

The Single Plan for Student Achievement

School: Forest Charter School
CDS Code: 29 10298 0126219
District: Forest Charter School
Principal: Peter Andreas Sagebiel
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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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The District Governing Board approved this revision of the SPSA on 12/06/2016.

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School Vision and Mission

Forest Charter School's Vision and Mission Statements

Mission

Forest Charter School is committed to nurturing the love of learning in all students through parental choice in education. By cultivating a staff of dedicated personnel, Forest Charter School pledges an ongoing and expansive environment of educational excellence. The cornerstone of our Personalized Learning Program is positive collaboration on the part of participating students, parents, and professional educators. The ultimate mission of Forest Charter School is to honor the student's individual learning style through parental options in the selection and implementation of effective curriculum to prepare him/her for success in the 21st Century.

Vision

Our vision is to nurture the unique gifts of each child and to encourage their expression of these gifts through an individualized program.

Forest Charter graduates will:

- Think Creatively and Critically:
 1. Students will be active problem solvers and use multiple resources and approaches to develop and present original ideas

- Empathize and Embrace Diversity:
 1. Students will recognize and appreciate human differences

- Persevere:
 1. Students will endure in the face of challenges

School Profile

Founded in 2002, Forest Charter School is a K-12 Personalized Learning public Charter School program with 700 plus students; 300 plus of those are 9th -12th graders. Each supervising teacher (the teacher assigned to guide each student's program) is assigned a caseload of 25 students. Personalized Learning is a unique, blended classroom and non-classroom based public educational model that is tailored to the needs and interests of each individual student. Personalized Learning is an approach to public education that honors and recognizes the unique gifts, skills, passions, and attributes of each child. Forest Charter's program is dedicated to developing standard-based individualized learning programs for each child through a blend of classroom, online, and home study courses. Its intent is to engage each student in the learning process in the most productive and meaningful way to optimize each child's learning potential and success.

Forest Charter School is located in a rich historical area of the foothills of the Sierra Nevada Mountains, and serves students from four counties: Nevada, Placer, Yuba and Sierra.

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).

Forest Charter School (FCS) sends out Parent and Staff surveys during the start of the Spring Semester.

Parent surveys indicate that the overall goal is for their students to be able to attend a four year college. Parents also expressed a desire to be more informed/trained in the new California Standards.

Staff surveys indicate that there is a desire to be furthered trained in California Standards academics and to receive more Professional Development opportunities. Based on this info, FCS has provided all staff training in California Standards and is currently providing more Professional Development opportunities and a budget to accomplish it.

Classroom Observations

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

The goal of the FCS administration is to observe all classroom teachers at least once a year. Many of them are observed more, however FCS is an independent study school so observation of strategies and practices of teachers with independent study students is just as vital.

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)

FCS uses results from California State Test in the CAASPP program, NWEA diagnostic data, and local assessments developed by teachers to match curriculum and improve student achievement. The NWEA assessment is a Standards-based Adaptive Measurement (SAM) that utilizes an innovative computer-adaptive, Internet based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities. Formative assessment results provide signposts as to the effectiveness of existing curriculum, or cast light on necessary modifications needed to improve student achievement. State assessments provide data upon which school wide achievement is measured and action plans are developed.

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

FCS uses a combination of State testing results data (CAASPP), NWEA diagnostic results and self created local benchmark assessments data to monitor student progress. FCS also uses the newly created intervention specialist to implement/modify curriculum and instruction to best fit each student.

Staffing and Professional Development

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

All Teachers at FCS are considered "highly qualified" according to ESEA.

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

All FCS supervising teachers are credentialed through the California Commission on teaching credentialing. All of the teachers have received California Standards training from Nevada County Superintendent's Office of Education. FCS teachers have also received larger access opportunities for Professional Development.

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

FCS holds annual staff development days to support goals articulated in the school-wide action plan, single plan and LCAP. In addition, FCS uses the NWEA online diagnostic assessment tool for English Language Arts, reading, and math. This assessment instrument is aligned to state standards and is an approved alternative assessment by the California Department of Education. FCS teachers have been trained in the administration of the assessment and data interpretation of results to better guide the educational team in appropriate choice of curriculum when developing the individual educational plans for each student. The Nevada County Superintendent's Office of Education also includes FCS teachers in professional development in content area standards throughout the year. In the Fall of 2016 FCS administrators received WASC training for the next accreditation cycle. In the Spring of 2017 the staff and stakeholders engaged in the WASC self study process. The WASC focus groups submitted their results in the Spring of 2017 and the leadership team submitted the final report that Fall. The visiting committee will arrive and submit their report to WASC in November 2017.

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

FCS has subject specific Department Heads available to support all teachers. The teachers have also received training in aligning their instructional practices to the new California State standards.

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

FCS teachers meet/collaborate monthly by grade levels and discipline to discuss and share ideas. These discussions continue via e-mail between our geographically separated campuses. There are also subject and grade specific Department Heads throughout the K-12 levels.

Teaching and Learning

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

FCS is a K – 12 Personalized Learning non-classroom based program that tailors the curriculum to each student's needs. State content standards are addressed through the following avenues: state approved textbooks, integrated educational approaches such as active learning, field studies, on-line courses, CTE vocational courses, mentorships, cooperatives, tutoring and small group instruction.

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

FCS adheres to the recommended instructional minutes but due to the nature of independent study an actual breakdown of minutes per student is difficult. Non classroom based schools account for instructional minutes through work completed by students. Parents are advised of required instructional minutes/work completion.

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

FCS independent study work is assigned monthly and is very detailed and broken down into a schedule for the parents and students.

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

The California Department of Education has provided a website making the new California State standards easily accessible. In addition, Forest has provided a variety of choice in State approved curriculum to satisfy a student's learning style which helps teachers and parents in curriculum planning for each individual student's educational plan/need. State approved curriculum is recommended as a resource for that student to either direct or supplement instruction. Forest continues to purchase state approved curriculum and assessment prep materials that specifically align to the new California State Standards.

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)

FCS is on schedule with using SBE-adopted and standard-aligned instructional materials.

Opportunity and Equal Educational Access

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

The Personalized Learning educational model is a design that tailors instruction to the specific needs of all students in the program. Under-performing students are identified upon the enrollment process or with the prior year CAASPP results. Students are assessed with the local benchmark assessments, and/or other acceptable assessment results (e.g. transcripts or grade reports). The results of this assessment guide the Supervising Teacher in determining the appropriate curriculum, or academic intervention, which would be delivered through the small group instruction format or tutoring. Department Heads as well as an intervention specialist are available to help with the selection of an intervention program or curricular options. Forest Charter has also implemented a K-8 monthly math and Ela benchmark assessment to monitor progress.

14. Research-based educational practices to raise student achievement

FCS has been providing training in instructional practices as well as the aforementioned staff meeting collaboration time for the teachers.

Parental Involvement

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

Because Forest Charter School is a Personalized Learning Program; parents are an integral part of the collaborative process of design and implementation of the curriculum. At the beginning of each semester a master agreement is signed by the parent, student, and education specialist outlining this educational plan. If a student fails to complete assignments, the student, along with their parents, are required to attend a School Review Board to explore solutions, commitments and the appropriateness of an independent study program to that student. FCS Student Study Teams (SSTs) address academic concerns. In addition to the educational delivery agreed upon in the student contract, a variety of family, school, and County resources exist to support students and their families achieve positive long term results in the educational process. The following are some of the county agencies that provide additional support: Special Multi Agency Referral Team (SMART) through Nevada County to support the at-risk student; Student Attendance Review Board (SARB); Nevada County Library Youth Services; Community Recovery Resources; Children's Mental Health Services; Team 3 Family Counseling Center; REACH Counseling Services; The Friendship Club; Nevada County Family Preservation Team; Big Brothers and Sisters.

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)

FCS is not eligible to participate in ConApp programs.

Funding

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

Forest Charter School receives all funds through LCFF. FCS also receives supplemental money for SED, Homeless and EL students.

18. Fiscal support (EPC)

FCS does not receive Title One funding or any other EPC funding.

Description of Barriers and Related School Goals

FCS serves students in four counties, much of it rural and mountainous. FCS has set up learning centers where students may meet with their education specialists, take classes and participate in assessments and special programs. Barriers include the distance from which many students have to travel to these sites, the mobility of some of the student population and varying levels of parent buy-in to the assessment process and standards-based instruction. Finding affordable facilities in keeping with the regulations of SB740 funding guidelines has proven challenging. The old model of independent study did not utilize the advantages of a site; the FCS Personalized Learning Program has focused on the educational support through small group instruction classes, thematic cooperatives, and tutoring necessitating a reasonable facility.

FCS is in its 16th year of operation with a six year WASC accreditation (2012 approved) and is committed to refining the program to best meet the needs of each individual student. FCS has now completed the WASC Self Study process twice, which has allowed the staff as a whole to reflect upon our current program, identify issues, and plan the next steps for the school. In the Fall of 2017 FCS will complete a third WASC Self Study process. Our goal, with the support of the APLUS network of Personalized Learning Schools in California, has identified best practices to address the needs of all students. Curriculum is modified for each underperforming student by the very nature and intent of the Personalized Learning model. Although the personalized learning model allows a great deal of flexibility to meet each students needs, it also requires buy in from the student and family as well as a level of self-discipline and perseverance to be successful.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	36	35	25	30	26	23	29	26	86.2	83.3	74.3
Grade 4	35	43	45	27	34	33	27	32	33	77.1	79.1	73.3
Grade 5	40	45	46	34	38	41	32	36	41	85.0	84.4	89.1
Grade 6	53	53	62	40	49	55	39	46	55	75.5	90.7	88.7
Grade 7	60	63	67	48	52	54	45	52	54	80.0	81.3	80.6
Grade 8	86	70	78	75	57	62	70	56	62	87.2	81.4	79.5
Grade 11	131	105	67	114	91	60	108	88	60	87.0	86.7	89.6
All Grades	434	415	400	363	351	331	344	339	331	83.6	84.2	82.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2398.2	2429.3	2398.8	4	24	11.54	32	24	15.38	24	31	46.15	32	21	26.92
Grade 4	2451.2	2425.1	2431.9	26	16	21.21	7	19	12.12	33	19	18.18	33	47	48.48
Grade 5	2458.9	2509.8	2501.5	9	31	24.39	15	11	26.83	29	31	19.51	41	28	29.27
Grade 6	2541.3	2495.3	2536.7	20	4	20.00	33	33	32.73	25	24	25.45	20	39	21.82
Grade 7	2532.1	2572.2	2539.6	10	25	12.96	29	33	35.19	21	25	22.22	33	17	29.63
Grade 8	2558.8	2567.1	2579.5	11	9	17.74	31	43	38.71	33	30	24.19	19	18	19.35
Grade 11	2588.2	2601.6	2599.4	18	20	21.67	26	34	36.67	39	32	23.33	11	14	18.33
All Grades	N/A	N/A	N/A	15	18	18.73	26	30	30.82	31	28	24.47	23	24	25.98

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	17	11.54	48	66	57.69	39	17	30.77
Grade 4	19	16	9.09	56	41	45.45	26	44	45.45
Grade 5	9	33	34.15	50	36	43.90	34	31	21.95
Grade 6	31	9	27.27	44	46	54.55	21	46	18.18
Grade 7	24	37	26.42	42	37	47.17	31	27	26.42
Grade 8	30	21	41.94	50	50	30.65	20	29	27.42
Grade 11	33	28	40.00	52	56	46.67	13	16	13.33
All Grades	26	24	30.00	49	48	45.45	22	28	24.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	31	11.54	52	34	57.69	35	34	30.77
Grade 4	22	13	21.21	22	41	39.39	52	47	39.39
Grade 5	16	31	29.27	28	39	43.90	50	31	26.83
Grade 6	31	11	27.27	41	46	38.18	26	43	34.55
Grade 7	18	35	18.87	44	46	56.60	36	19	24.53
Grade 8	17	25	30.65	47	44	46.77	34	31	22.58
Grade 11	20	28	28.81	57	55	44.07	19	17	27.12
All Grades	19	25	25.23	46	46	46.20	31	29	28.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	4	21	7.69	70	66	69.23	22	14	23.08
Grade 4	22	9	9.09	70	63	72.73	7	28	18.18
Grade 5	3	28	21.95	69	64	65.85	22	8	12.20
Grade 6	21	7	21.82	64	76	67.27	13	17	10.91
Grade 7	18	19	22.64	62	71	56.60	18	10	20.75
Grade 8	10	23	24.19	77	70	66.13	13	7	9.68
Grade 11	10	19	26.67	79	72	60.00	9	9	13.33
All Grades	12	18	20.91	72	70	64.55	13	12	14.55

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	17	7.69	57	62	61.54	22	21	30.77
Grade 4	19	6	15.15	56	56	54.55	26	38	30.30
Grade 5	19	28	34.15	50	56	39.02	31	17	26.83
Grade 6	28	13	21.82	59	70	56.36	10	17	21.82
Grade 7	13	29	22.64	71	50	52.83	13	21	24.53
Grade 8	11	23	33.87	71	59	41.94	17	18	24.19
Grade 11	27	31	28.33	58	58	56.67	12	11	15.00
All Grades	20	23	25.15	62	58	51.21	17	19	23.64

Conclusions based on this data:

1. FCS proficient student numbers have gone up.
2. Despite overall growth of student results FCS still has a number of students operating Below Standard.

3. FCS needs to ensure that students are more exposed to the style and format of CAASPP testing.
FCS also needs to get better buy in by parents to have all students test.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	36	35	26	31	26	22	30	26	89.7	86.1	74.3
Grade 4	35	43	45	27	33	34	27	32	33	77.1	76.7	75.6
Grade 5	40	45	46	34	37	41	33	37	41	85.0	82.2	89.1
Grade 6	53	53	62	40	47	55	40	47	55	75.5	87	88.7
Grade 7	60	63	67	46	52	53	44	52	53	76.7	81.3	79.1
Grade 8	86	70	78	75	55	59	70	54	59	87.2	78.6	75.6
Grade 11	131	105	67	111	90	59	100	90	58	84.7	85.7	88.1
All Grades	434	415	400	359	345	327	336	342	325	82.7	82.7	81.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2391.0	2403.8	2415.4	8	7	7.69	12	33	30.77	38	23	42.31	27	37	19.23
Grade 4	2431.0	2438.0	2439.5	15	13	15.15	11	9	27.27	26	44	12.12	48	34	45.45
Grade 5	2451.5	2495.6	2481.3	6	16	14.63	6	24	12.20	41	22	31.71	44	38	41.46
Grade 6	2524.9	2495.6	2530.1	30	11	25.45	8	13	18.18	30	45	30.91	33	32	25.45
Grade 7	2530.4	2542.9	2548.3	15	23	18.87	26	29	16.98	30	21	43.40	24	27	20.75
Grade 8	2523.4	2529.5	2533.5	15	11	10.17	13	22	33.90	24	28	15.25	41	39	40.68
Grade 11	2524.4	2555.2	2551.6	5	6	3.45	12	20	17.24	23	24	29.31	50	50	50.00
All Grades	N/A	N/A	N/A	12	12	13.85	13	21	21.85	28	29	28.92	41	38	35.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	17	11.54	36	37	38.46	50	47	50.00
Grade 4	19	16	24.24	19	31	27.27	63	53	48.48
Grade 5	9	32	19.51	21	16	21.95	70	51	58.54
Grade 6	33	13	29.09	20	30	34.55	48	57	36.36
Grade 7	32	31	30.19	32	35	28.30	36	33	41.51
Grade 8	17	19	29.82	27	33	26.32	56	48	43.86
Grade 11	10	9	13.79	31	32	20.69	57	59	65.52
All Grades	18	18	23.53	27	31	27.55	54	51	48.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	7	26.92	45	67	53.85	36	27	19.23
Grade 4	22	16	15.15	30	41	39.39	48	44	45.45
Grade 5	6	16	14.63	48	41	43.90	45	43	41.46
Grade 6	25	19	30.91	40	45	36.36	35	36	32.73
Grade 7	18	35	18.87	64	40	52.83	18	25	28.30
Grade 8	20	15	20.69	60	57	37.93	20	28	41.38
Grade 11	7	11	6.90	58	59	56.90	33	30	36.21
All Grades	15	17	18.83	53	51	45.68	31	32	35.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	17	15.38	50	60	65.38	36	23	19.23
Grade 4	11	16	15.15	26	25	42.42	63	59	42.42
Grade 5	6	16	9.76	27	57	51.22	67	27	39.02
Grade 6	30	11	25.45	38	57	45.45	33	32	29.09
Grade 7	14	25	15.09	70	50	62.26	16	25	22.64
Grade 8	11	11	20.69	47	63	46.55	41	26	32.76
Grade 11	6	10	6.90	51	54	67.24	42	36	25.86
All Grades	12	14	15.74	47	54	54.32	41	32	29.94

Conclusions based on this data:

1. FCS proficient student numbers have gone up.
2. Despite overall growth of student results FCS still has a number of students operating Below Standard. Math continues to be a struggle in State testing for some students.

3. FCS needs to ensure that students are more exposed to the style and format of CAASPP testing.
FCS also needs to get better buy in by parents to have all students test.

School and Student Performance Data

CELDT (Annual Assessment) Results

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

Conclusions based on this data:

1. Currently FCS only has two students who fall under the CELDT results.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***										
10		***													
11					***										
Total		33			67										

Conclusions based on this data:

1. Currently FCS only has two students who fall under the CELDT results.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ELA and Math
LEA/LCAP GOAL:
SCHOOL GOAL #1:
The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and math will increase annually by 1%.
Data Used to Form this Goal:
CAASPP Results and local benchmarks.
Findings from the Analysis of this Data:
CAASPP results have increased each year from 2015, 2016 and 2017.
How the School will Evaluate the Progress of this Goal:
FCS will track year over year CAASPP results and results from the local benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Actions and Services for year 1 <ul style="list-style-type: none"> • Provide highly qualified teachers • Provide Professional Development • Provide ELA intervention as needed • Provide optional support classes (Co-ops, Learning Center classes) • College and career advisors • Access to an Intervention Specialist and/or SST Coordinator • Improve the SST referral process so that struggling students are referred to an SST earlier 	Ongoing	Admin	Certificated Salaries/ST/College & Career	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,429,973
			Certificated Salaries/Block Class/Tutors	1000-1999: Certificated Personnel Salaries	LCFF - Base	210,000
			Certificated Salaries/College Readiness	1000-1999: Certificated Personnel Salaries	Other	20,000
			Certificated Salaries	1000-1999: Certificated Personnel Salaries	EPA	815,000
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Other	29,158
			Credentialed Employee Benefits	3000-3999: Employee Benefits	LCFF - Base	942,308
			Credentialed Employee Benefits	3000-3999: Employee Benefits	EPA	139,446
<ul style="list-style-type: none"> • Provide aides, tutoring as needed • Provide optional enrichment classes 	Ongoing	Admin, Teachers	Aides/Tutors/Enrichment	2000-2999: Classified Personnel Salaries	LCFF - Base	138,500
			Aides/Tutors/Enrichment	5000-5999: Services And Other Operating Expenditures	LCFF - Base	120,000
			Enrichment/Field Studies	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	25,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Access to Common Core aligned curriculum and materials Access to Technology 	Ongoing	Admin	Technology & Technology Rotation	4000-4999: Books And Supplies	LCFF - Base	25,000
			Curriculum & Materials	4000-4999: Books And Supplies	LCFF - Base	50,000
			Curriculum Rotation	4000-4999: Books And Supplies	LCFF - Base	15,000
			Curriculum & Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	108,992
			Curriculum & Materials	4000-4999: Books And Supplies	EPA	13,543
<ul style="list-style-type: none"> Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services. 	Ongoing	RSP team, Admin	Special Education	5000-5999: Services And Other Operating Expenditures	Special Education	265,424
			Special Education	5000-5999: Services And Other Operating Expenditures	LCFF - Base	541,532
<ul style="list-style-type: none"> Provide & maintain safe facilities for learning 	Ongoing	Admin	Facility Lease(s)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	343,465
<ul style="list-style-type: none"> Develop standards aligned monthly benchmark assessments to determine grade level proficiency and to track progress/effectiveness of interventions in ELA in grades K-8 	Ongoing	Admin, Teachers	Included in Teacher Salaries			
<ul style="list-style-type: none"> Determine which metrics to use to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12 	Ongoing	Admin	Included in Admin. Salaries			
<ul style="list-style-type: none"> Implement a longitudinal data analysis program that can determine the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency. 	Ongoing	Admin	Included in Admin. Salaries			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Use benchmark testing, established metrics and state testing to establish a baseline of the number of students meeting grade level proficiency to measure future growth. 	Ongoing	Admin	Included in Admin. Salaries			
<ul style="list-style-type: none"> Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc. 	Ongoing	Admin, Business Admin	Certificated Salaries/Intervention	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	41,307
			Certificated Salaries/ST/Tutoring/Intervention	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	118,121
			Certificated Tutors/Instructors	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000
			Classified Tutors, Aides, Instructors	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,000
			Employee Benefits	3000-3999: Employee Benefits	LCFF - Supplemental	30,000
			Curriculum & Materials	4000-4999: Books And Supplies	LCFF - Supplemental	25,000
			Vendor Tutors, Instructors, Enrichment	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	40,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA/LCAP GOAL:
SCHOOL GOAL #2:
The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%.
Data Used to Form this Goal:
CAASPP Results and local benchmarks.
Findings from the Analysis of this Data:
CAASPP results have increased each year from 2015, 2016 and 2017.
How the School will Evaluate the Progress of this Goal:
FCS will track year over year CAASPP results and results from the local benchmarks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide highly qualified teachers • Provide Professional Development • Provide Math intervention as needed • Provide optional support classes (Co-ops, Learning Center classes) • College and career advisors • Access to an Intervention Specialist and/or SST Coordinator • Improve the SST referral process so that struggling students are referred to an SST earlier 	Ongoing	Admin	Funds are incorporated with Goal #1.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Provide aides, tutoring as needed Provide optional enrichment classes 	Ongoing	Teachers, Admin	Funds are incorporated with Goal #1.			
<ul style="list-style-type: none"> Access to Common Core aligned curriculum and materials Access to Technology 	Ongoing	Admin	Funds are incorporated with Goal #1.			
<ul style="list-style-type: none"> Students with disabilities participate in general education to the maximum extent possible. Educational needs in math are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services. 	Ongoing	RSP Team, Admin	Funds are incorporated with Goal #1.			
<ul style="list-style-type: none"> Provide & maintain safe facilities for learning 	Ongoing	Admin	Funds are incorporated with Goal #1.			
<ul style="list-style-type: none"> Develop standards aligned monthly benchmark assessments to determine grade level proficiency and to track progress/effectiveness of interventions in math in grades K-8 	Ongoing	Admin	Funds are incorporated with Goal #1.			
<ul style="list-style-type: none"> Determine which metrics to use to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12 	Ongoing	Admin	Funds are incorporated with Goal #1.			
<ul style="list-style-type: none"> Implement a longitudinal data analysis program that can determine the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency. 	Ongoing	Admin	Funds are incorporated with Goal #1.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Use benchmark testing, established metrics and state testing to establish a baseline of the number of students meeting grade level proficiency to measure future growth. 	Ongoing	Admin	Funds are incorporated with Goal #1.			
<ul style="list-style-type: none"> Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc. 	Ongoing	Admin, Business Admin	Funds are incorporated with Goal #1.			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #3:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #4

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

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

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

Planned Improvements in Student Performance

School Goal #5

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

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

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in ELA and Math
SCHOOL GOAL #1:
The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) and Math will increase annually.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Find and implement intervention curriculum that works for all learning centers	2018-21	Director, Academic Dean, Intervention Coordinator	Time, Cost of program			
Provide technology training to students so they can complete academic assignments more efficiently	2018-21	Academic Dean, Director				
Implement the new school-wide K-8 online math benchmark	2017-18	Director	Cost of program			
Develop a system (e.g. benchmark test) to identify students in grades 9-12 working below grade level in math	2018-21	Academic Dean, Director	Time, possible cost of a benchmark assessment			
Track how students (including all significant sub-groups) perform when they have attended FCS for three or more years	2018-21	Assistant Director, Director				
Track academic growth of students (including all significant sub-groups) once they enter our intervention program	2018-21	Assistant Director, Director				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
EPA	967,989.00
LCFF - Base	3,815,778.00
LCFF - Supplemental	327,428.00
Lottery: Instructional Materials	133,992.00
Other	49,158.00
Special Education	265,424.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	2,694,401.00
2000-2999: Classified Personnel Salaries	151,500.00
3000-3999: Employee Benefits	1,111,754.00
4000-4999: Books And Supplies	237,535.00
5000-5999: Services And Other Operating Expenditures	1,335,421.00
5800: Professional/Consulting Services And Operating	29,158.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	EPA	815,000.00
3000-3999: Employee Benefits	EPA	139,446.00
4000-4999: Books And Supplies	EPA	13,543.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,639,973.00
2000-2999: Classified Personnel Salaries	LCFF - Base	138,500.00
3000-3999: Employee Benefits	LCFF - Base	942,308.00
4000-4999: Books And Supplies	LCFF - Base	90,000.00
5000-5999: Services And Other Operating	LCFF - Base	1,004,997.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	219,428.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	13,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	30,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	25,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	40,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	108,992.00
5000-5999: Services And Other Operating	Lottery: Instructional Materials	25,000.00
1000-1999: Certificated Personnel Salaries	Other	20,000.00
5800: Professional/Consulting Services And	Other	29,158.00
5000-5999: Services And Other Operating	Special Education	265,424.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,559,769.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dan Thiem Chair				X	
Kaleen Ojeda-Chatigny Parent Representative/Vice				X	
Shelly Rose Parent Representative				X	
Erin McCarthy Parent Representative				X	
Julie Coffin Parent Representative				X	
David Stanger Supervising Teacher Representative		X			
Alex Torres Supervising Teacher Representative		X			
Shawn Flynn Secretary		X			
			X		
Numbers of members of each category:		2	1	5	1

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 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 11/07/17.

Attested:

Peter Andreas Sagebiel

Typed Name of School Principal

Signature of School Principal

Date

Dan Thiem

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date