

The Single Plan for Student Achievement

School: Central Learning Alternative School Site (CLASS)
CDS Code: 10-73965-1030386
District: Central Unified School District
Principal: Jose Reyes
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Central Learning Alternative School Site (CLASS)'s Vision and Mission Statements

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 Adult School. 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 including on-line classes as they teach to California Standards. Mathematics classes are taught using Direct Instruction in the whole class model.

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. Our teachers are all credentialed in their subject areas and serve the many needs of our diverse student population. Our school survey data indicate that student and parents feel our campus is a safe environment for kids where teachers make connections with their 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 two credits a week as they progress towards their high school diploma. Staff monitors student credits each week and contacts home if the student is not staying up with their credit completion. The 2016-17 school year teachers will continue to integrate common core lessons in the curriculum and using technology to support learning.

C.L.A.S.S. uses the Professional Learning Community (PLC) model to improve learning and support all students as they progress towards graduation. PLCs 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.

2016-17 begins Year II within the Positive Behavior Interactions and Supports model. Last year the school received the Bronze Award and is now currently implementing strategies for a Silver Award. Additionally, PBIS allows C.L.A.S.S. to change the culture of the school by making it more appealing and inviting.

Since the adult school is on the site, students 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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Positive Behavior Support System, Google, District survey. Data from these surveys paint a picture of a caring staff that wants what is best for every child. The parents and student understand the expectations for their child and by following our guidelines the result will be student success. The Director, GIA, Counselor and staff discuss and address any negative comments or areas of concern.

Classroom Observations

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

Due to the building dynamics and the Independent/Alternative Study model, drop-ins are ongoing throughout the year. Observations are not done in an actual classroom but rather stations where teachers meet with students one on one. Formal observations are completed according to the Collective Bargaining Agreement.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Data review is ongoing as teachers are constantly looking to improve on best practices that data will validate over time. New lesson created with Common Core standards embedded are new and will be focus of teacher collaboration year long.

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

The school uses ongoing assessment and monitoring system, including Illuminate, progress reports and student performance that provides data to support learning. Student achievement results from assessments (eg. Entry-level placement or diagnostic such as Fountas and Pinnell; including frequent formative and curriculum-embedded; and summative assessments such as, Smarter Balanced Assessment Consortium, Illuminate, CELDT) are used to inform teachers and principals on student placement, diagnosis, progress and effectiveness of instruction. Coordination between the data monitoring system, Illuminate, and our central student information system, Aeries, is established so that both systems have the appropriate information needed to support each student in placement, monitoring and advancement.

Staffing and Professional Development

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

The CUSD Human Resources department ensures all staff are highly qualified thus meeting NCLB requirements.

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

All classrooms are staffed with fully credentialed, highly qualified teachers per the requirements of the ESEA. The district provides new teachers with instructional materials professional development by a knowledgeable and experienced Instructional Support Coach or experienced provider for SBE-adopted basic core ELA/ELD and mathematics programs. All teachers participate in ongoing professional development, referred to as Visible Learning to support the continuing use of SBE-adopted ELA/ELD and mathematics programs and/or SBE-adopted reading or mathematics intensive intervention instructional programs in use at the school. In addition, professional development is provided by experienced trainers to support Gifted and Talented students, English Learners and students with disabilities in all grade levels and programs.

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

C.L.A.S.S. has a staff of 100% NCLB qualified teachers. Professional development is being provided by the District to all teachers. Staff development will also be provided during non student days for staff to collaborate regarding best teaching strategies, and teaching to the standards.

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

The district and school collaborate to provide instructional assistance and ongoing support to all teachers, including ELA/ELD and mathematics.

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

A weekly PLC is attended by all teachers. It is during this time teachers collaborate in best teaching and student learning. This PLC, at times, will be divided into three smaller subgroups. These are based on curriculum and teacher expertise.

Teaching and Learning

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

C.L.A.S.S. uses District adopted core curriculum which is aligned to California Content Standards. Social Science use Holt, McDougal Littell is the publisher for English Language Arts, ELD to core McDougal/Littel, Algebra, Pre-Algebra and Geometry, Math I, II, III. Biology uses the publisher's ClassZone lessons for the lab components. K-8 mirrors the curriculum at the elementary and middle schools. Instruction and the previously mentioned materials are aligned with content and performance standards for all students including students with disabilities and English Learners. Standards-based instructional materials appropriate to all student groups are available for every student.

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

Appointment days/times between students and teachers meets Californian Ed. Code guidelines according to the Independent Study model.

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

Teachers have the ability to differentiate lessons according to student needs at any time.

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

The District has a process in choosing core text books according to the specific subject area that is up for adoption. The adopted curriculum has embedded lesson for ELs, students scoring below proficient and those who qualify as GATE. District textbook funds are used to provide curriculum.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are District approved.

Opportunity and Equal Educational Access

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

C.L.A.S.S. is a hybrid independent study program with the exceptions of the math courses. All math courses are taught in the whole class model using Direct Instruction. Tutorial times are scheduled allowing students to come in for added support. Student's math days and meeting time with their core teacher are not on the same day. This strategy creates a student schedule where they attend a minimum of two days per week. Low performing readers along with identified EL student participate in Achieve 3000. This reading support program focuses on the lowest readers and they meet one-on-one with the Achieve 3000 teacher. The reading program is done for 30 minutes each time the student attends CLASS. Additionally, students are provided technology to take home in order to complete assignments at home using Achieve 3000. Parents are encouraged to have their child attend additional sessions besides their scheduled meeting day. Many students take advantage of this and attend multiple days during the week.

In our effort to close the achievement gap and increase learning, additional academic support is offered daily. Student attendance and progress is monitored on a weekly basis for student success. C.L.A.S.S. provides curriculum to support core classes for students at risk including special education and English Learners. Grade appropriate coursework is provided in helping all students successfully meet District adopted standards.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement are outlined in the CUSD Instructional Handbook. Developed by a district-wide classroom expectations task force in 2007, the handbook is reviewed and modified as needed based on student achievement evidence. Direct Instruction, Concept Attainment, Cooperative Learning and Inquiry Method are identified as the primary models of teaching and instructional strategies for use in raising student achievement. At the core of each of these models are the characteristics of highly-effective instruction that include student engagement, setting of standards-based measureable objectives for students to understand and attain based on diagnosis of student need and next step learning, explicit academic vocabulary instruction, strategic, systematic use of varied levels of questioning that require students to think, analyze, apply, synthesize and evaluate, appropriate scaffolds and support for students to attain identified objectives and the opportunity to demonstrate their mastery of the skill, concept and/or process. Essential to student engagement and learning are teachers who create a learning environment that stimulates curiosity, creativity and motivation. There is a significant correlation between student success and teacher attitude and behavior and therefore, creating and maintaining a 5-star culture in classrooms and throughout the school is emphasized.

Parental Involvement

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

Strategies to promote effective parental involvement in the school includes:

- Providing parents with credit accrual pacing guides in ELA and math to assist their students and increase achievement
- Teachers communicate through email and phone calls keeping parents up to date with their student's progress
- Site and district correspondence in the languages other than English.
- Encouragement to participate in site committees including our School Site Council (SSC), English Learners Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC)
- Through the use of personal contact by staff and printed Grapevine articles.
- Parent-teacher conferences are held at the beginning of each semester to discuss academic plans, remediation plans and career goals for each student. Parents are required to attend the first night of student orientation. This ensures that the parent and student fully understand the expectations, opportunities, and programs that are available in supporting student success.
- Addition of a Home School Liaison
- Meetings with Academic Counselor and school psychologists as needed.
- Support with SAFE team referrals.

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

Parents, teachers, classified staff are part of the SSC and ELAC (as determined by the amount of EL students enrolled). The SSC and ELAC provide valuable feedback and guidance in seeing school funds are used to best meet the needs of the students.

Funding

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

Categorical funds will be used for release time for curriculum development, purchase of supplemental curriculum that supports students who are not meeting grade specific standards and release time allowing staff to collaborate in PLCs. Funding may include substitutes if required.

18. Fiscal support (EPC)

The school and district's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD and Mathematics and the Single Plan for Student Achievement (SPSA).

The SPSA is aligned with the goals, activities in the LEA Plan and LCAP.

The district, working in conjunction with the school, provides ongoing support, fiscal and in-kind resources to implement fully and sustain the strategic priorities identified by the school in the APS, and applied in the SPSA.

District general and categorical budgets and LEA Plan demonstrate on-going commitment to continue support for EPC-related school reform.

Description of Barriers and Related School Goals

The staff works very hard at removing hurdles and any obstacles that might prevent our students from being successful. Examples of barriers that occur on a regular basis include:

- Transportation to and from school .District transportation is not provided due to the IS model.
- Students who have children of their own, often have childcare issues preventing them from attending on a regular basis.
- Student transiency creates a hurdle with many of our students. Students having a gap in their education due to moving from district to district. Many times they are not enrolled in school during spans of moving or temporary residence.
- Lack of parental supervision and guidance sometimes affects student attendance and completing assignments.
- Home language and family cultures may also be a barrier for some of our students.
- Bus passes and tokens are provided to students who do not have transportation to their meetings (as needed).
- Teachers work with their students who are teen parents in rescheduling meetings when they miss an appointment due to circumstances involving their child.

Our independent study format is designed with two hours of face-to-face weekly instruction for students and 90 minute math courses for those enrolled in math. During registration, parents are encouraged to have their child attend a minimum of two to three days per week. The independent study model requires structure and self discipline by the student to complete their work and be prepared for the end of unit test. This can be a problem for many and having them attend a minimum of three days per week supports the structure required for student success. As a result of gaps in the student's learning, grade level curriculum can be a challenging for some, in keeping the rigor of the lesson, teachers use differentiation strategies in seeing standards are being met.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	1		0		0		0.0	
Grade 5	1	1	1	1	1	1	100.0	100
Grade 6	5	3	5	2	5	2	100.0	66.7
Grade 7	3	6	3	6	3	6	100.0	100
Grade 8	9	10	9	10	9	10	100.0	100
Grade 11	92	85	80	69	77	69	87.0	81.2
All Grades	111	105	98	88	95	88	88.3	83.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*		*		*	
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	2514.9	2505.6	3	3	16	12	39	39	39	46
All Grades	N/A	N/A	2	2	16	18	36	40	43	40

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*	
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	9	3	52	62	39	35
All Grades	8	2	48	63	43	35

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*	
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	3	1	49	51	48	48
All Grades	4	3	44	57	52	40

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*	
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	5	3	64	62	31	35
All Grades	4	3	59	65	37	32

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*	
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	4	6	60	59	36	35
All Grades	4	7	55	63	41	31

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.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	1		0		0		0.0	
Grade 5	1	1	1	1	1	1	100.0	100
Grade 6	5	3	5	2	5	2	100.0	66.7
Grade 7	3	6	3	6	3	6	100.0	100
Grade 8	9	10	9	10	9	10	100.0	100
Grade 11	92	85	79	68	75	68	85.9	80
All Grades	111	105	97	87	93	87	87.4	82.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*		*		*	
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*
Grade 11	2446.2	2457.2	0	0	1	1	11	12	82	87
All Grades	N/A	N/A	0	0	1	3	14	11	80	85

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*	
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	0	0	15	7	84	93
All Grades	0	2	14	7	85	91

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*	
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	0	1	35	24	64	75
All Grades	0	1	37	26	62	72

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 4	*		*		*	
Grade 5	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*
Grade 11	0	0	37	44	61	56
All Grades	0	1	38	41	61	57

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9							***								
10	***						***	***	***						
11		14			57	75	***	29	25						
12	12	21		65	43	20	18	29	70	6	7				10
Total	13	18		48	45	31	35	32	63	4	5				6

Conclusions based on this data:

1. Incomplete data at time report is being drafted to address CELDT specific results.
2. EA/I students require more academic support and possible goal setting.
3. Percentages may fluctuate due to the mobile nature of the program. Needs will be based off current enrolled students

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9							***								
10	25			25			50	***							
11		14			57		***	29							
12	12	20		65	40		18	33		6	7				
Total	12	17		48	43		36	35		4	4				

Conclusions based on this data:

1. Student goals to be drafted by student and new EL teacher in order to plan an exit.
2. Incomplete data for 15-16

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	23	22	16
Percent with Prior Year Data	100.0%	100%	81.3%
Number in Cohort	23	22	13
Number Met	--	16	4
Percent Met	--	72.7%	30.8%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1	23	1	22	3	15
Number Met	--	--	--	14	--	5
Percent Met	--	--	--	63.6%	--	33.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	Yes	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Different cohort of students show varied results.
2. A clearer pathway is needed to support identified EL students.
3. A dedicated staff member to support EL instruction, goals and exit strategy has been identified for 16-17 SY.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	1462	1410	1,383
Percent with Prior Year Data	99.3	99.8	97.8
Number in Cohort	1452	1407	1,353
Number Met	828	779	731
Percent Met	57.0	55.4	54
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1300	577	1284	579	1,249	542
Number Met	317	237	282	215	286	155
Percent Met	24.4	41.1	22.0	37.1	22.9	28.6
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The number of EL students in the District continues to decline yet the number of students meeting English proficiency is not keeping pace.
2. EL instruction and implementation of 2016-17 Title III Year 4 Plan is a focus in the District

Planned Improvements in Student Performance

Goal: English Language Arts

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

SUBJECT: English Language Arts
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, all students will meet or exceed grade level standards.
Data Used to Form this Goal:
Local and state assessments including Illuminate, Smarter Balance and local ELA test results. Create, modify and implement new curriculum with Depth of Knowledge, common core and college and career readiness modules, and ELA shifts).
Findings from the Analysis of this Data:
Teachers use local assessments in determining if lessons will be differentiated, recommend student for the Achieve 3000 program if identified as a low performer or EL. In extreme cases after consultation with counselor, parent, psychologist a student may be referred to the SST process. Use of student nest 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.
Means of evaluating progress & group data needed to measure gains:
Discussion of student progress may be done with the counselor, parent, Director and the weekly PLC. The main measurement of student is comparing the credits attempted and credits earned each week. Achieve 3000 data will reviewed for identified students. Illuminate benchmark data will be reviewed post administration for gaps and strengths.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Achieve 3000 as a literacy intervention for EL identified students and low performing students.	September 19, 2016 through June 8, 2017 (potential Summer Time use)	Melissa Fairchild Dale Richey	Achieve 3000	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Increasing reading options for all students. Including low level high interest textbooks.	September 19, 2016 through June 8, 2017	Susan Clarke	Purchase free reading text books.	4000-4999: Books And Supplies	LCFF-SLIP	500.00
Studentnest.Com A 24/7 tutoring service to support ELA. Allowing 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.	September 19, 2016 through June 8, 2017	Tim Swain Jody Bull Ronda Rafidi Diane Metzler Sue Streeter Melissa Fairchild Kathy Tonozzi Christine Rosenbalm Connie King	24/7 online tutoring for ELA with credentialed teachers	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	100.00

Planned Improvements in Student Performance

Goal: Mathematics

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

SUBJECT: Mathematics
LEA GOAL:
LEAP Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL:
By June 2017, all students will meet or exceed grade level standards in mathematics.
Data Used to Form this Goal:
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 and college and career readiness modules, and Math shifts).
Findings from the Analysis of this Data:
A majority of the students are near or below standard in mathematics. Use of Studentnest 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.
Means of evaluating progress & group data needed to measure gains:
The math teacher uses many assessment models to check for learning. These include homework, quizzes, end of chapter tests, verbal responses, student presentation and monitoring students during independent practice. Data collected from pre-post test and the use of the Carnegie online math assessment will determine areas of weakness. This additional support will be evaluated using tests and exams from additional support materials.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Studentnest.Com A 24/7 tutoring service to support and Math to allow opportunities for students with extended learning time, increasing parental involvement	November, 2016 through June 8, 2017	Tim Swain Jody Bull Ronda Rafidi Diane Metzler Sue Streeter	24/7 online tutoring for Math with credentialed teachers	5000-5999: Services And Other Operating Expenditures	SES-Tutoring	75.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
and family literacy services and minimizing the removal of students during regular class appointment times.		Melissa Fairchild Kathy Tonozzi Christine Rosenbalm Connie King				
Carnegie Online tutoring and supplemental instruction (beta version). Specific to CLASS	August 12, 2016 through June 8, 2017	Tim Swain Dale Richey JoJo Reyes	Onsite and home instruction with Carnegie software.			

Planned Improvements in Student Performance

Goal: English Language Development

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

SUBJECT: English Language Development
LEA GOAL:
LEAP Performance Goal 2: All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. LCAP Goal 1: Assure a minimum of 1 year growth for each year of instruction in core areas. LCAP Goal 6: Assure 1 year of growth in language acquisition for every EL student. LCAP Goal 7: Close the experience gap for English learners, students of poverty & foster youth.
SCHOOL GOAL
By June 2017, all English learner students will progress at least one EL proficiency level as measured by CELDT.
Data Used to Form this Goal:
CELDT data results and local assessments (teacher and Illuminate). Use of Achieve 3000 data. Goal setting and teacher differentiated instruction to support EL students and 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.
Findings from the Analysis of this Data:
Local assessments will show gaps in the student's learning and specific areas for the teacher to target with student lessons.
Means of evaluating progress & group data needed to measure gains:
Scores from weekly lessons and Achieve 3000 data (if the student is in the class). 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. The Tech aide will assist with data gathering from achieve 3000 to better inform the teacher with next steps.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Part Time teacher assistance as needed when the EL caseloads increases past 18 students to allow opportunities for students with extended learning time, increasing	September 2016- June 2017	Jane Greaves	Ten hours per week maximum	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4000.00

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
parental involvement and family literacy services and minimizing the removal of students during regular class appointment times.						
Differentiate curriculum with ELD standards embedded into them. These units may be used for English Learners when deemed appropriate by the students teacher. Instruction provided by highly qualified teacher and accelerated by by a high quality curriculum.	September 2016-May 2017	All Independent Study Teachers	15 hours maximum per teacher	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	3,000.00
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.	September 2016-May 2017	Melissa Fairchild Dale Richey	Intervention at school and home	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1000.00
Studentnest.Com A 24/7 tutoring service to support ELA and Math 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.	September 2016-May 2017	Tim Swain Jody Bull Ronda Rafidi Diane Metzler Sue Streeter Melissa Fairchild Kathy Tonozzi Christine Rosenbalm Connie King	ELA/Math 24/7 tutoring with credentialed teachers.		SES-Tutoring	
Student incentives	September 2016-May 2017	Melissa Fairchild	Incentives for students achieving goals and post achievements with CELD testing (2015-16)	0001-0999: Unrestricted: Locally Defined	LCFF-SLIP	299.10

Planned Improvements in Student Performance

Goal: School Culture

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

SUBJECT: School Culture
LEA GOAL:
LEAP Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 2: Prepare every student for college, career & community LCAP Goal 3: Connect every student to school LCAP Goal 4: Provide equity of access to educational opportunities & create an environment conducive to learning for all students. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
100% of the students will complete the course work, pass end of lesson assessment and earn the credits that have been assigned by their teacher. This includes the use of technology to research, create projects and complete lessons with support of their tablet. Successfully mastery the above mentioned tasks will result in students earning their diploma being prepared for college, career and community. Students will have the opportunity to be engaged with study trips in order to be exposed to college and career options past secondary education.
Data Used to Form this Goal:
Weekly student logs with the credits earned will be used to measure success in the credit accrual program. End of month data will also be used to see if a positive or negative trend is taking place over a span of one month. College enrollment data on those who have complete all paperwork and successfully enrolled. Success in completing lessons were using technology is required in the lesson
Findings from the Analysis of this Data:
Teachers will see trends in student progress or lack of by using a monthly time document called the Gold Sheet..
Means of evaluating progress & group data needed to measure gains:
Students must pass the end of chapter/unit test with a minimum score of 70% to earn a credit.This may vary with Common Core lessons. The results are recorded each week by the student's teacher. Credits earned are tallied at the end of each month verifying if each student has met the two credits per week goal.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
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.	September 2016-June 2017	Home School Liaison	Home School Liaison to support communication directly from CLASS to the home Home School Liaison to support communication directly from CLASS to the home	2000-2999: Classified Personnel Salaries	LCFF	8910.04
Teachers contact home if a student misses their appointment or is not making progress in earning credits.	September 2016-June 2017	Teachers, Counselor and Director	No additional costs			
Partner with Fresno Community College for multiple presentations at CLASS for students and parents. Ensures removal of many hurdles in students enrolling in college.	September 2016-June 2017	Jennifer Rodriguez-CLASS Lisa Vincent-FCC	No additional costs			
Technology aide to support use of tablets with all students. LCAP Goal #3.	September 2016-June 2017	Technology aide.	No additional costs			
Student Support Center- Allowing opportunities for students with extended learning time, increasing parental involvement and family literacy services.	September 2016-June 2017	Marisol Chavez	Students report to the support center when in crisis, need extra counseling or need a cool off area. Parents have the opportunity for small cohort empowerment meetings with HSL.	4000-4999: Books And Supplies	Title I Parent Involvement	419.00
Study Trips for students and parents.	September 2016-June 2017	Assigned staff and admin	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	3000.00

Planned Improvements in Student Performance

Goal: Parent Engagement

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

SUBJECT: Parent Engagement
LEA GOAL:
LEAP Performance Goal 5: All students will graduate from high school. LCAP Goal 5: Engage families in system wide programs assuring students/families access to support for academic, social/emotional & physical well being.
SCHOOL GOAL
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.
Data Used to Form this Goal:
Phone logs on the "Blue Sheets" demonstrates the lack of parent involvement in many cases. Data verifies the fact, poor student attendance and lack parent involvement in the child's education mirror each other.
Findings from the Analysis of this Data:
Parent engagement is a ongoing factor when call are not returned or parents are absent from the child's life. Achieving Goals-1-3 will demonstrate a consorted effort by all parties to work together in the best interest of the student.
Means of evaluating progress & group data needed to measure gains:
Parent signatures and phone logs to measure Goal 1 & 2. Validating Goal 3 will be done by teacher-student dialog.

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Parent teacher conferences with all parents.	August 2016-June 2017	Teachers, Counselor and Director	No costs needed for conferences.			
Newsletter sent home with progress reports and report cards.	Sept 2016-June 2017	Director	No costs			
Partner with Fresno Community College for multiple presentations at CLASS for students and parents.	Sept 2016-June 2017	Jennifer Rodriguez-CLASS Lisa Vincent-FCC	No additional cost			

Tactics to be Taken to Reach This Goal	Start & End Date	People assigned	Proposed Expenditure(s)			
			Description	Type	Funding Source	Cost
Ensures removal of many hurdles in students enrolling in college.						
Study Trips for students and parents 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.	Sept 2016-June 2017	Assigned staff and admin	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	2243.82
				4000-4999: Books And Supplies	Title I Part A: Allocation	1161.00

Summary of Expenditures in this Plan

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF	17,153.86	0.00
21st Family Literacy Grant	0.00	0.00
LCFF-SLIP	799.10	0.00
Title I Part A: Allocation	9161.00	0.00
Title I Parent Involvement	419.00	0.00
SES-Tutoring	175.00	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF	17,153.86
LCFF-SLIP	799.10
SES-Tutoring	175.00
Title I Part A: Allocation	9,161.00
Title I Parent Involvement	419.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	299.10
1000-1999: Certificated Personnel Salaries	7,000.00
2000-2999: Classified Personnel Salaries	8,910.04
4000-4999: Books And Supplies	2,080.00
5000-5999: Services And Other Operating Expenditures	6,418.82
5800: Professional/Consulting Services And Operating	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	LCFF	8,910.04
5000-5999: Services And Other Operating	LCFF	5,243.82
5800: Professional/Consulting Services And	LCFF	3,000.00
0001-0999: Unrestricted: Locally Defined	LCFF-SLIP	299.10
4000-4999: Books And Supplies	LCFF-SLIP	500.00
5000-5999: Services And Other Operating	SES-Tutoring	175.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,161.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	1,000.00
4000-4999: Books And Supplies	Title I Parent Involvement	419.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Section	Total Expenditures
Goal: English Language Arts	3,600.00
Goal: Mathematics	75.00
Goal: English Language Development	8,299.10
Goal: School Culture	12,329.04
Goal: Parent Engagement	3,404.82

School Site Council Members

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mr. Swain		X			
Jose Reyes	X				
Ms. King		X			
Ms. Tonozzi		X			
Mr. Dale Richey			X		
Numbers of members of each category:	1	3			

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

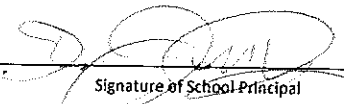
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/12/16.

Attested:

Jose Reyes

Typed Name of School Principal



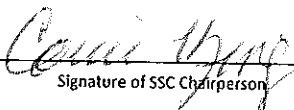
Signature of School Principal

10.25.16

Date

Connie King

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10.25.16

Date

Budget By Expenditures

Central Unified Alternative/Opportunity School

Funding Source: LCFF

\$17,153.86 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Achieve 3000	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	English Language Arts	Achieve 3000 as a literacy intervention for EL identified students and low performing students.
Home School Liaison to support communication directly from CLASS to the home	2000-2999: Classified Personnel Salaries	\$8,910.04	School Culture	The Liaison will meet with teachers weekly. This will include receiving updates on students who are at risk of not earning
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	\$3,000.00	School Culture	Study Trips for students and parents.
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	\$2,243.82		Study Trips for students and parents 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.
LCFF Total Expenditures:		\$17,153.86		
LCFF Allocation Balance:		\$0.00		

Funding Source: LCFF-SLIP

\$799.10 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase free reading text books.	4000-4999: Books And Supplies	\$500.00	English Language Arts	Increasing reading options for all students. Including low level high interest textbooks.
Incentives for students achieving goals and post achievements with CELD testing (2015-16)	0001-0999: Unrestricted: Locally Defined	\$299.10	English Language Development	Student incentives

Central Unified Alternative/Opportunity School

LCFF-SLIP Total Expenditures: \$799.10

LCFF-SLIP Allocation Balance: \$0.00

Funding Source: SES-Tutoring

\$175.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
24/7 online tutoring for ELA with credentialed teachers	5000-5999: Services And Other Operating Expenditures	\$100.00	English Language Arts	Studentnest.ComA 24/7 tutoring service to support ELA. Allowing 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.
24/7 online tutoring for Math with credentialed teachers	5000-5999: Services And Other Operating Expenditures	\$75.00	Mathematics	Studentnest.ComA 24/7 tutoring service to support and Math to allow opportunities for students with extended learning time,

SES-Tutoring Total Expenditures: \$175.00

SES-Tutoring Allocation Balance: \$0.00

Funding Source: Title I Part A: Allocation

\$9,161.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ten hours per week maximum	1000-1999: Certificated Personnel Salaries	\$4,000.00	English Language Development	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.
15 hours maximum per teacher	1000-1999: Certificated Personnel Salaries	\$3,000.00	English Language Development	Differentiate curriculum with ELD standards embedded into them. These units may be used for English Learners when deemed appropriate by the students teacher. Instruction provided by highly qualified teacher and accelerated by by a high quality curriculum.

Central Unified Alternative/Opportunity School

Intervention at school and home	5000-5999: Services And Other Operating Expenditures	\$1,000.00	English Language Development	Achieve 3000 for literacy intervention in ELD to allow opportunities for students with extended learning time,
	4000-4999: Books And Supplies	\$1,161.00		Study Trips for students and parents 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.
Title I Part A: Allocation Total Expenditures:		\$9,161.00		
Title I Part A: Allocation Allocation Balance:		\$0.00		

Funding Source: Title I Parent Involvement

\$419.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Students report to the support center when in crisis, need extra counseling or need a cool off area. Parents have the	4000-4999: Books And Supplies	\$419.00	School Culture	Student Support Center- Allowing opportunities for students with extended learning time, increasing parental involvement and family literacy services.
Title I Parent Involvement Total Expenditures:		\$419.00		
Title I Parent Involvement Allocation Balance:		\$0.00		
Central Unified Alternative/Opportunity School Total Expenditures:		\$27,707.96		

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.
- 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.

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 atleast 2 crdeits 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 buioldiing

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