction.

The way parents will be responsible for supporting their children’s learning.

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child’s class; and opportunities to observe classroom activities.

Building Capacity for Involvement

C.L.A.S.S. engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices

The school provides parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Homework assignments contain content standards and give parents the ability to monitor progress.
- Weekly informal electronic progress reports are available to parents.

The school provides parents with materials and training to help them work with their children to improve their children’s achievement.

- C.L.A.S.S. counselor provides information and instruction to parents about weekly progress reports they can receive to monitor their child’s school performance.

- “Mommy and Me” program provides information and training to pregnant and parenting teens.

With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Re-establish English Learner Advisory Committee (ELAC) quarterly. Dependent on enrollment of EL’s.
- Conduct site council meetings quarterly.

The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resources centers, to encourage and support parents in more fully participating in the education of their children.

- The C.L.A.S.S. Home School Liaison communicates and meets with parents to develop the support of their students and actively participate in success strategies for alternative education.
- The C.L.A.S.S. career/education center disseminates information to students and parents about concurrent education opportunities and post- secondary education programs.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

The school provides support for parental involvement activities requested by parents.

- Parents are invited to attend/participate in C.L.A.S.S. ancillary programs and projects such as “Art Wall’ and “Zoo Mobile”.

Accessibility

C.L.A.S.S. provides the opportunity for the participation of all parents, including parents with limited English proficiency, parents with disabilities and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- Special meetings are conducted for limited English parents to clarify C.L.A.S.S. alternative education expectations and requirements for success.
- Audio and visual aids are modified for use by limited English parents.



C.L.A.S.S.

School Site Council (SSC) 1st Quarter Meeting/s

Date of Posting: 10/15/2018 Meeting Date: 10/19/2018

Location: Principal's Office

Starting Time: 12:00pm

Ending Time: 1:00pm

Outcomes: Participants will be able to:

- Recognize the importance of CUSD Guiding Principles
- Explain the purpose of SSC, roles and responsibilities of the SSC members
- Elect officers and District Advisory Committee (DAC) representative
- Receive information on by-laws, academic progress, SPSA, LCAP engagement, purpose, priorities & goals, parent involvement & plan for parent professional learning
- Discuss and begin to analyze school's academic instructional program
- Determine future meeting dates, times and training schedules

Representatives & Staff: SSC members: Leah Spate, Tim Swain, Jennifer Rodriguez, Greg Amos, and Alex Amos. Guests: Dale Richey staff, parents, and members of the public are invited to attend the meeting.

Agenda Item	Action Requested	Responsible Person(s)	Time Limit
Call the Meeting to Order	None	Principal	2 minutes
Roll Call—establish quorum	None	Principal	1 minute
Changes/Additions to the Agenda	Approval/Modification of the agenda	Principal	1 minute
Secretary's Report	Approval/Amendments	Principal	5 minutes
Report of Officers, Standing & Special Committees	Determined by site SSC		3 minutes
Public Comment (This is an opportunity for members of the public to provide information to the school site council) 2 minutes per person	Under the open meeting law, no action related to public comment may be acted upon at the meeting. Issues raised at this meeting may be scheduled for another school site council meeting	Principal	10 minutes
Unfinished Business		Principal	3 minutes

<p>New Business</p> <ul style="list-style-type: none"> a. CUSD Guiding Principles b. Review the purpose of the SSC c. Review the duties of SSC members. d. By-laws e. Review the roles and responsibilities of SSC officers. Nominate and elect SSC officers: <ul style="list-style-type: none"> o Chairperson o Vice-chairperson o Secretary o DAC representative o DAC alternate f. Academic progress report & discussion g. *Currently TAS-Transition from Targeted Assistance Program to School Wide Program (SWP). h. LCAP engagement, purpose, priorities & progress measures i. SPSA goals and results j. Advise on SPSA goals, tasks & expenditures k. Plan for site parent professional learning l. Receive input on Title I 1% parent involvement funding m. Review Parent Involvement Policy & Compact for current year n. Discuss district parent education opportunities o. Approval of SPSA p. Discuss future meeting dates, training, and agenda items. 	<p>Information & discussion</p> <p>Discuss Discussion, nomination and election of officers</p> <p>Information, discussion & approval. Discussion & Approval</p> <p>Information and discussion</p>	<p>Principal until chairperson is elected</p>	<p>34 minutes</p>
<p>Evaluation (ways to improve the meeting) and Adjournment</p>	<p>Meeting input and approval to adjourn</p>	<p>Principal</p>	<p>1 minute</p>

List of handouts: e.g. Guiding Principles, by-laws, SPSA goals, Current year Site Parent Involvement Policy & compact & other items as appropriate. **Add site items as necessary.**

Thank you for coming

Every student will engage in rigorous, relevant, standards-based instruction in every classroom everyday to ensure student learning.