REGULAR BOARD MEETING
September 24, 2018 6:30 PM
CLOSED SESSION: 6:15 P.M., OPEN SESSION: 6:30 P.M.
GONZALES HIGH SCHOOL LIBRARY
501 FIFTH STREET
GONZALES, CALIFORNIA 93926

APPROVED
9/24/18

Agenda Item: **O.6. 2018/19 Single Plan for Student Achievement (SPSA) for Fairview Middle School**

Comments: Title I Schools are required to annually review, maintain, and monitor a current Single Plan for Student Achievement (SPSA) to comply with mandates of the consolidated programs application and the federal government. Each school site has planned this document with the support and input from their school site staff, school site leadership team, school parent community, School Site Council, and English Learner Advisory Council.

Recommended Motion: To request Board approval o the 2018/19 Fairview Middle School SPSA.

Quick Summary / Abstract: a. Comments

Financial Impact: N/A

Attachments:
2018-19 SPSA for FMS

Cc via email:
Yolanda B.
Claudia B.
Dr. Mendez
Pat O.

SPSA 2018-19

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Gonzales Unified District

Fairview Middle

The District Governing Board approved this revision of the School Plan on: 09/24/2018

CDS Code: 27754736026090

Principal: Dr. Larry Mendez, Principal

Superintendent: Yvette Irving, Interim Superintendent

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SchoolCity.

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» **SUBJECT: Mathematics**					
› GOAL: Pupils will demonstrate conceptual understanding and develop procedural fluency in grade level math					
› LCAP GOALS: • LCAP Goal 2 • LCAP Goal 3 • LCAP Goal 1					
› ACTION: Fairview school will use assessment to drive instruction and implemention of state adopted materials	08/13/2018	06/06/2019	$68,787.83		
			$4,967.50	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$1,501.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$6,419.50	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$3,926.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$4,795.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$27,442.33	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			$12,349.50	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$224.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203
			$7,163.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203

» SUBJECT: Reading/Language Arts

› GOAL: Students will effectively read, write and use language at grade level in a variety of content areas

› LCAP GOALS:

- LCAP Goal 3
- LCAP Goal 1
- LCAP Goal 2

› ACTION: Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	08/13/2018	06/06/2019	$58,051.83		
			$12,349.50	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$1,854.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			$6,419.50	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$4,795.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$27,442.33	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$4,967.50	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$224.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203
› ACTION: Fairview will use the latest technology to increase student achievement	08/13/2018	06/06/2019	$3,756.00		
			$3,756.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203

» **SUBJECT: English Language Development**

› GOAL: Increase the rate that EL students become proficient in English

› LCAP GOALS:

- LCAP Goal 1
- LCAP Goal 2
- LCAP Goal 3

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
› ACTION: Increase SDAIE /GLAD Strategies	08/13/2018	06/06/2019	$0.00		
› ACTION: Increase support with our ELL students	08/13/2018	06/06/2019	$18,873.00		
			$14,194.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203
			$4,679.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203

» **SUBJECT: School Climate/Parent Engagement**

› GOAL: Students will be educated in an environment that is safe, drug-free and conducive to learning

› LCAP GOALS:

- LCAP Goal 2
- LCAP Goal 3
- LCAP Goal 1

› ACTION: Improve school climate and environment	08/13/2018	06/06/2019	$1,208.00		
			$250.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$458.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$500.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203
› ACTION: Asset Development	08/13/2018	06/06/2019	$250.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			$250.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010

» **SUBJECT: Science**

› GOAL: Implement Next Generation Science Standards and increase frequency of hands on science lessons

› LCAP GOALS:
- LCAP Goal 2
- LCAP Goal 3
- LCAP Goal 1

› ACTION: More hands on Science Lessons in all grade levels to incorporate CCSS	08/13/2018	06/06/2019	$854.00		
			$854.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Refine curriculum guides to align with Next Generation Science Standards	08/13/2018	06/06/2019	$29,355.34		
			$27,442.34	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			$1,913.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010

» **SUBJECT: Parental Involvement**

› GOAL: Improve parental involvement at Fairview Middle School

› LCAP GOALS:
- LCAP Goal 3
- LCAP Goal 1
- LCAP Goal 2

› ACTION: Improve communication

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
amongst the school's stakeholders	08/13/2018	06/06/2019	$5,000.00		
			$5,000.00	ACTION: NCLB: Title III, Limited English Proficiency (LEP) Student Program	4203
› ACTION: Increase parent leadership through classes and trainings	08/13/2018	06/06/2019	$0.00		
Total Annual Expenditures for Current Site Plan: $186,136.00					

GOALS

GOAL: PUPILS WILL DEMONSTRATE CONCEPTUAL UNDERSTANDING AND DEVELOP PROCEDURAL FLUENCY IN GRADE LEVEL MATH

GOAL AREA: MATHEMATICS

LEA Goal:

- LCAP Aligned

State Priorities:

- 4 - Pupil Achievement
- 2 - Implementation of State Standards

LCAP Goal:

- LCAP Goal 2
- LCAP Goal 3
- LCAP Goal 1

Goal Statement:

Administrators and teachers will establish a target that 80% of the students earn scores of 75% or higher on Mathematics assessments.The SBAC/CAASPP goal would be that students increase by one or more levels in comparison to their baseline 2017-2018 SBAC/CAASPP data. The increase by 50 points or more toward level 3 on the CA Dashboard would also serve as another indicator of students making progress in mathematics. The Common Core Standards will require students to have strong mathematical foundations, including a solid understanding of concepts, procedural skill, and the ability to apply the math they learn in problems inside and outside of the classroom. This means that teaching will not solely focus on having students arrive at the right answer but also be able to analyze and explain how right answers are derived. Therefore, teachers must plan lessons which span the DOK levels using the GRR template so that rigorous and in-depth learning may occur.

What data did you use to form this goal (findings from data analysis)?

Students were assessed on the Smarter-Balanced Assessment Consortium (SBAC)/California Assessment of Student Performance and Progress (CAASPP) standardized test in Mathematics. The 2017-2018 SBAC/CAASPP overall achievement data results were Standard Exceeded - Level 4 (2.83%), Standard Met - Level 3 (7.55%), Standard Nearly Met - Level 2 (28.98%), and Standard Not Met - Level 1 (60.65%). The data revealed that students were not meeting this goal, included fundamental shifts in learning goals for the new Common Core Standards. The new standards are designed around a coherent progression in which learning is connected across grades. In addition, to meet the standards students will need to concentrate on conceptual understanding, procedural skills and application.

What did the analysis of the data reveal that led you to this goal?

The data revealed that while students can compute, many still lack solid foundational skills and the ability to successfully solve word problems. The data further suggested that Fairview must have common progress monitoring assessments in a data system which allows for the disaggregation and careful analysis of data in order to guide instruction.

What process will you use to monitor and evaluate the data?

1. Quarterly progress monitoring (PM) assessments
2. Quarterly benchmark (BM) assessments
3. Bi-monthly review of PM, BM and local assessment data
4. SBAC Testing Results

Strategy:

Teachers will look to expand student acquisition and application of math by providing real world problem scenarios which require students to think critically and collaborate with each other to discover the solutions.

ACTION:FAIRVIEW SCHOOL WILL USE ASSESSMENT TO DRIVE INSTRUCTION AND IMPLEMENTION OF STATE ADOPTED MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

  Teachers will use adopted materials and attend trainings to properly implement the CCSS curriculum.
  5th - 8th gr. continue to implement GO Math.
  6-8th continue to implement Moby Max as Tier 1.
  Teachers will ensure the new math textbooks and common core standards align with the curriculum guides. Teachers will use the common core math curriculum and the Math 180 program for intervention/support. Teachers will design common progress monitoring (PM) assessments, benchmarks (BM), and chapter/unit tests to guide instruction. Data identified struggling students who will be referred to available intervention programs (i.e., Afterschool Interventions, ASES) and additional services such as Gear Up.

- **Measures:**

  Administrators and teachers will examine data. Administrators and teachers will establish target that 80% of the students earn scores of 75% or higher on the tests and assessments.

- **People Assigned:**

  Principal, Assistant Principal, Math Teachers, Intervention Specialist

Start Date: 08/13/2018 **Completion Date:** 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Benefits - Classified Staff Support	$4,967.50
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Materials to support math program.	$1,501.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Instructional Aides to support students in math.	$6,419.50
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Math Department Teachers will review assessment data, and participate in math professional development opportunities. The training explores content and pedagogy that promotes a growth mindset.	$3,926.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Certificated before or after school math intervention.	$4,795.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Certificated Personnel/Teacher On Special Assignment providing math support and coaching to Teachers.	$27,442.33
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Benefits - Certificated Staff Support	$12,349.50
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Supplemental Materials to support EL learners before or after afterschool in Math.	$224.00
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Benefits - Classified Staff Support	$7,163.00

» GOAL: STUDENTS WILL EFFECTIVELY READ, WRITE AND USE LANGUAGE AT GRADE LEVEL IN A VARIETY OF CONTENT AREAS

GOAL AREA: READING/LANGUAGE ARTS

LEA Goal:

- LCAP Aligned

State Priorities:

- 4 - Pupil Achievement
- 2 - Implementation of State Standards

LCAP Goal:

- LCAP Goal 3
- LCAP Goal 1
- LCAP Goal 2

Goal Statement:

Administrators and teachers will establish a target that 80% of the students earn scores of 75% or higher on English Language Arts (ELA) assessments.The SBAC/CAASPP goal would be that students increase by one or more levels in comparison to their baseline 2017-2018 SBAC/CAASPP data. The increase by 50 points or more toward level 3 on the CA Dashboard would also serve as another indicator of students making progress in English Language Arts. Fairview students will participate in a variety of learning opportunities which will promote reading and writing skills. The Gradual Release of Responsibility(GRR) Instructional Model, implementing Guided Language Acquisition Design (GLAD) strategies, provide a blended learning environment for struggling readers, and give more support to English Language Learners. Fairview students will reach high standards in English Language Arts. While previous teaching focused on recall and reproduction, lessons this year will target strategic thinking, reasoning development, and increasing the cognitive rigor of activities in order to prepare students for the new SBAC assessment.

What data did you use to form this goal (findings from data analysis)?

Students were assessed on the Smarter-Balanced Assessment Consortium (SBAC)/California Assessment of Student Performance and Progress (CAASPP) standardized test in English Language Arts. The 2017-2018 SBAC/CAASPP overall achievement data results were Standard Exceeded - Level 4 (6.38%), Standard Met - Level 3 (22.93%), Standard Nearly Met - Level 2 (32.43%), and Standard Not Met - Level 1 (38.26%).

What did the analysis of the data reveal that led you to this goal?

The analysis revealed that Fairview needs to continue to incorporate learning activities that gradually build up critical thinking skills to depth of knowledge levels 3 and 4. The emphasis should be on reading and writing. Additionally, the needs of English Language Learners needed to be further addressed. Common Core curriculum focuses on 21st Century skills. Fairview must continue analyzing data to help guide instruction.

What process will you use to monitor and evaluate the data?

The following process will be used to monitor and evaluate the data:

1. Fairview teachers will design key common assessments in order to analyze test scores on minimum days (Thursdays) in their Professional Learning Communities (PLC). Teachers will use the target that 80% of the students will maintain scores of 75% or better on benchmark assessments.
2. Administrative team will review lesson plans.
3. Administrative team will conduct classroom visitations.
4. Administration, teachers, and parent groups will review local assessments and end of the year high stakes testing results.
5. Exit Data for Read 180

Strategy:

Fairview will allow student output data and instructional collaboration to steer instruction and the implementation of common core curriculum with the mission to prepare students to be college and career ready.

ACTION:IMPLEMENT THE CCSS STANDARDS USING GRR, GLAD, AND RESEARCHED BASED BEST TEACHING PRACTICES

Means of Achievement: Alignment of instruction with content standards

- Task:

  Provide release time for teachers to create Standards-Aligned Benchmark Tests and weekly standards-based mini common formative assessments. Provide Professional Development for GRR and GLAD strategies as well as time to plan lessons using the GRR lesson plan template incorporating GLAD strategies. Provide intervention and tutoring programs for reading and literacy. Develop literacy programs outside of the normal school day (i.e., "Read to Me", "Family Reading Night").

- Measures:

  Progress monitoring tests, quarterly benchmark tests given, and data analyzed to determine student proficiency and areas needed to be reviewed in order to attain mastery of standards. Classroom observations and surveys to evaluate GRR and GLAD implementation.

- People Assigned:

  Assistant Superintendent of C & I, Principal, Assistant Principal, Coaches, Intervention Specialist, and Teachers

Start Date: 08/13/2018 Completion Date: 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Benefits - Certificated Staff Support	$12,349.50
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Materials for support in ELA.	$1,854.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Instructional Aides to support students receiving services in ELA.	$6,419.50
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Certificated before or after school English language arts intervention/supplemental educational services (SES).	$4,795.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Certificated Personnel/Teacher On Special Assignment providing ELA support and coaching to Teachers.	$27,442.33
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Benefits - Classified Staff Support (e.g. Instructional Aide)	$4,967.50
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Provide materials for ELA support for ELL students such as Rosetta Stone for Newcomers.	$224.00

ACTION:FAIRVIEW WILL USE THE LATEST TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT

Means of Achievement: Alignment of instruction with content standards

- Task:

Fairview will provide teachers with the technology and training necessary to implement the interactive components inherent in GLAD strategies and common core instruction. Students will be provided access to technology to improve reading comprehension skills, foster hands on media presentations, and develop research skills. Coaches will use technology to investigate and coach teachers on best practices, Common Core lessons, GRR, and GLAD. Administrators will be given the tools to immediately communicate, monitor and evaluate the instructional program in the new digital era.

- Measures:

1. Surveys of technology needs and usage.
2. Observations of the use of technology.

- People Assigned:

Administrators, Coaches, Intervention Specialist, Teachers, and Library Instructional Technology Specialist (LITS)

Start Date: 08/13/2018 Completion Date: 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Technology for ELL students to make presentations (e.g. laptop, projector)	$3,756.00

» GOAL: INCREASE THE RATE THAT EL STUDENTS BECOME PROFICIENT IN ENGLISH

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT

LEA Goal:

- LCAP Aligned

State Priorities:

- 4 - Pupil Achievement
- 2 - Implementation of State Standards

LCAP Goal:

- LCAP Goal 1
- LCAP Goal 2
- LCAP Goal 3

Goal Statement:

ELL students will show growth in their ELPAC level and more students will be reclassified Fluent English Proficient from 5th grade through 8th grade. We currently anticipate about 120 to be considered for reclassification based on the most recent ELPAC data from the 2017-2018 school year. The goal would be for students to increase at least one level in ELD proficiency on the ELPAC each year.

What data did you use to form this goal (findings from data analysis)?

Fairview used the results of the ELPAC test.

What did the analysis of the data reveal that led you to this goal?

Fairview is consistently reclassifying students to Reclassified Fluent English Proficient (RFEP) status but at a rate that is not consistent with the goals of reclassifying students at a rate of 25% annually.

What process will you use to monitor and evaluate the data?

1. ELPAC scaled scores-evaluating percentage of students who do not move up a level versus those which do
2. GUSD ELPAC Practice Test
3. Progress Monitoring (PMs)
4. Benchmark Assessments (BMs)
5. English 3D, Amplify ELD, & Inside Assessments
6. Student matriculation over the year to higher level classes

Strategy:

Use of SDAIE and GLAD strategies will increase the achievement of EL learners and allow achievement in Next Generation ELD Standards.

ACTION:INCREASE SDAIE /GLAD STRATEGIES

Means of Achievement: Alignment of instruction with content standards

- **Task:**

  All teachers will show proof of SDAIE/GLAD practices as well as ELD strategies in their learning environment. All teachers will have lesson plans that address how they will strive to support EL students in English Language Acquisition.

- **Measures:**

  GRR-Style Lesson plans along with weekly walk-throughs and instructional rounds will be used.
  ELL Strategies monitored through visual evidence.

- **People Assigned:**

  Site Administrators, Coaches, and the Intervention Specialist

Start Date: 08/13/2018 Completion Date: 06/06/2019

ACTION:INCREASE SUPPORT WITH OUR ELL STUDENTS

Means of Achievement: Increased educational opportunity

- Task:

  Coaching, support, and training in ELD for Teachers. Administer a practice English Language Assessment two times a year. Administer the English Language Proficiency Assessment for California (ELPAC). Place students in Newcomers ELD class with Rosetta Stone. Monitor student progress in professional learning communities. Assist with leveling of ELD courses.

- Measures:

  Improvement of ELPAC scores and student reclassification to RFEP.

- People Assigned:

  Principal, Assistant Principal, ELA/ELD Teachers, Coaches, Aides

Start Date: 08/13/2018 Completion Date: 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Certificated Personnel/Teacher On Special Assignment providing ELD support and coaching to Teachers.	$14,194.00
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Benefits - Certificated Staff Support	$4,679.00

» GOAL: STUDENTS WILL BE EDUCATED IN AN ENVIRONMENT THAT IS SAFE, DRUG-FREE AND CONDUCIVE TO LEARNING

GOAL AREA: SCHOOL CLIMATE/PARENT ENGAGEMENT

LEA Goal:

- LCAP Aligned

State Priorities:

- 4 - Pupil Achievement
- 2 - Implementation of State Standards

LCAP Goal:

- LCAP Goal 2
- LCAP Goal 3
- LCAP Goal 1

Goal Statement:

We want our students to feel safe and proud of their accomplishments. We want to establish school-wide incentives to honor our students and what they can accomplish. Fairview will use PBIS (Positive Behavior Intervention and Supports) to promote positive behavior and help increase self-esteem to foster positive social interactions. In conjunction with PBIS, the OLWUES, bullying prevention program will continue this year.

What data did you use to form this goal (findings from data analysis)?

Referral and disciplinary logs were used to form this goal. The Healthy Kids Survey and the LCAP survey identified the need for additional support in bullying. Owlues was purchased to assist with that need. Fairview will continue to implement Owlues this year.

In addition, Fairview has looked at what the Santa Clara County Office of Education (SCCOE) has done to improve school climate and the results are outstanding. We have also looked at the schools who use PBIS. PBIS schools have demonstrated an improvement in test scores due to a reduction in misbehavior and disciplinary issues.

What did the analysis of the data reveal that led you to this goal?

The analysis of the data supported the need for Owlues and the continued roll out of PBIS. The data revealed that the PBIS model can assist in promoting a positive school climate.

What process will you use to monitor and evaluate the data?

Student surveys, student referrals and suspensions log and . Observations of school climate on campus, California Healthy Kids Survey, and the SWISS data to direct strategies and monitoring.

Strategy:

Fairview will focus on highlighting and reinforcing "good" behavior and treating each other with respect.

ACTION:IMPROVE SCHOOL CLIMATE AND ENVIRONMENT

Means of Achievement: Alignment of instruction with content standards

- **Task:**

  Continued implementation of Positive Behavior Intervention and Supports P.R.I.D.E. (problem solver, respectful, integrity, decision maker, everyone's safe) as the universally communicated code of conduct reinforced throughout the school day. P.R.I.D.E. incorporates aspects of the Positive Behavior Intervention and Supports (PBIS) and dovetails with 40 Developmental Assets' theme of respect, responsibility and reflections. Fairview will foster such a positive atmosphere that it will become "uncool" to bring drugs to school or act in a manner that disrupts the academic process. Fairview will seek to empower and to partner with students in creating this environment by increasing opportunities for student voice and choice. Weekly P.R.I.D.E. activities, reinforcement, and recognitions to establish a safe school climate and learning environment.

- **Measures:**

1. Student discipline logs: suspensions, expulsions, referrals
2. Student, teacher and parent surveys related school climate, learning environment, and safety
3. PBIS measurements

- **People Assigned:**

  Principal/Assistant Principal, PBIS Committee, Counselor, Activities Director, after school personnel and all classroom teachers

Start Date: 08/13/2018 **Completion Date:** 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	PBIS training/planning	$250.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Student incentives/rewards/motivational field trips	$458.00
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Providing Interpreters for Parents/Conferences/Parent Nights for parents of EL students.	$500.00

ACTION:ASSET DEVELOPMENT

Means of Achievement: Auxiliary services for students and parents

- **Task:**

1. Increase positive student behavior at school through Positive Behavior Intervention and Support (PBIS).
2. Celebrate student successes through Honor Roll award ceremonies and P.R.I.D.E cards.
3. Give students the opportunity to purchase items from the school's PBIS Store using P.R.I.D.E cards they earned from showing the three Fairview personal standards (Make Good Decisions, Show Respect, Solve Your Problems).
4. Fairview PBIS Team will continue to provide staff development around the use of PBIS strategies and it is expected that all staff use PBIS strategies.

- **Measures:**

1. List of PBIS Strategies to reinforce P.R.I.D.E. Rule
2. Classroom and campus observations and evaluations
3. Provide feedback after classroom visits or incidents on campus
4. All Staff surveys
5. Evaluation of SWISS data

- **People Assigned:**

Principal/Assistant Principal, PBIS Committee, PBIS Coordinator, All Certificated staff

Start Date: 08/13/2018 Completion Date: 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Teacher Training and Collaboration Time/materials	$250.00

GOAL: IMPLEMENT NEXT GENERATION SCIENCE STANDARDS AND INCREASE FREQUENCY OF HANDS ON SCIENCE LESSONS

GOAL AREA: SCIENCE

LEA Goal:

- LCAP Aligned

State Priorities:

- 4 - Pupil Achievement
- 2 - Implementation of State Standards

LCAP Goal:

- LCAP Goal 2
- LCAP Goal 3
- LCAP Goal 1

Goal Statement:

Fairview will continue to increase hands-on science lessons and projects during the continued implementation of the Next Generation Science Standards (NGSS) at each grade level. Hands on projects allow students to tap into different learning modalities. Hands-on projects for some students will translate into a greater level of cognition and retention.

What data did you use to form this goal (findings from data analysis)?

District walk-throughs
Administrative observations
Teacher recommendations
Next Generation Science Standards

What did the analysis of the data reveal that led you to this goal?

The data revealed our students are very much book taught with few hands-on science lessons. Nonetheless, with the adoption of the Next Generation Science Standards come conceptual shifts. These shifts include the fact that 21st century science education will reflect the interconnected nature of science as it is practiced and experienced in the real world; that NGSS focuses on a deeper understanding of concepts and the application of concepts; and NGSS is more a set of student performance expectations than a curriculum guide.

What process will you use to monitor and evaluate the data?

During walk-throughs we will record hands-on science lessons
Lesson plans
Project displays

Strategy:

ACTION:MORE HANDS ON SCIENCE LESSONS IN ALL GRADE LEVELS TO INCORPORATE CCSS

Means of Achievement: Alignment of instruction with content standards

- **Task:**

  Order science materials
  Allow time for planning
  Establish policy for checking out science materials
  Design lesson plans to implement hands on activities

- **Measures:**

  Through walk-throughs and lesson plans.

- **People Assigned:**

  Principal, Assistant Principal, Science Teachers, Academic Coach

Start Date: 08/13/2018 Completion Date: 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Science materials for hands on science	$854.00

ACTION:REFINE CURRICULUM GUIDES TO ALIGN WITH NEXT GENERATION SCIENCE STANDARDS

Means of Achievement: Alignment of instruction with content standards

- **Task:**

  Implement standards, textbooks, and previous curriculum guide that targets hands-on activities and covers the Next Generation Science Standards (NGSS).

- **Measures:**

  Local Assessments
  State Assessments
  Student and teacher surveys
  Next Generation Science Standards
  Walk-throughs and observations

- **People Assigned:**

  Science Teachers, Coach and Intervention Specialist

Start Date: 08/13/2018 Completion Date: 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Certificated Personnel/Teacher On Special Assignment providing Science support and coaching to Teachers.	$27,442.34
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Benefits - Certificated Staff Support	$1,913.00

» GOAL: IMPROVE PARENTAL INVOLVEMENT AT FAIRVIEW MIDDLE SCHOOL

GOAL AREA: PARENTAL INVOLVEMENT

LEA Goal:

- LCAP Aligned

State Priorities:

- 3 - Parent Involvement
- 6 - School Climate

LCAP Goal:

- LCAP Goal 3
- LCAP Goal 1
- LCAP Goal 2

Goal Statement:

Fairview will promote and encourage regular contact with families in order to see an increase in parental participation in all areas of school which should ultimately improve the academic success of our Fairview students. Fairview will work with parents on incorporating the 40 Developmental Assets and Positive Behavior Intervention and Supports (PBIS) within the Gonzales Community. These programs will be discussed at parent meetings, Coffee Klatches, School Site Council, and the Parent-Teachers and Community Association (PTCA).

What data did you use to form this goal (findings from data analysis)?

Numerous studies indicate that high parental involvement usually translates into higher performing students.

What did the analysis of the data reveal that led you to this goal?

Low parent attendance at meetings throughout the district reveal how much more we need to attract parents and get them involved in their children's progress throughout their entire schooling.

What process will you use to monitor and evaluate the data?

Log and review:

1. Parent attendance at monthly parent meetings
2. Involvement of parents in school sponsored events (i.e. dances, sporting events, conferences, etc.)
3. Develop parental relationships to increase participation

Strategy:

The strategy is to invite parents through multiple methods (e.g. auto-dialer, mailers, flyers, marquee) to become involved in school site council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Community Association (PTCA), Cafecitos, and Migrant Education Parent Meetings.

ACTION:IMPROVE COMMUNICATION AMONGST THE SCHOOL'S STAKEHOLDERS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

  Fairview will update Fairview web-page, utilize phone messaging system and distribute monthly events calendar to invite parents to meetings. Fairview will adopt a set of guidelines and protocols (proper use of agendas, when/how to contact parents, etc.) to govern communication between parents and school. Fairview will host parent education nights in different curricular areas.

- **Measures:**

1. Increased number of parents attending school functions and parent conferences
2. Survey completed by parents, students and staff

- **People Assigned:**

  PTCA - Parent Teacher Community Association SSC/ELAC - School Site Council & English Language Learner Advisory Committee Principal/Assistant Principal, Counselor, and staff.

Start Date: 08/13/2018 Completion Date: 06/06/2019

Funding Resources	Related Expenditures	Estimated Cost
NCLB: Title III, Limited English Proficiency (LEP) Student Program	Parenting classes/trainings/for parents of newcomer and immigrant students	$5,000.00

ACTION:INCREASE PARENT LEADERSHIP THROUGH CLASSES AND TRAININGS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

  Fairview will work with adult education to increase parent development classes and trainings during the school year.

- **Measures:**

1. Increase in parents attending school trainings
2. Increase in parents attending school functions
3. Increase in parents attending school conferences

- People Assigned:

  PTCA - Parent Teacher Community Association SSC - School Site Council ELAC - English Language Learner Advisory Committee, Principal, Assistant Principal, Counselor, All Staff

Start Date: 08/13/2018 Completion Date: 06/06/2019

FUNDING PROGRAMS INCLUDED IN THIS PLAN

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget :	$186,136.00
Total Annual Expenditures for Current School Plan:	($186,136.00)
Balance:	$0.00

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	**NCLB-Title I, Part A, Basic Grants Low Income and Neglected**	$150,396.00
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($1,501.00)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($6,419.50)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($3,926.00)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($4,795.00)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($27,442.33)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($12,349.50)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($4,967.50)
	Improve school climate and environment	($250.00)
	Improve school climate and environment	($458.00)
	Asset Development	($250.00)
	More hands on Science Lessons in all grade levels to incorporate CCSS	($854.00)
	Refine curriculum guides to align with Next Generation Science Standards	($27,442.34)
	Refine curriculum guides to align with Next Generation Science Standards	($1,913.00)
	Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	($6,419.50)

Funding Resource Code	Funding Source	Allocation / Expenditure
	Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	($4,795.00)
	Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	($27,442.33)
	Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	($4,967.50)
	Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	($12,349.50)
	Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	($1,854.00)
	Balance:	**$0.00**
4203	**NCLB: Title III, Limited English Proficiency (LEP) Student Program**	**$35,740.00**
	Implement the CCSS standards using GRR, GLAD, and researched based best teaching practices	($224.00)
	Improve communication amongst the school's stakeholders	($5,000.00)
	Fairview will use the latest technology to increase student achievement	($3,756.00)
	Increase support with our ELL students	($14,194.00)
	Increase support with our ELL students	($4,679.00)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($224.00)
	Improve school climate and environment	($500.00)
	Fairview school will use assessment to drive instruction and implemention of state adopted materials	($7,163.00)
	Balance:	**$0.00**

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Dr. Larry Mendez	Principal	831-675-3704	09/19/2018
Nick Alvarado	Other School Staff	831-675-3704	09/19/2018
Richard Cicchillo	Classroom Teacher	831-675-3704	09/19/2018
Che Rodriguez	Classroom Teacher	831-675-3704	09/19/2018
John "Tony" Villegas	Classroom Teacher	831-675-3704	09/19/2018
Fatima Amador	Parent or Community Member	831-214-6867	09/19/2018
Areli Mancera-Caledron	Parent or Community Member	831-809-2193	09/19/2018
Maria Flores	Parent or Community Member	831-214-2591	09/19/2018
Sheila Mallobox	Parent or Community Member	831-756-1829	09/19/2018
Efrain Flores	Parent or Community Member	831-585-3698	09/19/2018

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	5	0

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:

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:

   School Site Council/English Learner Advisory Committee — SSC / ELAC. Signature

   Site Leadership Team 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 here in 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:

09/19/18

Attested:

Dr. Larry Mendez **Principal** Typed name of School Principal	Signature of School Principal	9/19/18 Date
Fatima Amador Typed name of SSC Chairperson	Signature of SSC Chairperson	9/19/18 Date

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

School Site Council (SSC)	_____	Signature
English Learner Advisory Committee (ELAC)	_____	Signature
Site Leadership Team (SLT)	_____	Signature

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Dr. Larry Mendez, Principal		
Typed name of School Principal	Signature of School Principal	Date
Fatima Amador		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

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

ELPAC scores, SBAC scores, Standards Based and Common Progressive Monitoring Assessments (Common Formative Assessments - CFAs), placement tests, State approved textbooks, written assessments, and teacher created tests and quizzes.

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

Teachers will use Illuminate Education data system in order to get student progress feedback which will be used to inform instruction. The data will be analyzed in the content area and grade level teams following the Professional Learning Community (PLC) model.

Status of meeting requirements for highly qualified staff (ESEA):

All Fairview teachers meet the requirements as specified by NCLB.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The Gonzales Board of Trustees has certified through a board resolution that all of its schools are in fact using the adopted instructional materials as required by law.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

Fairview teachers are provided on-going teacher professional development. In addition, teachers throughout the year have training on SBE-adopted instructional materials.

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

Fairview Middle School undergoes a school-wide needs assessment on an annual basis. This assessment is grounded in the needs of our students. For the past few years, staff have received training in a variety of reading comprehension techniques (in the content areas) and differentiated instruction. Fairview is in year five of Program Improvement and continues to implement The Gradual Release Responsibility (GRR) model which is a process where the teacher gradually and purposefully shifts from being the sole bearer of knowledge to a joint responsibility and eventually, to an independent learner. The common framework for implementing this model is: I do it; we do it; you do it together; and finally, you do it alone. In addition, we incorporate the Professional Learning Community PLC model in order improve our teacher collaboration time between grade levels and within subject areas. We systematically analyze data to adjust instruction to meet the student's needs during our staff development days. Guided Language Acquisition Design (GLAD) is also a huge focus for us this year to increase the instructional supports for students.

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

Every teacher, in every grade level, is currently learning to use the GRR Lesson Plan Template, they have been instructed to work on lesson plans as a grade-level group or by subject for the single subject teachers. GLAD and Common Core training is on-going in the district.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Every Thursday, Fairview teachers participate in Professional Learning Communities (PLCs) or Faculty Meetings by grade and content area to discuss student progress, review data, lesson plan, and receive professional development to enhance instruction.

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

Every instructor plans and teaches their lessons utilizing content area frameworks. All materials purchases are in accordance with state approved standards. The school has developed writing rubrics and standards in all grade levels.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

Fairview has altered its entire school schedule and classes to make room for the Read 180/System 44 and English Language Development (ELD) programs; increased Elective offerings; and the Math Links curriculum which require increased instructional minutes above the minutes allocated in previous years.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The new Common Core State Standards (CCSS) has forced Fairview to rethink how students are placed in the classroom and the master schedule was redesigned with the ELD and interventions courses being the driving force behind the class schedules. Teachers also work together to complete lesson plans using the GRR lesson plan template. Teachers create standards-based assessments PM's (common progress monitoring) and are all administering the common PM's and discussing the results of the PM's in their PLC meetings.

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

Every student has access to standards based instructional materials. The school is constantly expanding and updating its materials and resources especially in the areas of English Language Development and state adopted CCSS curriculum.

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

The Gonzales Board of Trustees has certified through a board resolution that all of its schools are in fact using the adopted instructional materials as required by law.

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

Students reading below grade level receive reading intervention instruction within the regular day, every day. The school provides specific programs for English Language Learners and English Only students below grade level. Fairview is using the Read 180 program to target the school's struggling readers.

Research-based educational practices to raise student achievement at this school (ESEA):

Fairview teachers are using the researched Gradual Release of Responsibility, (GRR), techniques and strategies which this year include the GRR Lesson Plan Template to better the learning in each classroom. Through district lead training and on site trainings and with coaches the entire staff is implementing the GRR model. GLAD strategies have been introduced and are starting to be implemented.

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

Fairview participates in the ASES/SES Program that allows students to get additional help after school. The ASES Program runs from the time school ends till 6:00 PM every day. Many teachers also offer morning, lunch and after school tutoring on their own time. We have a school counselor, district nurse, district psychologist, Migrant support services, and Parent Teacher Community Association, which all partner to provide additional help to our students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

Fairview has a School Site Council combined with English Language Advisory Committee SSC/ELAC. The two committees recently combined into one after the ELAC membership voted to join the groups into one. The SSC/ELAC now votes as one body. Parents take part in the revision and editing of the yearly Parent Involvement Plan, LCAP, SPSA, and Safety Plan. Parents and school personnel partner in guiding the educational process.

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

Fairview utilizes a variety of categorical funds to target specific groups of students and to increase student achievement. The school purchases computers and materials, hires additional instructors, holds evening classes for parents, sponsors educational field trips to local universities, maintains after school programs, and provides incentives for good behavior and academic achievement.

Fiscal support (EPC):