

School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bob Eckardt	1				
Todd Chambers		1			
Fran Tune			1		
Bill Priddy		1			
Misty Sheppard					1
Rigo Campos					1
Shawna Hulse					1
Marilyn Eaves				1	
Monica Para				1	
Laurie Whitmore		1			
John Beckett Sr				1	
Tosca Bini		1			
Carla Beckett- Secretary					
Numbers of members of each category	1	4	1	3	3

At secondary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

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 (**Check those that apply**):

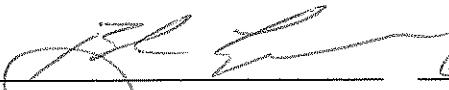
- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☒ Other committees established by the school or district (list):
Lindhurst High School Staff

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

Attested:

Bob Eckardt

Typed Name of School Principal



Signature of School Principal

6-18-13
Date

Fran Tune

Typed Name of SSC Chairperson



Signature of SSC Chairperson

6/18/13
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Lindhurst High School

School-Level Parental Involvement Policy

Lindhurst High School has developed a written Title I parent involvement policy with input from Title I parents. Through the WASC committee and various parent meetings which include Site Council & ELAC feedback was gathered and compiled to create this document. The policy was distributed to parents of Title I students With the registration packets each year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents in the Title I program at Lindhurst High School, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Title I is discussed at School Site Council meetings, and one meeting a year is set aside to discuss Title I students and programs.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings are often held in the evening to accommodate working parents.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy. This is primarily done through the school site council.
4. The school provides parents of Title I students with timely information about Title I programs. This is done through monthly/quarterly newsletters, Website and auto dialers throughout the year.
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is done through student parent handbook at registrations and these topics are also covered in parent meetings like School Site Council and English Language Advisory Council.
6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. School Site Council meetings are conducted monthly.

School-Parent Compact

Lindhurst High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, and opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

Through the WASC committee and various parent meetings which include Site Council & ELAC feedback was gathered and compiled to create this document.

Building Capacity for Involvement

Lindhurst High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This is done by SSC ELAC Parent info night hosted by counselors and admin.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. We conduct parent teacher conferences IEP meetings and 504 meetings as well as School Site Council meetings and English Language Advisory Council meetings.
3. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. This is discussed during monthly staff meetings and buys back days where parent surveys are reviewed and areas of weakness are addressed. The action plans are created for teacher follow through. Professional development of the teachers follows when needed.
4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Through EIA programs, AVID Programs, Leadership program to help achieve this goal.
5. The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parent understands. Our school sends out translated newsletters, monthly and quarterly multi-lingual flyers, information pamphlets and website postings in addition to the translated school accountability report card.
6. The school provides support for parental involvement activities requested by Title I parents. Parents have the opportunity to participate to meet with counselors on an as needed basis, have access to teachers and visit classrooms, work with school personnel for academic help, and college readiness training.

Accessibility

Lindhurst High School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. We offer documents translated for each of the languages of students we serve upon request.



Lindhurst High School School-Parent Compact

The 2013-14 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Lindhurst High School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Summit, and Open House welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement. Teachers are available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____

Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____

Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2012-13

School: Marysville High School

Principal: Gary Cena

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on June 6, 2013.

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

Implement to a greater degree, a variety of instructional strategies to provide differentiated standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2013-2014.

What data did you use to form this goal (findings from data analysis)? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	What did the analysis of the data reveal that led you to this goal? Data analysis revealed that our subgroup populations, namely socio-economic, EL, and special ed. groups need to narrow the gap with our white and "all" students.
Who are the focus students and what is the expected growth? All 9th, 10th, and 11th grade students are included in this goal. Only 10th grade students are included in the CAHSEE goal.	What data will be collected to measure student achievement? Math, ELA, Science, and Social Science performance data for educationally disadvantaged youth, special education, and EL students
What process will you use to monitor and evaluate the data? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	Actions to improve achievement to exit program improvement (if applicable). API = 750 or above AYP = Ten percent increase in the number of students, in each subgroup, scoring proficient in math and ELA CAHSEE CAHSEE = 87% of 10th graders passing both CAHSEE exams

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement
1.1	Collaboration for Literacy, strategic math, strategic ELA, and core area SDAIE teachers (math, ELA, AVID, EL, RtI, social science, and science standards), four times a year, for the purposes of pacing, processing student assessments, and enhancing intervention strategies so all EDY students will attain a minimum of 89% proficiency on the ELA/mathCAHSEE.	Include specific expenditures and report student achievement outcomes based on measurements noted above. Substitutes and extra duty pay were expended for teacher release and collaboration which resulted in 10th grade students improving their CAHSEE passing rates in ELA from 83% in 2011-2012 to 87% in 2012-2013. Tenth grade students improved their CAHSEE math proficiency rates from 58.1% in 2011-2012 to 62.2% in 2012-2013, and tenth grade students improved their ELA CAHSEE proficiency rates from 55.6% to 59.6%.
1.2	Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, strategic English, Strategic math, and EL classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students to 88% on math/ELA CST's and for 89% of all students to pass the CAHSEE the first time they take the exam--most importantly for five percentage points of our socioeconomically disadvantaged, while, and schoolwide students to score proficient on the CAHSEE.	ALEKS, an online intervention math program, and Keystone, a supplemental learning tool for literacy classes, are two examples of purchased supplemental instructional materials which contributed to 10th grade students improving their CAHSEE passing rates in ELA from 83% in 2011-2012 to 87% in 2012-2013. Tenth grade students improved their CAHSEE math proficiency rates from 58.1% in 2011-2012 to 62.2% in 2012-2013, and tenth grade students improved their ELA CAHSEE proficiency rates from 55.6% to 59.6%. Algebra I students improved their 2012-2013 fourth quarter benchmark performance from 27% proficient in 2010-2011, to 34% proficient last year, to 45% proficient in 2012-2013.
1.3	Provide 25% of salary for student services coordinator to provide direct services to all students in order for 89% of all students to score "Proficient" or higher on math and ELA CST's and for all students to pass the CAHSEE.	Our student services coordinator worked diligently with instructional staff on strategic interventions resulting in students improving their 9th grade ELA benchmark scores from 44% proficient in 2011-2012 to 71% in 2012-2013, from 55% proficient in 2011-2012 10th grade ELA benchmark assessments to 65% proficient in 2012-2013, and from 13% proficient to 34% proficient in 11th grade ELA from 2011-2012 to 2012-2013.

The Single Plan for Student Achievement - Annual Review

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6/5/13

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful in Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.4	MHS will continue to fund a counselor to further reduce the student to counselor ratio from 1,000 to 1 to 500 to 1.	Our school counselor worked diligently with instructional staff on strategic interventions resulting in academic gains for educationally disadvantaged students. For example, the collaboration of our counselor with our math teachers and students resulted in our Algebra I students improving their 2012-2013 fourth quarter benchmark performance from 27% proficient in 2010-2011, to 34% proficient last year, to 45% proficient in 2012-2013.
1.5	Tutoring for EL students after schoolProvide 37.5% of EL Instructional Assistant (Part time) Salary	An instructional assistant was paid for three hours a day and four teachers were paid to tutor EL, and other educationally disadvantaged, students after school resulting in EL students increasing their first quarter 9th grade ELA benchmarks in 2012-2013 to 65% proficient compared with 37% proficient in 2011-2012. 10th grade EL students increased their first quarter ELA benchmark scores from 53% proficient in 2011-2012 to 60% proficient in 2012-2013. Eleventh grade EL students increased their first quarter 2012-2013 ELA benchmark scores from 3% proficient in 2011-2012 to 35% proficient in 2012-2013. EL students increased their third quarter algebra I benchmark scores from 33% proficient in 2011-2012 to 50% proficient in 2012-2013.
1.6	Supplemental classroom tools, including technology, to enhance learning for all students including Elmos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, and necessary tools for application.	Installation of LCD projectors in our ELA classrooms contributed to our ELA students improving their 9th grade ELA benchmark scores from 44% proficient in 2011-2012 to 71% in 2012-2013, from 55% proficient in 2011-2012 10th grade ELA benchmark assessments to 65% proficient in 2012-2013, and from 13% proficient to 34% proficient in 11th grade ELA from 2011-2012 to 2012-2013.
1.7	Provide supplies up to 25% of office and staff room copy machines and 90% of Rizzo machine for large volume production of student learning sheets, work sheets, supplemental learning tools, assessments, and assessment data to increase academic performance of EDY.	Purchase of copy machine supplies contributed to our math teachers applying interventions manifesting in our Algebra I students improving their 2012-2013 fourth quarter benchmark performance from 27% proficient in 2010-2011, to 34% proficient last year, to 45% proficient in 2012-2013. Copied resource material assisted our 10th grade ELA students improving their second quarter benchmark performance from 41% proficient in 2010-2011 to 43% proficient in 2012-2013, and our eleventh grade students improving their proficiency rates from 16% proficient in 2010-2011 to 45% proficient in 2012-2013.
1.8	In core content areas, especially math and ELA, and all curricular areas, following full staff inservice on Common Core Content Standards, improve benchmark assessments, review and collaborate around benchmark assessment data, provide staff development on Common Core Content standards, Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration).Provide professional development for ELA teachers teaching adopted 9th - 11th grade ELA materialsProvide professional development for all core staff to increase understanding of all EDY subgroup students, especially from poverty, to improve proficiency. A-G, student failure, graduation, and dropout rates.	Our literacy, ELA, and math teachers have met with SCOE facilitators to pace curriculum, learn/practice/refine teaching strategies and review assessment data leading to increased performance in both algebra I and ELA benchmarks. For example, the collaboration of our counselor with our math teachers and students resulted in our Algebra I students improving their 2012-2013 fourth quarter benchmark performance from 27% proficient in 2010-2011, to 34% proficient last year, to 45% proficient in 2012-2013.
1.9	Provide private tutoring in ELA and math for all educationally disadvantaged 10th graders to best position each student to score "Proficient" or higher on both portions of the CAHSEE.	Private tutoring manifested in 10th grade students improving their CAHSEE passing rates in ELA from 83% in 2011-2012 to 87% in 2012-2013. Tenth grade students improved their CAHSEE math proficiency rates from 58.1% in 2011-2012 to 62.2% in 2012-2013, and tenth grade students improved their ELA CAHSEE proficiency rates from 55.6% to 59.6%.

GOAL #2

Heighten Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to pursue the career path of their individual aptitude, interest, and choice.

What data did you use to form this goal (findings from data analysis)? Comparison of A-G completion rates with area and state schools.	What did the analysis of the data reveal that led you to this goal? Analysis led to the conclusion that an average of 35% of graduates state wide complete A-G requirements.
Who are the focus students and what is the expected growth? 2012-2013 34% of students completing A-G Requirements 2013-2014 35% of students completing A-G Requirements	What data will be collected to measure student achievement? Formative benchmark exams, CAHSEE pass and proficiency rates, will be used to measure achievement.
What process will you use to monitor and evaluate the data? Students' demonstrated performance in terms of % of students completing A-G requirements	Actions to improve achievement to exit program improvement (if applicable). Increase home communication to educationally disadvantaged students to improve academic performance, passing college prep classes, in order to improve the A-G pass rates.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement
2.1 Reduce the number of students receiving F's in 9th grade by establishing a literacy team comprising of EL, special ed., strategic English, and ninth grade English teachers to monitor, support, tutor, and collaborate in order for students to achieve mastery of ELA standards, thus helping them be successful in other areas.		Include specific expenditures and report student achievement outcomes based on measurements noted above.
		Our literacy team's collaborative efforts toward the purpose of improving instruction for educationally disadvantaged students manifested in 9th grade ELA students demonstrating improved academic performance on the third quarter benchmark exam from 30% proficient in 2010-2011 to 38% proficient in 2011-2012, to 42% proficient in 2012-2013. In addition, the literacy team's efforts contributed to 2012-2013 10th graders improving both the passing rates (from 83% last year to 87% this year) and proficiency rates (from 55.6% in 2011-2012 to 59.6% in 2012-2013).
2.2 Conduct bi-monthly parent meetings, in accordance with ELAC meetings, to communicate with parents and inform/equip them with the knowledge and tools to help their student be academically successful at school. Trainings will be held on development of four year plan, A-G requirements, How to get into College, How to pass the CAHSEE, How to navigate AERIES, How to read a transcript, how to read attendance sheets, "Who to see for What at MHS", How to get a hold of staff members.		Bi-monthly meetings resulted in EL students increasing their first quarter 9th grade ELA benchmarks in 2012-2013 to 65% proficient compared with 37% proficient in 2011-2012. 10th grade EL students increased their first quarter ELA benchmark scores from 53% proficient in 2011-2012 to 60% proficient in 2012-2013. Eleventh grade EL students increased their first quarter 2012-2013 ELA benchmark scores from 3% proficient in 2011-2012 to 35% proficient in 2012-2013. EL students increased their third quarter algebra I benchmark scores from 33% proficient in 2011-2012 to 50% proficient in 2012-2013.
2.3 Implement home-to-school communication equipment that allows school to communicate specific information to Title I families.		Purchase of SchoolMessenger facilitated automatically dialed messages to families which resulted in 10th grade students improving their CAHSEE passing rates in ELA from 83% in 2011-2012 to 87% in 2012-2013. Tenth grade students improved their CAHSEE math proficiency rates from 58.1% in 2011-2012 to 62.2% in 2012-2013, and tenth grade students improved their ELA CAHSEE proficiency rates from 55.6% to 59.6%.
2.4 Postage, paper, labeling, and printing costs for supplemental parent newsletters.		Mailings contributed to resulting in academic gains for educationally disadvantaged students. For example, the collaboration of our counselor with our math teachers and students resulted in our Algebra I students improving their 2012-2013 fourth quarter benchmark performance from 27% proficient in 2010-2011, to 34% proficient last year, to 45% proficient in 2012-2013.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.5 Tutor 11th and 12th grade students, weekdays after school, who have not passed the CAHSEE to help 100% of students pass the exam	Tutoring services provided four days a week after school resulting in 171 of 172 12th graders passing both portions of the CAHSEE.
2.6 CAHSEE Saturday "Boot Camps" for 11th and 12th grade students who have no passed the CAHSEE. This tutoring provides strategic tutoring for students on consecutive Saturdays just prior to CAHSEE administration.	Tutoring services provided on Saturdays resulting in 171 of 172 12th graders passing both portions of the CAHSEE.

GOAL #3

PERSONALIZATION OF LEARNING GOAL: Numbers of suspension, expulsions, and referrals will reduce. Total attendance will meet or exceed 95%. All Students

What data did you use to form this goal (findings from data analysis)? Student behavior data spanning nine years provided the measure for this goal.	What did the analysis of the data reveal that led you to this goal? Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspensions, low dropout rates, high graduation rates, and high attendance rates.
Who are the focus students and what is the expected growth? Numbers of suspensions, expulsions, and referrals will reduce 10% in 2012-23 will reduce 10% from 2011-2012. Attendance will meet or exceed 95%.	What data will be collected to measure student achievement? AERIES attendance and student discipline printouts
What process will you use to monitor and evaluate the data? AERIES attendance and student discipline printouts	Actions to improve achievement to exit program improvement (if applicable). By addressing educationally disadvantaged students' behavioral issues, students will be empowered to perform at increasing levels of academic performance.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
3.1	MHS will provide 100% of PASS Officer's salary	Our PASS Officer provided 192 documented interventions for conflict management, home visits, personal and family crisis interventions; counseled 181 students while they were serving In-House suspensions; counseled 509 students (duplicated count) while they attended detention; conducted 85 home visits, and 113 parent contacts via phone call office visits, or home visits.
3.2	Marysville High School will provide dropout prevention services that provide intervention strategies, referral, and counseling services to At-Risk Educationally Disadvantaged Students.	In 52 school days (52/180 = 29% of school year) our outreach consultant intervened with 81 students (8.6% of our student population) including 37 ninth graders, 26 tenth graders, 9 eleventh graders, and 8 twelfth graders. 46 of these students were on "safe" or "suspended expulsion" contracts and 35 were not on contracts. Our outreach consultant recorded 238 interventions for these 81 students equaling an average of 2.93 per student. 42 students she met with 55 times (average of 1.3). 39 students she met with 183 times for an average of 4.69 meetings with our most needy students.

GOAL #4

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
4.1	

GOAL #5

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
5.1	

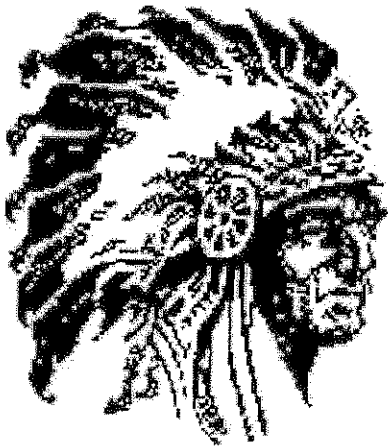
GOAL #6

The following additional actions were selected by the school staff and School Site Council to support the goals of the Strategic Plan: Student Achievement; Student Engagement; Safe, Welcoming Schools; Parent and Community Partnerships; Communication; Effective Use of Resources

What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
6.1	



2013-14
Single Plan for Student Achievement (SPSA)

Marysville High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal: Gary Cena	Telephone: (530) 741-6180
Address: 12 E. 18th St.	Email Address: gcena@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5835202
☒ Initial Plan Approval: June 6, 2013	
☒ Plan Revision Approval: June , 2013	

Approved by District Board of Education on June 28, 2013.

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	719	707	737	739	
Growth Target	5	5	5	5	
API Growth Score	708	738	740	741	
Actual Growth	-11	31	3	2	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	99		98	100		100	89		100	100	
Number At or Above Proficient	136	105		78	63		5	--		10	--	
Percent At or Above Proficient	61.5	55.6		62.4	64.3		41.7	--		52.6	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	96	100		97	100		98	99		92	97	
Number At or Above Proficient	27	24		11	8		67	105		5	2	
Percent At or Above Proficient	65.9	47.1		40.7	28.6		51.5	55.6		16.7	8.7	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	No		--	--		No	Yes		--	--	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100		98	99		100	100		100	100	
Number At or Above Proficient	116	111		68	62		6	--		10	--	
Percent At or Above Proficient	52.7	58.1		54.8	63.3		50.0	--		52.6	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	98	100		97	100		98	100		92	100	
Number At or Above Proficient	19	24		9	8		49	111		4	1	
Percent At or Above Proficient	46.3	47.1		33.3	28.6		38.0	58.1		13.3	4.2	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	Yes		--	--		No	Yes		--	--	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	52	58		27	26		14	12		8	4	
10	46	48		34	31		11	12		9	9	
11	40	44		35	30		14	20		10	6	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	55	45		342.9	356.4		55	30		353.8	344.3	
10	64	*		356.1	*		40	*		332.1	*	
11	*	*		*	*		38	42		331.4	329.4	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	38	51		332.1	346.5		57	68		360.3	369.8	
10	47	36		343.1	327.1		43	59		341.9	350.4	
11	27	50		320.5	344.6		45	44		341.3	337.3	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	15	8		310.6	305.7		42	54		338.9	352.5	
10	13	11		299.6	303.4		34	47		328.1	335.4	
11	7	0		280.6	287.1		32	40		327.8	332.3	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	22	8		35	35		27	45		16	12	

Subgroup	Grade 9: General Mathematics (Grades 6&7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	*	*		*	*	
Asian	*	*		*	*	
Hispanic/Latino	19	6		307.4	281.9	
White	23	9		310.2	301.8	
English Learner	0	8		297.9	284.5	
Socio-Economically Disadvantaged	18	3		304.2	289.4	

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	42	31		28	29		22	34		8	6	
10	11	18		24	18		43	46		22	18	
11	8	13		25	31		42	44		25	13	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9	*	*		*	*	
Asian	9	*	*		*	*	
Hispanic/Latino	9	36	26		314.6	322.3	
	10	0	*		281.4	*	
White	9	47	37		338.3	337.9	
	10	20	16		310.5	294.1	
English Learner	9	*	36		*	337.3	
Socio-Economically Disadvantaged	9	47	32		337.3	328.9	
	10	10	14		302.3	287.1	

Grade Level	All Students: Performance Data by Level Geometry											
-------------	---	--	--	--	--	--	--	--	--	--	--	--

	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	35	46		43	44		22	10		0	0	
10	6	12		30	31		48	55		16	3	
11	8	0		16	27		60	59		16	14	

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9	*	*		*	*	
Asian	9	*	*		*	*	
Hispanic/Latino	9	8	*		307.2	*	
	10	7	4		277.6	289.7	
White	9	45	50		344.5	354.2	
	10	6	15		283.0	297.9	
	11	8	0		279.5	285.8	
English Learner	9	*			*		
Socio-Economically Disadvantaged	9						
	10	28	43		329.0	345.9	
	11	5	10		270.3	296.9	

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	*	54		*	38		*	8		*	0	
10	58	52		33	37		6	7		3	4	
11	26	29		32	32		25	23		17	16	

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Asian	9	*	*		*	*	
Hispanic/Latino	9		*			*	
	10	*	31		*	315.0	
	11	22	25		310.4	312.3	
White	9	*	*		*	*	
	10	53	59		361.2	370.2	
	11	23	29		312.5	320.4	
English Learner	9						
Socio-Economically Disadvantaged	9	*	*		*	*	
	10	72	50		379.8	353.9	
	11	24	29		314.6	322.4	

Grade Level	All Students: Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	*	*		*	*		*	*		*	*	
11	71	49		25	14		4	24		0	14	

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
	11	*	50		*	340.4	
English Learner	9						
Socio-Economically Disadvantaged	9						
	11	75	67		382.5	354.4	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (Marysville High School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	67	69	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	67	69	
Number Met	27	30	
Percent Met	40.30%	43.5%	
NCLB Target	54.6	56.0	57.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	4	64	3	69		
Number Met	--	24	--	28		
Percent Met	--	37.50%	--	40.6%		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	No	*	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	4	64	3	69		
Number Met	--	24	--	28		
Percent Met	--	37.50%	--	40.6%		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	No	*	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			13	52	10	40	2	8			25
10	2	10	6	29	9	43	3	14	1	5	21
11	2	17	3	25	5	42	1	8	1	8	12
12	1	9	4	36	4	36	2	18			11
Total	5	7	26	38	28	41	8	12	2	3	69

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

2012-13 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2012-13 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	3.2	3.4		18	13.7		16.6	14.4	
Graduation Rate	95.19	95.74		80.53	80.03		80.53	76.26	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				36	36	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				26	40	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				26	41	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14
9-12	34	45	

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1				22		

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:

ASAM

(insert CDE Chart here)

Summarize and draw conclusions regarding the school's District Benchmark Data:

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Implement to a greater degree, a variety of instructional strategies to provide differentiated common core content standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2013-2014.			
What data did you use to form this goal (findings from data analysis)? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	What did the analysis of the data reveal that led you to this goal? The data shows that we are making progress, particularly with our socioeconomic and special ed. subgroups, as evidenced by our students' performance on the 2011-2012 ELA and math CST's and on the 2012-2013 algebra I and ELA benchmarks, and the 2012-2013 CAHSEE exam in both math and English. The data shows a gap still exists, which needs to fill by focusing our attention on meeting the academic needs of our most educationally disadvantaged students in common core content standards based instruction.		
Who are the focus students and what is the expected growth? All 9th, 10th, and 11th grade students are included in this goal. Only 10th grade students are included in the CAHSEE goal.	What data will be collected to measure student achievement? Math, ELA, Science, and Social Science performance data for educationally disadvantaged youth, special education, and EL students		
What process will you use to monitor and evaluate the data? STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data	Actions to improve achievement to exit program improvement (if applicable). AYP = 750 or above AYP = Ten percent increase in the number of students, in each subgroup, scoring proficient in math and ELA CAHSEE CAHSEE = 89% of 10th graders passing both CAHSEE exams and 60% of students achieving proficiency on both exams.		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Collaboration for Literacy, strategic math, strategic ELA, and core area SDAIE teachers (math, ELA, AVID, EL, RtI, social science, and science standards), four times a year, for the purposes of pacing, processing student assessments, and enhancing intervention strategies so all EDY students will	July 1, 2013 - June 30, 2014	Substitutes and/or extra duty pay for teachers release and collaboration	Title I \$8,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
attain a minimum of 10% gain in the number of students achieving proficiency on the ELA/mathCAHSEE.			
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, strategic English, Strategic math, and EL classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students to 88% on math/ELA CST's and for 89% of all students to pass the CAHSEE the first time they take the exam—most importantly for five percentage points of our socioeconomically disadvantaged, white, and schoolwide students to score proficient on the CAHSEE.	August 1, 2013 - June 13, 2014	ALEKS subscriptions, novels, Keystone Materials, News publications, resource materials, reference materials, instructional videos/DVD's, instructional software, Newsbank, binders, printing, additional paper and ink cartridges for providing individual student interventions in strategic classes and for reviewing student benchmark assessments and individual daily assessments	EIA-SCE \$4,997 Title I \$900
1.3 Provide 25% of salary for student services coordinator to provide direct services to all students in order for 89% of all students to score "Proficient" or higher on math and ELA CST's and for all students to pass the CAHSEE.	July 1, 2013 - June 30, 2014	Student Services Coordinator will facilitate grade level meetings, and in tandem with the counselor meet with targeted EDY students and parents to communicate, monitor, motivate, and 'plug in' to services, oversee school climate programs, and guide students toward positive conflict resolution.	Title I \$29,618
1.4 MHS will continue to fund a counselor to further reduce the student to counselor ratio from 1,000 to 1 to 500 to 1.	July 1-2013 - June 30, 2014	Portion of counselor's salary in order to maintain performance matrix for, monitor progress of, and meet, motivate, and communicate with, targeted EDY students and parents on math and ELA performance standards and passing the CAHSEE.	EIA-SCE \$101,624
1.5 Tutoring for EL students after school		Credentialled tutors and peer student tutors provide after school tutoring for EDY students.	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Provide 37.5% of EL Instructional Assistant (Part time) Salary		EL instructional assistant will provide in-class tutoring for students, make parent contact on language acquisition and academic performance levels, assist with district benchmark assessments and provide direct services under EL teacher's guidance.	EIA-LEP \$12,975
1.6 Supplemental classroom tools, including technology, to enhance learning for all students including Elmos, LCD projectors, I-Pads, Smart Boards, lap tops, net books, lap top carts, and necessary tools for application.		Classroom tools to enhance learning, or provide additional learning, for students	EIA-SCE \$4,996 Title I \$746
1.7 Provide supplies up to 25% of office and staff room copy machines and 90% of Rizzo machine for large volume production of student learning sheets, work sheets, supplemental learning tools, assessments, and assessment data to increase academic performance of EDY.		Ink, service repairs, for maintaining high quality performance of copy and Rizzo machines.	
1.8 In core content areas, especially math and ELA, and all curricular areas, following full staff inservice on Common Core Content Standards, improve benchmark assessments, review and collaborate around benchmark assessment data, provide staff development on Common Core Content standards, Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration). Provide professional development for ELA teachers teaching adopted 9th - 11th grade ELA materials		Provide substitutes or extra duty pay to receive training or perform service toward utilizing tools and/or developing tools designed to increase student achievement.	Title I \$8,000

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Provide professional development for all core staff to increase understanding of all EDY subgroup students, especially from poverty, to improve proficiency, A-G, student failure, graduation, and dropout rates.		Provide an ELA curriculum and instruction specialist from SCOE to provide training to ELA, science, social science, career tech, teachers, and teachers in all disciplines, on how instructional shift and text based questioning looks and applies in each of their classrooms.	Title I \$3,941

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Heighten Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to pursue the career path of their individual aptitude, interest, and choice.	
What data did you use to form this goal (findings from data analysis)? Comparison of A-G completion rates with schools in our region and statewide.	What did the analysis of the data reveal that led you to this goal? Analysis led to the conclusion that an average of 35% of graduates state wide complete A-G requirements.
Who are the focus students and what is the expected growth? 2012-2013 34% of students completing A-G Requirements 2013-2014 35% of students completing A-G Requirements	What data will be collected to measure student achievement? Formative benchmark exams, CAHSEE pass and proficiency rates, will be used to measure achievement
What process will you use to monitor and evaluate the data? Students' demonstrated performance in terms of % of students completing A-G requirements	Actions to improve achievement to exit program improvement (if applicable). Increase home communication to educationally disadvantaged students to improve academic performance, passing college prep classes, in order to complete A-G requirements.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Reduce the number of students receiving F's in 9th grade by establishing a literacy team comprising of EL, special ed., strategic English, and ninth grade English teachers to monitor, support, tutor, and collaborate in order for students to achieve mastery of ELA standards, thus helping them be successful in other areas. Evaluation of activities to determine if successful in closing the achievement gap	July 1, 2013 - June 30, 2014	Substitutes for release time, training , supplemental supplies and instructional materials.	Title I \$1,500
2.2 Conduct bi-monthly parent meetings, in accordance with ELAC meetings, to communicate with parents and inform/equip them with the knowledge and tools to help their student be academically successful at school. Trainings will be held on development of four year plan, A-G	August 1, 2013 - June 15, 2014	Supplies, materials, and snacks for parent trainings	T1-PI \$500

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
requirements, How to get into College, How to pass the CAHSEE, How to navigate AERIES, How to read a transcript, how to read attendance sheets, "Who to see for What at MHS", How to get a hold of staff members.		Extra duty pay for classified employee to call parents, prepare materials to assist and provide training for parents.	T1-PI \$245
2.3 Implement home-to-school communication equipment that allows school to communicate specific information to Title I families.		Purchase SchoolMessenger to make automatically dialed messages to specific families.	T1-PI \$900
2.4 Postage, paper, labeling, and printing costs for supplemental parent newsletters.	August 15, 2013 - May 15, 2014	Print supplementary parent newsletters focused on Title I and student performance data issues.	T1-PI \$773
2.5 Tutor 11th and 12th grade students, weekdays after school, who have not passed the CAHSEE to help 100% of students pass the exam			
2.6 CAHSEE Saturday "Boot Camps" for 11th and 12th grade students who have no passed the CAHSEE. This tutoring provides strategic tutoring for students on consecutive Saturdays just prior to CAHSEE administration.			

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) PERSONALIZATION OF LEARNING GOAL: Numbers of suspension, expulsions, and referrals will reduce by 10%. Total attendance will meet or exceed 95%.			
What data did you use to form this goal (findings from data analysis)? Student behavior data spanning nine years provided the measure for this goal.	What did the analysis of the data reveal that led you to this goal? Each year, since 2003, Marysville High School has improved awareness, communication, and support for students demonstrating behavior problems, as demonstrated in the reduction of fights, total days of suspension, attendance, dropout, and graduation rates.	What data will be collected to measure student achievement? AERIES attendance and student discipline printouts	
Who are the focus students and what is the expected growth? Though general focus is on all students, our most intensive students (8-10% most behaviorally challenged educationally disadvantaged students) are our main focus. Numbers of suspensions, expulsions, and referrals will reduce 10% in 2012-23 will reduce 10% from 2011-2012. Attendance will meet or exceed 95%.	Actions to improve achievement to exit program improvement (if applicable). By addressing educationally disadvantaged students' behavioral issues, students will be empowered to perform at increasing levels of academic performance.		
What process will you use to monitor and evaluate the data? AERIES attendance and student discipline printouts	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 MHS will provide 100% of PASS Officer's salary	July 1, 2013 - June 30, 2014	MHS will provide dropout prevention services that provide intervention strategies, guidance, and counseling to at risk students. Pay 100% of PASS Officer's Salary	Title I \$70,820
Evaluation of activities to determine if successful in closing the achievement gap			
3.2 Marysville High School will provide dropout prevention services that provide intervention strategies, referral, and counseling services to At-Risk Educationally Disadvantaged Students.	July 1, 2013 - June 30, 2014	Marysville High School will provide 40% (.4) of an outreach consultant.	EIA-SCE \$10,244

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development). Evaluation of activities to determine if successful in closing the achievement gap	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development). Evaluation of activities to determine if successful in closing the achievement gap	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #6 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Evaluation of activities to determine if successful in closing the achievement gap			

2013-14 Program Expenditure Summary

Goal 1	
EIA-SCE	111,617
EIA-SCE Carryover	0
EIA-LEP	12,975
EIA-LEP Carryover	0
Title I	51,205
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	175,797

Goal 2	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	1,500
Title I Carryover	0
Title I Parent Involvement	2,418
Title I Parent Involvement Carryover	0
Other	0
Total	3,918

Goal 3	
EIA-SCE	10,244
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	70,820
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	81,064

Goal 4	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 5	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 6	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Total Allocation*

Total Expenditures

Balance**

EIA-SCE	\$121,861
EIA-SCE Carryover	0
EIA-LEP	\$12,975
EIA-LEP Carryover	0
Title I	\$123,525
Title I Carryover	0
Title I Parent Involvement	\$2,418
Title I Parent Involvement Carryover	0
Other	0
Total	260,779

EIA-SCE	121,861
EIA-SCE Carryover	0
EIA-LEP	12,975
EIA-LEP Carryover	0
Title I	123,525
Title I Carryover	0
Title I Parent Involvement	2,418
Title I Parent Involvement Carryover	0
Other	0
Total	260,779

EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$4,328

Estimated Cost from EIA/LEP: \$411

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$121,861
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$12,975
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	4,739
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$139,575

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$123,525
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$2,418
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$125,943

Total amount of state and federal categorical funds allocated to this school	\$265,518
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gary Cena	1				
Hilke Sligar (EL)		1			
Amy Eggleston (SpEd)		1			
Dean Allen		1			
Luis Barranon (EL)		1			
Janet Wooten			1		
Dixie Cozine				1	
usan Arostegui (vice-chair)				1	
Amy Rehmann (secretary)				1	
Cheyenne Upton (10th)					1
Lindsay Cannon (11th)					1
Taylor Vigen (12th)					1
Numbers of members of each category	1	4	1	3	3

At secondary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

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 (**Check those that apply**):

- ☐ English Learner Advisory Committee
- ☒ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 9/27/12

Attested:

Gary Cena

Typed Name of School Principal

Signature of School Principal

Date

6-6-13

Dixie Cozine

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

6-6-13

Signature of ELAC Chairperson

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

6-6-13



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

MARYSVILLE HIGH SCHOOL

"Home of the Indians"

12 East 18th. St. Marysville, CA 95901

Telephone (530)741-6180

Fax (530) 741-7828

Where attention goes, energy flows, and results show.

Marysville High School School-Level Parental Involvement Policy 2013-2014

Marysville High School has developed a written Title I parent involvement policy with input from Title I parents. Title I parents met in an early fall evening meeting to review the School-Parent Compact and parent involvement policy. The policy was distributed to parents of Title I students via mail in home language and is available at Back to School Night and in the main office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents in the Title I program at Marysville High School, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. A *School Messenger* call is made to all Title I parents and notification is sent all parents via the July newsletter.
2. The school offers a flexible number of meetings for Title I parents according to their expressed needs.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy. Parents review the policy at the initial Title I parent meeting in the fall, and in the ELAC meetings, in the Site Council and PRIDE meetings.
4. The school provides parents of Title I students with timely information about Title I programs in the student handbook, at 8th grade parent information meetings, in one on one sessions with guidance counselors, and regular contact throughout the year.
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress and the proficiency levels students are expected to meet. The school also provides



parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet at bi-monthly informational meetings.

6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The school takes into consideration all requests of parents of Title I students in order to give the parents the ability to participate in decision related to the education of their children. These opportunities enable parents to give input into the education of their children.

School-Parent Compact

Marysville High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality instruction in a safe learning environment.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, and opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

The School-Parent Compact was drafted with input from Title I parents at an evening fall meeting. The compact was reviewed by the site council and staff before being printed and distributed to parents and students during the first week of school. Students are continually reminded by teachers and staff to turn in signed compact forms.

Building Capacity for Involvement

Marysville High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

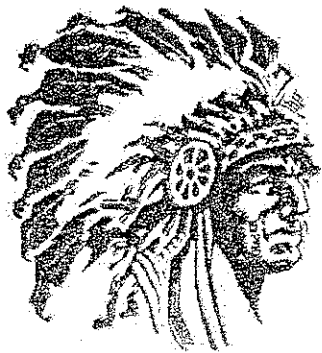
1. The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. This is the focus of ELAC meetings, bi-monthly general meetings, and one on one meetings with counseling staff.
2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. These materials and training sessions are aimed to help Title I parents work with their children to improve their children's achievement. Helpful articles are printed in each month's newsletter. The A's, B's, C's, D's and E's of Student Success in High School are shared at 8th grade parent nights, Back to School Night, and SST meetings as well as

one on one counseling meetings. PBIS training and input meetings are also held throughout the school year.

3. With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The staff is trained in recognizing and utilizing the value of working as equal partners. These training sessions take place during staff meetings, collaboration meetings, buy-back days, and other professional development times.
4. The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children. The Title I parental involvement program is incorporated within other activities throughout the school year. These opportunities come through involvement of the parents on committees, other service groups and school sponsored activities.
5. The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parent understands. When the school distributes the information it is done in a form and language which is related to the form and language that parents of Title I students will understand.
6. The school provides support for parental involvement activities requested by Title I parents. ELAC and general parent meetings, bi-monthly parent meetings and other special events are the manifest of Title I parent recommendation.

Accessibility

Marysville High School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. This is done by following the school policy of inclusion of all parents including those with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.



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The 2013-2014 SCHOOL-PARENT COMPACT outlines how the school, parents, and students will share responsibility for improved student academic achievement and the means by which the school, parents, and students will build and develop a partnership to help students demonstrate the positive social and behavioral characteristics of being **Respectful, Responsible, and Healthy** in order for students to achieve high academic standards and discover their own path in life.

Marysville High School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, healthy, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Freshmen Orientation, Back-to-School Night, and Eighth grade parent meetings welcome parents and the community onto campus. *School Messenger* helps communicate directly and strategically with parents. Teacher and school web pages help communicate daily activities and teacher syllabi. *Aeries* parent portal allows parents and students to access each of their teacher's grade books and get updates on student grades, attendance, and progress.
- Consult with parents in meaningful dialogue about individual student's achievement. Teacher phone extensions and email addresses are sent home to parents in the newsletter. Teachers are available to meet with parents by appointment throughout the school year. Teachers are available to students before school, at break, during lunch, and/or after school.
- Welcome parents to be a part of their student's education by observing classroom activities, participating in *Positive Behavior, Interventions, and Support* trainings, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my student attends school every day and is on time.
- Provide same quiet time (one hour) and place each day (Sunday thru Thursday) for homework to be completed
- Motivate students by monitoring student homework and progress in class. Regularly monitor my student's progress in school via the Aeries online grading system, web pages, newsletters, phone contacts, one-on-one meetings.
- Volunteer in my student's extra/co-curricular activities (driver, snack bar, etc.)
- Participate in decisions relating to my student's education.
- Stay informed about my student's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Encourage my student to be a **Respectful, Responsible, and Healthy** student by using positive and healthy interactions at home and other public settings.

Parent Signature: _____

Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Commit to treating other students, and staff, with respect and not harassing anyone.
- Be responsible for my own behavior.
- Be respectful to teachers, school staff members, substitutes/guest teachers, visitors and other students.
- Use healthy safe practices while at school, home or public places.
- Do my homework every day and ask for help when I need assistance.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.

Student Signature: _____

Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2012-13

School: North Marysville Continuation High School

Principal: Rocco Greco

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

SCHOOL GOAL # 1 North Marysville

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.

What data did you use to form this goal (findings from data analysis)? State testing, Grade reporting, ASAM data	What did the analysis of the data reveal that led you to this goal? All of our students are deficient in some achievement area.
Who are the focus students and what is the expected growth? All students 10th - 12th grades.	What data will be collected to measure student achievement? State testing, Grade reporting, ASAM data
What process will you use to monitor and evaluate the data? Reduction in Drop out rate, Increase API scores, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.	Actions to improve achievement to exit program improvement (if applicable). Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Production, display and dissemination of student centered materials regarding academic, work and health options and agencies. Family involvement centered activities. Directed at open house night.	1. decreased teen pregnancy at North by over 50% this year. Healthy kids Survey from last year shows decrease in dangerous behaviors. 2. increased number of graduates from 35-58.
1.2	Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHSor some credit remediation program, ELD augmented reading materials, Language programs, hoo and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are:Computers, site license for APEX, Pearson k up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory	The data backing our Novanet programs is strong, due to change in staffing and change of facilities this component did not get full implementation. Our contract lasts through march and we will continue to gather information. However at this point I have to state the the implementation results are not statistically significant enough to continue with the expenditure into next year. We believe a shift to para-educators and having a greater number of individuals working with students, under professional guidance will yield higher test and graduation results.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 SUMMER SCHOOLAdministration/Counselor 7:30am – 3:00pm x 15days \$5,263.20Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840Supplies \$1,037.32Additional Supply money based on overage from clerical costs.Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for staff development addressing trends and development of alternative education programs Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th. Teacher(classroom only 7:30am -11:30am X 15days)\$2,631.60 Teacher(classroom + online) 7:30am–3:00pm X 15days \$4,934.25Administration/Counselor 7:30am – 3:00pm x 15days \$5,263.20Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840Supplies \$1,037.32Additional Supply money based on overage from clerical costs.Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for staff development addressing trends and development of alternative education programs.	Evaluating last year's summer school program shows data to suggest it was one of the most valuable interventions last year. their were an additional 4 graduations, 12 students from MHS that were able to remediate their losses and remain at comprehensive high school, as well as having the 50 students that returned to NMHS being our highest credit earners during the year following the summer school. These students on average gained an additional 12 credits per semester relative to their non-summer school peers.
1.4 Para educator position used in continuation classrooms to allow additional 1 on 1 instructional time, measured through increased exit exam scores in test students as compared to control students not receiving the intervention	This goal was added part way through the year and has allowed for one of the best motivating interventions. The teacher that is utilizing the para educator is seeing a greater level of on task time and credits earned as self reported by teacher. Also the CAHSEE math rates, the para is in our math class, have dramatically improved again, more than doubling the ELA pass rates.

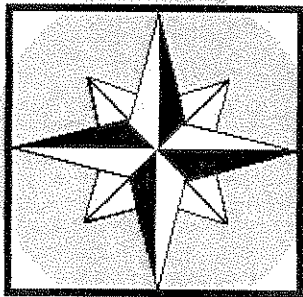
GOAL #2

SCHOOL GOAL # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results	What did the analysis of the data reveal that led you to this goal? These are the key indicators for ASAM schools, as well as what we deem as the most important goals of an alternative program.
Who are the focus students and what is the expected growth? All students, K-12	What data will be collected to measure student achievement? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable). School is not in Program Improvement.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.	80% of students graduating this year have pre-enrolled into a secondary education. Of our semester grads, all but 2 started at the Junior college, Wyotech or another type of post secondary program. PASS officer on top of disciplinary intervention and counseling has begun to walk every student through FAESA and post-secondary enrollment procedures.



2013-14
Single Plan for Student Achievement (SPSA)

North Marysville Continuation High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal: Rocco Greco	Telephone: (530) 749-6912
Address: 1949 B St.	Email Address: rgreco@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5830088
☒ Initial Plan Approval: 06/01/2012	
☐ Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score		B	507	491	
Growth Target		D	15	15	
API Growth Score		511	488	606	
Actual Growth		B	-19	115	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	93	100		91	100		--	100		--	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		96	100		100	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--		--	--		--	--		--	--	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	88	97		73	100		--	50		--	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		86	95		100	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--		--	--		--	--		--	--	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	*	*		*	*		*	*		*	*	
10	10	3		14	33		33	30		43	33	
11	4	14		13	32		27	24		56	30	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
11	*	*		*	*		*			*		

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		18	6		297.0	282.3	
11	*	*		*	*		5	20		260.7	302.7	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	*	*		*	*		11	4		277.7	275.9	
11	*	*		*	*		6	15		272.6	292.4	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Grade 9: General Mathematics (Grades 6&7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American						
Hispanic/Latino		*			*	
English Learner						
Socio-Economically Disadvantaged		*			*	

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	*	*		*	*		*	*		*	*	
10	16	8		16	8		42	69		26	15	
11	2	13		20	29		49	46		29	13	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9	*			*		
White	9	*	*		*	*	
	11	0	13		278.4	302.8	
English Learner	9						
Socio-Economically Disadvantaged	9	*	*		*	*	
	10	17	*		284.9	*	
	11	0	11		273.6	303.6	

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
White	9	*			*		
English Learner	9						
Socio-Economically	9	*			*		

Grade Level	All Students: Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (North Marysville Continuation High School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	11	6	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	11	6	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	No	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	12	0	6		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	12	0	6		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			*****	***							*****
11			*****	***	*****	***					*****
12					*****	***	*****	***			*****
Total			2	33	3	50	1	17			6

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

2012-13 California High School Exit Exam (CAHSEE) Results: English-Language Arts**Grade 10 Combined Test**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2012-13 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	18	13.7		18	13.7		16.6	14.4	
Graduation Rate				80.53	80.03		80.53	76.26	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:



ASAM

(insert CDE Chart here)

Summarize and draw conclusions regarding the school's District Benchmark Data:



VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) SCHOOL GOAL # 1 North Marysville All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.			
What data did you use to form this goal (findings from data analysis)?	State testing, Grade reporting, ASAM data	What did the analysis of the data reveal that led you to this goal?	All of our students are deficient in some achievement area.
Who are the focus students and what is the expected growth?	All students 10th - 12th grades.	What data will be collected to measure student achievement?	State testing, Grade reporting, ASAM data
What process will you use to monitor and evaluate the data?	Reduction in Drop out rate. Increase API scores, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.	Actions to improve achievement to exit program improvement (if applicable).	Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

Actions To Be Taken To Reach This Goal (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Production, display and dissemination of student centered materials regarding academic, work and health options and agencies. Family involvement centered activities.	8/13 - 6/14	Print costs including print shop printer materials, display materials and mailing costs.	T1-PI 299

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS or some credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory. 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license for APEX, Pearson k up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory	8/13 - 6/14	Computers, site license for APEX, Pearson or some credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory. Additional Technology to go with site licenses, lab development to increase student access. No allocation until CO release.	EIA-SCE 0
1.3 SUMMER SCHOOL Administration/Counselor 7:30am – 3:00pm x 15days \$5,263.20 Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840 Supplies \$1,037.32 Additional Supply money based on overage from clerical costs. Extra assignment classroom instruction to augment education program and address diverse student needs. Also,	8/13 - 6/14	SUMMER SCHOOL Teacher salaries would consist of 15 school days paid at \$43.86 per hour for 4 hours a day for two teachers. An additional 3.5 hours a day would be paid to one teacher to oversee the 25 online students taking courses through Pearson digital online. The clerical would consist of a 4 hour person to do date entry, answer phones and maintain attendance records.	EIA-SCE Title I CO CO

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Substitutes for staff development addressing trends and development of alternative education programs. Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th. Teacher(classroom only 7:30am -11:30am X 15days)\$2,631.60 Teacher(classroom + online) 7:30am–3:00pm X 15days) \$4,934.25 Administration/Counselor 7:30am – 3:00pm x 15days \$5,263.20 Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840 Supplies \$1,037.32 Additional Supply money based on overage from clerical costs. Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for staff development addressing trends and development of alternative education programs.		Administration would manage course work, attend to discipline and do outreach and intervention. Supplies would consist of paper, ink and pens, pencils. Substitutes, extra duty hours.	
1.4 Para educator position used in continuation classrooms to allow additional 1 on 1 instructional time. Measured through increased exit exam scores in test students as compared to control students not receiving the intervention	8/13 - 6/14	Para Salary hours. To ad in classroom acheivement. 1 para to focus on EL students. The other 2 will focus low SES students that are working below grade level for 1 on 1 remediation. Calculated on \$18 dollars per hour including fringe costs for 3.75 hours per day for 180 days. Slight shortfall will be covered from general fund.	EIA-SCE 18540 EIA-LEP 1,759 Title I 10,250

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) SCHOOL GOAL # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.		
What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results	What did the analysis of the data reveal that led you to this goal? Not all students have met this basic level of high school achievement.	
Who are the focus students and what is the expected growth? All students, K-12	What data will be collected to measure student achievement? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results	
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable). Not in PI	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs.		Pass officer wages consultant basis	Title I 5,000
Evaluation of activities to determine if successful in closing the achievement gap Student attendance and disciplinary infractions will be measured to establish a proposed decline in student behaviors that keep them from attending school. Students who attend school regularly and use appropriate behaviors while in attendance are able to receive additional student services that will assist all students in reaching high standards.			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

2013-14 Program Expenditure Summary

Goal 1	
EIA-SCE	18,540
EIA-SCE Carryover	0
EIA-LEP	1,759
EIA-LEP Carryover	0
Title I	10,250
Title I Carryover	0
Title I Parent Involvement	299
Title I Parent Involvement Carryover	0
Other	0
Total	30,848

Goal 2	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	5,000
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	5,000

Goal 3	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 4	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 5	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Goal 6	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Other	0
Total	0

Total Allocation*

Total Expenditures

Balance**

EIA-SCE	\$18,540
EIA-SCE Carryover	0
EIA-LEP	\$1,759
EIA-LEP Carryover	0
Title I	\$15,250
Title I Carryover	0
Title I Parent Involvement	\$299
Title I Parent Involvement Carryover	0
Other	0
Total	35,848

EIA-SCE	18,540
EIA-SCE Carryover	0
EIA-LEP	1,759
EIA-LEP Carryover	0
Title I	15,250
Title I Carryover	0
Title I Parent Involvement	299
Title I Parent Involvement Carryover	0
Other	0
Total	35,848

EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$659

Estimated Cost from EIA/LEP: \$56

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$18,540
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$1,759
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	715
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$21,014

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$15,250
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$299
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$15,549

Total amount of state and federal categorical funds allocated to this school	\$36,563
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rocco Greco <i>Rocco Greco</i>	1				
Donna Cummings <i>Donna Cummings</i>			1		
Bob Duggan <i>Bryan Lane</i>		1			
Steve Westcamp <i>KAREN E. KADWEL</i>		1			
PROXY <i>CRISTOBOL GALLARDO</i>				1	
Kevin Sweetwood <i>Kevin Sweetwood</i>		1			
Lariana Sanchez <i>Lariana Sanchez</i>					1
Grace Inman <i>SHAWY GARZA</i>			1		
Ramona Sumait <i>RAMONA SUMAIT</i>				1	
Brandon Banks <i>IRENE</i>					1
Katie Killian <i>STUDENT REP</i>				1	
Alex Johnson <i>Alex Johnson</i>		1			
Jacob Johnson <i>Jacob Johnson</i>					1
Numbers of members of each category	1	4	2	3	3

At secondary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

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 (**Check those that apply**):

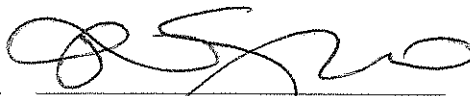
- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 02/04/2013

Attested:

Rocco Greco

Typed Name of School Principal



Signature of School Principal

6/6/13

Date

~~KEVIN SWEETWOOD~~

Typed Name of SSC Chairperson



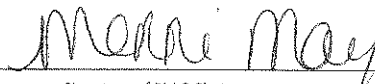
Signature of SSC Chairperson

6/6/13

Date

Merri May

Typed Name of ELAC Chairperson



Signature of ELAC Chairperson

6/6/13

Date

North Marysville School-Level Parental Involvement Policy

North Marysville has developed a written Title I parent involvement policy with input from Title I parents. This policy was created by reviewing available funds, remediation options feasible given funds and delineated through our site plan as well as the homes role in academically supporting their student. The policy was distributed to parents of Title I students. Every parent receives these notifications with student handbooks and first day packets when students start with alternative education. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents in the Title I program at North Marysville, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This occurs on the same day, just prior to our first two site council meetings of the year.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. After the initial meeting, documents are kept in the office and parents are encourage to come in and view and participate through conversation with staff.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy. After the initial meeting, documents are kept in the office and parents are encourage to come in and view and participate through conversation with staff. Also quarterly meetings of ELAC, TITLE 1 and site council occur.
4. The school provides parents of Title I students with timely information about Title I programs. This occurs in our monthly newsletters, and flyers to events when relevant.
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is done in the student handbook, on the web and in event flyers.
6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This occurs at site council meetings, ELAC, TITLE 1 meetings as well as an open door policy that is related to all parents at their individualized enrollment meetings.

School-Parent Compact

North Marysville distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, and opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

Outlined in the handbook and in each newsletter.

Building Capacity for Involvement

North Marysville engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

Outlined in the handbook and in each newsletter.

2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

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

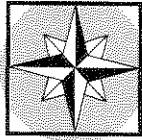
Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

Accessibility

North Marysville provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. Outlined in the handbook and in each newsletter. Also there are meetings regularly, as well as a defined policy stated at each individualized enrollment to increase the chance of family participation in the educational process.



North Marysville School-Parent Compact

The 2013-14 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

North Marysville Continuation High School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Summit, and Open House welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement. Teachers are available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____

Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____

Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2012-13

School: South Lindhurst Continuation High School

Principal: Rocco Greco

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on 3/28/2013.

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

SOUTH LINDHURST

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.

What data did you use to form this goal (findings from data analysis)? State testing, Grade reporting, ASAM data.	What did the analysis of the data reveal that led you to this goal? The scores of the students entering alternative education are lower than the past. The goal remains the same, but our progress to make the goal will have to be greater to attain it.
Who are the focus students and what is the expected growth? All students' 10th - 12th grades.	What data will be collected to measure student achievement? State testing, Grade reporting, ASAM data.
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable). Higher proficiency levels that exceed API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1 Extra assignment classroom instruction to augment education program and address diverse student needs. Also, Substitutes for staff development addressing trends and development of alternative education programs.	
1.2 Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA and ELD.	We saw ELA gains in the students, but not in comparison to last years group. The value added in ELA per student increased, but our group this year had farther to grow to meet their goals. We believe in the 3 years we have had this expenditure that their have been consistent ELA gains and that this expenditure plays a key role in that goal. Our students are regularly found with their faces in books and their ability to read and think analytically is increasing. This is verified on test data, but more importantly in their post-secondary enrollment. The enrollment is up, far exceeding years prior.
1.3 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license for Pearson credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory	The data backing our Novanet programs is strong, due to change in staffing and change of facilities this component did not get full implementation. Our contract lasts through march and we will continue to gather information. However at this point I have to state the the implementation results are not statistically significant enough to continue with the expenditure into next year. We believe a shift to para-educators and having a greater number of individuals working with students, under professional guidance will yield higher test and graduation results.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.4 SUMMER SCHOOL Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th. Teacher(classroom) 7:30am - 3:00pm X 15days)\$4,934.25 Teacher(classroom) 7:30am–11:30pm X 15days) \$2,631.60Administration/Counseling/Teacher 7:30am – 3:00pm x 15days \$5,263.20Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840Supplies \$167.20(afternoon cross funded ABL)	Evaluating last year's summer school program shows data to suggest it was one of the most valuable interventions last year. their were an additional 4 gradations, 12 students from MHS that were able to remediate their losses and remain at comprehensive high school, as well as having the 50 students that returned to NMHS being our highest credit earners during the year following the summer school. These students on average gained an additional 12 credits per semester relative to their non-summer school peers.
1.5 Instructional assistant to work one on one with struggling students and help develop academic plans as set forth by classroom teacher.	This goal was added part way through the year and has allowed for one of the best motivating interventions. The teacher that is utilizing the para educator is seeing a greater level of on task time and credits earned as self reported by teacher. Also the CAHSEE math rates, the para is in our math class, have dramatically improved again, more than doubling the ELA pass rates.
1.6 Production, Display and dissemination of student centered materials regarding academics, health and wellness services available.	Decreased teen pregnancy at south by over 25% this year. Healthy kids Survey from last year shows decrease in dangerous behaviors. Increase in parenting teens participating in advertised and endorsed parenting program.

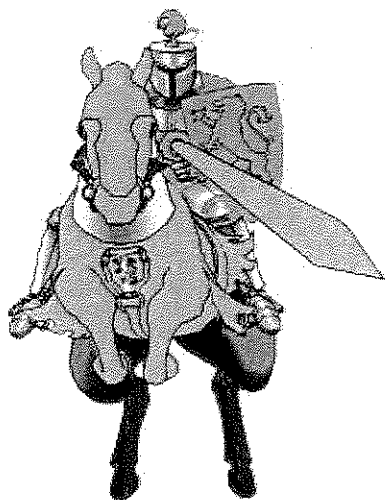
GOAL #2

Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them in becoming contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration and counseling, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.	What did the analysis of the data reveal that led you to this goal? All area's have seen significant gains, however we still have a very long way to go in helping all students become proficient.
Who are the focus students and what is the expected growth? All students, K-2	What data will be collected to measure student achievement? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable). Not in PI

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs. Production display and dissemination of student centered work, health options and agencies. Aimed at open house.	80% of students graduating this year have pre-enrolled into a secondary education. Of our semester grads, all but 2 started at the Junior college, Wyotech or another type of post secondary program. PASS officer on top of disciplinary intervention and counseling has begun to walk every student through FAFSA and post-secondary enrollment procedures.



2013-14
Single Plan for Student Achievement (SPSA)

South Lindhurst Continuation High School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal: Rocco Greco	Telephone: (530) 749-6919
Address: 4444 Olive Dr.	Email Address: rgreco@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5830096
☒ Initial Plan Approval: 06-06-2012	
☐ Plan Revision Approval:	

Approved by District Board of Education on 14th August 2012.

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	475	436	617	591	
Growth Target	D	D	9	10	
API Growth Score	436	618	598	511	
Actual Growth	-39	182	-19	-80	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	100		100	--		--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100		100	--		100	100		--	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--		--	--		--	--		--	--	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	72	100		75	100		50	--		--	--	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	Yes		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	--	100		--	--		72	100		--	100	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--		--	--		--	--		--	--	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	*	9		*	0		*	64		*	27	
11	19	8		15	20		30	27		36	45	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
11	*	*		*	*		*	*		*	*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	*	*		*	*		*	*		*	*	
11	8	10		275.7	273.3		28	12		292.8	278.9	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	*	*		*	*		*	*		*	*	
11	0	*		266.9	*		16	7		283.5	269.7	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Grade 9: General Mathematics (Grades 6&7 Standards)					
	% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American						
Hispanic/Latino						
English Learner						
Socio-Economically Disadvantaged						

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	*	0		*	0		*	18		*	82	
11	3	2		30	10		50	55		17	33	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
	11	0	5		290.0	262.2	
English Learner	11	8	0		286.3	268.8	
	9						
Socio-Economically Disadvantaged	9						
	11	0	2		289.0	265.4	

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Geometry		
	Grade	% At or Above Proficient	Mean Scale Score

		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	All Students: Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (South Lindhurst Continuation High School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	12	20	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	12	20	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	No	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	12	0	21		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	12	0	21		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
10			*****	***							*****
11					*****	***					*****
12	2	13	10	63	4	25					16
Total	2	10	11	55	7	35					20

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

2012-13 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2012-13 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	18	13.7		18	13.7		16.6	14.4	
Graduation Rate		80.03		80.53	80.03		80.53	76.26	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4A Benchmark (Algebra Only)				
	% At or Above Proficient: Mathematics				
	2011-12	2012-13	2013-14	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:

ASAM

(Insert CDE Chart here)

Summarize and draw conclusions regarding the school's District Benchmark Data:

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) SOUTH LINDHURST All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates.	
What data did you use to form this goal (findings from data analysis)? State testing, Grade reporting, ASAM data.	What did the analysis of the data reveal that led you to this goal? Not all students have met this basic high school exit criteria.
Who are the focus students and what is the expected growth? All students' 10th - 12th grades.	What data will be collected to measure student achievement? State testing, Grade reporting, ASAM data.
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable). Not in PI.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Instructional assistants to work one on one with struggling students and help develop academic plans as set forth by classroom teacher. 3 para educators, 1 to focus work on EL students, the remaining two to focus on remediate low SES students that are working below grade level.	08/2013 - 06/2014	To aid in classroom achievement, guide students with on-line courses and offer 1 on 1 assistance to ELD and Low SES students. calculated at 3.75 hrs per day and \$18 per hour with Fringe costs included for 180 days. 12,150 per para split funding.	EIA-SCE 20,070 EIA-LEP 5,938 Title I 10,442
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Production, Display and dissemination of student centered materials regarding academics, health and wellness services available.	08/2013 - 06/2014	Ink, paper, production costs associated.	T1-PI 350
1.3 Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools.	08/2013 - 06/2014	Computers, site license for Pearson or e credit remediation program, ELD augmented reading.	Title I 2,422

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license for, Pearson credit remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as materials, as well as hours to hire tech to work in laboratory		materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory.	
1.4 SUMMER SCHOOL Extended school year for at risk students. Expenditure would include, teacher salaries, counseling to students, administrative and clerical support as well as materials and supplies. School would run June 11th – 29th. Teacher(classroom) 7:30am -3:00pm X 15days)\$4,934.25 Teacher(classroom) 7:30am–11:30pm X 15days) \$2,631,60 Administration/Counseling/Teacher 7:30am – 3:00pm x 15days \$5,263.20 Clerk 10days @ Est \$23p/hr 7:30-3:00pm \$1,840 Supplies \$167.20 (afternoon cross funded ABL)	08/2013 - 06/2014	SUMMER SCHOOL Teacher salaries would consist of 15 school days paid at \$43.86 per hour for 4 hours a day for two teachers. A (possible) additional 3.5 hours a day would be paid to one teacher to oversee the 25 online students taking courses through Pearson digital online. The clerical would consist of a 4 hour person to do date entry, answer phones and maintain attendance records. Administration would manage course work, attend to discipline and do outreach and intervention. Supplies would consist of paper, ink and pens, pencils. Carry over funding from allocation last year, but expensing July.	LEP-CO CO EIA-SCE CO

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs)		
Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them in becoming contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration and counseling, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.		
What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.	What did the analysis of the data reveal that led you to this goal? We have not reached 100 percent of students meeting this basic needs goal.	
Who are the focus students and what is the expected growth? All students, K-2	What data will be collected to measure student achievement? CAHSEE passing rates, PASS statistics, suspension rates, CST/STAR test results.	
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable): Not in PI	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs. consultant hourly.		Pass officer wages	Title I 5,000
Evaluation of activities to determine if successful in closing the achievement gap			
Student attendance and disciplinary infractions will be measured to establish a proposed decline in student behaviors that keep them from attending school. Students who attend school regularly and use appropriate behaviors while in attendance are able to receive additional student services that will assist all students in reaching high standards.			

2013-14 Program Expenditure Summary									
Goal 1		Goal 2		Goal 3		Goal 4		Goal 5	
EIA-SCE	20,070	EIA-SCE	0	EIA-SCE	0	EIA-SCE	0	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	5,938	EIA-LEP	0	EIA-LEP	0	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	12,864	Title I	5,000	Title I	0	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	350	Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	0	Other	0	Other	0	Other	0
Total	39,222	Total	5,000	Total	0	Total	5,000	Total	0
Goal 4		Goal 5		Goal 6		Goal 7		Goal 8	
EIA-SCE	0	EIA-SCE	0	EIA-SCE	0	EIA-SCE	0	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	0	EIA-LEP	0	EIA-LEP	0	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	0	Title I	0	Title I	0	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0	Title I Parent Involvement Carryover	0
Other	0	Other	0	Other	0	Other	0	Other	0
Total	0	Total	0	Total	0	Total	0	Total	0
Total Allocation*		Total Expenditures		Balance**					
Single Plan for Student Achievement for South Lindhurst Continuation High School		South Lindhurst Continuation High School		South Lindhurst Continuation High School		South Lindhurst Continuation High School		South Lindhurst Continuation High School	

EIA-SCE	\$20,070
EIA-SCE Carryover	0
EIA-LEP	\$5,938
EIA-LEP Carryover	0
Title I	\$17,864
Title I Carryover	0
Title I Parent Involvement	\$350
Title I Parent Involvement Carryover	0
Other	0
Total	44,222

EIA-SCE	20,070
EIA-SCE Carryover	0
EIA-LEP	5,938
EIA-LEP Carryover	0
Title I	17,864
Title I Carryover	0
Title I Parent Involvement	350
Title I Parent Involvement Carryover	0
Other	0
Total	44,222

EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement Carryover	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$713

Estimated Cost from EIA/LEP: \$188

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$20,070
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$5,938
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	901
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$26,909

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$17,864
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$350
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$18,214

Total amount of state and federal categorical funds allocated to this school	\$45,123
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rocco Greco	1				
Donna Cummings			1		
Bob Duggan		1			
Steve Westcamp		1			
Cristobol Gallardo				1	
Kevin Sweetwood		1			
Laraina Sanchez					1
Grace Inman			1		
Ramona Sumahit				1	
Brandon Parks					1
Katie Killian				1	
Alex Johnson		1			
Jacob Johnson					1
Numbers of members of each category	1	4	2	3	3

At secondary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members, and pupils. Classroom teachers must comprise the majority of persons represented under section (a). Parity between pupils and parents or other community members must be ensured. Members must be elected by their peer group. (Education Code 52012)

The smallest secondary council has 12 members: Principal (1), Teacher (4), Other School Personnel (1), Parents (3,) and Pupils (3).

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 **(Check those that apply)**:

- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 02/04/2013

Attested:

Rocco Greco

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

South Lindhurst School-Level Parental Involvement Policy

South Lindhurst has developed a written Title I parent involvement policy with input from Title I parents. This policy was created by reviewing available funds, remediation options feasible given funds and delineated through our site plan as well as the homes role in academically supporting their student. The policy was distributed to parents of Title I students. Every parent receives these notifications with student handbooks and first day packets when students start with alternative education. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents in the Title I program at South Lindhurst, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This occurs on the same day, just prior to our first two site council meetings of the year.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. After the initial meeting, documents are kept in the office and parents are encourage to come in and view and participate through conversation with staff.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy. After the initial meeting, documents are kept in the office and parents are encourage to come in and view and participate through conversation with staff. Also quarterly meetings of ELAC, TITLE 1 and site council occur.
4. The school provides parents of Title I students with timely information about Title I programs. This occurs in our monthly newsletters, and flyers to events when relevant.
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is done in the student handbook, on the web and in event flyers.
6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This occurs at site council meetings, ELAC, TITLE 1 meetings as well as an open door policy that is related to all parents at their individualized enrollment meetings.

School-Parent Compact

South Lindhurst distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, and opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

Outlined in the handbook and in each newsletter.

Building Capacity for Involvement

South Lindhurst engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

Outlined in the handbook and in each newsletter.

2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

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

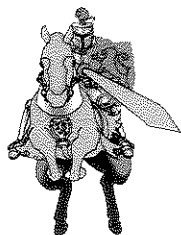
Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

Accessibility

South Lindhurst provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. Outlined in the handbook and in each newsletter. Also there are meetings regularly, as well as a defined policy stated at each individualized enrollment to increase the chance of family participation in the educational process.



South Lindhurst School-Parent Compact

The 2013-14 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

South Lindhurst Continuation High School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Summit, and Open House welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement. Teachers are available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____

Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____

Date: _____

SINGLE PLAN FOR STUDENT ACHIEVEMENT Annual Program Evaluation - 2012-13

School: Abraham Lincoln Alternative School

Principal: Rocco Greco

School Site Council Certification

The SSC annually determines if the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards. (20 USC 6314[b][1][2], 6315[c][2]; EC 64001[f])

Annual Program Evaluation Reviewed by the School Site Council on .

Principal's Signature: _____

SSC Chair Signature: _____

GOAL #1

Abraham Lincoln

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates. Benchmark assessments will be used to monitor student achievement and will strengthen our high school programs with an academic emphasis in English and Mathematics. To help increase student achievement Alternative Ed Programs will be restructured to better meet the needs of all students.

What data did you use to form this goal (findings from data analysis)? State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.	What did the analysis of the data reveal that led you to this goal? Students needed a pacing system that delivered the specific interventions needed (i.e. ELD and SDC tools) that could be accessed at home so that parent support be an intervention.
Who are the focus students and what is the expected growth? All students K - 12th grades.	What data will be collected to measure student achievement? State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.
What process will you use to monitor and evaluate the data? Grade reporting, API reports, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.	Actions to improve achievement to exit program improvement (if applicable). Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal		Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.1	Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA.	The number of students earning literature/ELA credit via novels and reading has increased. Teachers report increased reading levels on assessments. CST's in ELA have climbed steadily, we believe this expenditure is part of that result. A far greater number of students can be seen reading and quantified via their ELA data. All three years we have had this expenditure, ELA results have increased on standardized results.
1.2	Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools. Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license (Pearson) credit/skill remediation program, ELD augmented reading materials, Language programs, hook up and installation materials. Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory	The data backing our Novanet programs is strong, due to change in staffing and change of facilities this component did not get full implementation. Our contract lasts through march and we will continue to gather information. However at this point I have to state that the implementation results are not statistically significant enough to continue with the expenditure into next year. We believe a shift to para-educators and having a greater number of individuals working with students, under professional guidance will yield higher test and graduation results.

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
1.3 Additional classroom support for at risk expelled students, Para educator to work with expelled ELD students and assist in grade level aquisition.	This goal was added part way through the year and has allowed for one of the best motivating interventions. The teacher that is utilizing the para educator is seeing a greater level of on task time and credits earned as self reported by teacher. Also the CAHSEE math rates, the para is in our math class, have dramatically improved again, more than doubling the ELA pass rates.

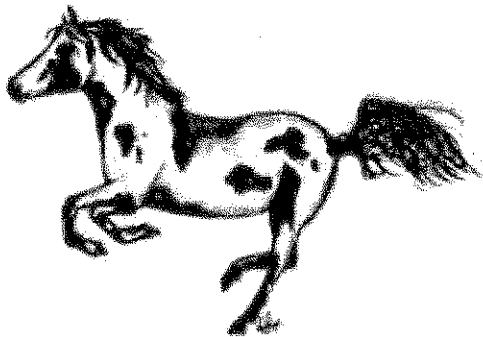
GOAL #2

SCHOOL GOAL #2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.

What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, MJUSD consultant statistics, suspension rates, CST/STAR test results.	What did the analysis of the data reveal that led you to this goal? Student risk factors analysis, evaluation and developing a student case plan will identify targeted academic service needs and assist us increasing a safe and academically rich environment.
Who are the focus students and what is the expected growth? All student enrolled in the program Kindergarten through 12th grade.	What data will be collected to measure student achievement? Increased proficiency levels for all students. Graduation rates
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable). Not in PI

Please report progress in actions implemented this year:

Actions To Be Taken To Reach This Goal	Evaluation Of Researched-Based Activities To Determine If Action Was Successful In Closing The Achievement Gap And Elevating Student Achievement Include specific expenditures and report student achievement outcomes based on measurements noted above.
2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs	80% of students graduating this year have pre-enrolled into a secondary education. Of our semester grads, all but 2 started at the Junior college. Wyotech or another type of post secondary program. PASS officer on top of disciplinary intervention and counseling has begun to walk every student through FAFSA and post-secondary enrollment procedures.



2013-14
Single Plan for Student Achievement (SPSA)

Abraham Lincoln Alternative School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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 Consolidated Application (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:

Principal: Rocco Greco	Telephone: (530) 740-6489
Address: 1919 B St.	Email Address: rgreco@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5830054
☒ Initial Plan Approval: 9-11-12	
☐ Plan Revision Approval:	

Approved by District Board of Education on 14 August 2012.

Performance Data & Conclusions**Academic Performance Index**

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	541	480	555	563	
Growth Target	13	16	12	12	
API Growth Score	481	556	603	589	
Actual Growth	-60	76	48	26	

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	75	90		80	90		--	100		--	100	
Number At or Above Proficient	--	6		--	4		--	--		--	--	
Percent At or Above Proficient	--	25.0		--	30.8		--	--		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	75	86		75	91		87	90		50	84	
Number At or Above Proficient	--	--		--	--		--	1		--	--	
Percent At or Above Proficient	--	--		--	--		--	9.1		--	--	
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--		--	--		--	--		--	--	

Summarize and draw conclusions regarding the school's ELA Adequate Yearly Progress (AYP) results:

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	70	79		80	80		--	100		--	0	
Number At or Above Proficient	--	3		--	2		--	--		--	--	
Percent At or Above Proficient	--	15.0		--	16.7		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No		--	--		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	65	81		63	64		87	79		25	67	
Number At or Above Proficient	--	--		--	--		--	--		--	--	
Percent At or Above Proficient	--	--		--	--		--	--		--	--	
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--		--	--		--	--		--	--	

Summarize and draw conclusions regarding the school's Math Adequate Yearly Progress (AYP) results:

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*		*	*		*	*		*	*	
8	18	6		18	24		27	35		36	35	
9	17	38		28	31		17	16		39	16	
10	4	4		33	33		22	37		41	26	
11	13	7		10	27		26	27		52	40	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
11	*	*		*	*			*			*	

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
9	*	18		*	304.1		27	53		314.5	339.7	
10	*	9		*	295.7		6	0		285.1	274.8	
11	9	7		251.6	273.8		13	10		274.0	285.3	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	*	*		*	*		*	0		*	280.3	
9	*	*		*	*		8	38		280.2	327.9	
10	*	*		*	*		0	5		283.5	282.0	
11	*	*		*	*		5	3		253.7	275.2	

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*		*	*		*	*		*	*	

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*		*	*		*	*		*	*	

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	*	*		*	*		*	*		*	*	

Subgroup	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	8		*			*	
Hispanic/Latino	8	*	*		*	*	
White	8	*	*		*	*	
English Learner	8	*	*		*	*	
Socio-Economically	8	*	*		*	*	

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically	7						

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	8						
Hispanic/Latino	8						
English Learner	8						
Socio-Economically	8						

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9	*			*		
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9	*			*		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (Abraham Lincoln Alternative School)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	1	10	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	1	10	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	No	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	1	0	11		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	
Percent with Prior Year Data	100	99.9	
Number in Cohort	2,011	2,004	
Number Met	962	1,230	
Percent Met	47.8	61.4	
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	0	1	0	11		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

California English Language Development (CELDT) Data

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	2011-12 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTLE= EL student 5+ years):

2012-13 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2012-13 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	51.3	48.9		18	13.7		16.6	14.4	
Graduation Rate	41.56	43.33		80.53	80.03		80.53	76.26	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14
8 – Algebra Readiness			
8 – Algebra 1			

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2011-12	2012-13	2013-14

Summarize and draw conclusions regarding the school's District Benchmark Data:

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Abraham Lincoln All students will reach high standards; at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates. Benchmark assessments will be used to monitor student achievement and will strengthen our high school programs with an academic emphasis in English and Mathematics. To help increase student achievement Alternative Ed Programs will be restructured to better meet the needs of all students.			What data did you use to form this goal (findings from data analysis)? State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.	What did the analysis of the data reveal that led you to this goal? Students needed a pacing system that delivered the specific interventions needed (i.e. ELD and SDC tools) that could be accessed at home so that parent support be an intervention.
Who are the focus students and what is the expected growth? All students K - 12th grades.				What data will be collected to measure student achievement? State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.
What process will you use to monitor and evaluate the data? Grade reporting, API reports, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, STAR test, and CAHSEE results.				Actions to improve achievement to exit program improvement (if applicable). Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).		Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1	Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA.	8/13 - 6/14	Reading books for classroom libraries. 0 allocation until CO release	EIA-SCE 0
Evaluation of activities to determine if successful in closing the achievement gap				
1.2	Development of virtual laboratory to be used for credit remediation, ELD augmentation and SDC curricular tools.	8/13 - 6/14	Computers, site license for Pearson (nova net converting to grad point), ELD augmented reading	EIA-SCE 0

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
Laboratory to be used and funded by ABL and SLHS for 8am-3pm use by SLHS and 3pm-6pm use by ABL. Parents of both programs will be invited in for sessions on how to work with their students at home and how to support their education. SLHS will have access to laboratory after hours if additional remediation is needed. Materials included in creation of lab are: Computers, site license (Pearson)credit/skill remediation program, ELD augmented reading materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory		materials, Language programs, hook up and installation materials, Realia specifically for science and math, Supplemental text materials, as well as hours to hire tech to work in laboratory. No allocation until CO release	
Credit evaluation for those students using Nova Net. 2. Higher proficiency levels for all students and increased percentages of those students passing the CAHSEE which would correlate to higher graduation rates. 1.3 Additional classroom support for at risk expelled students. Papa educator to work with expelled ELD and low SES at risk students and assist in grade level remediation.	8/13 - 6/14	salary hours (SG) based on \$18 dollars an hour for 3.75 hours 180 days. Slight shortfall covered either at CO release or with general fund.	EIA-SCE 6,520 EIA-LEP 5,278

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth 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:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) SCHOOL GOAL # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.			
What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, MIUSD consultant statistics, suspension rates, CST/STAR test results.	What did the analysis of the data reveal that led you to this goal? Student risk factors analysis, evaluation and developing a student case plan will identify targeted academic service needs and assist us increasing a safe and academically rich environment.		
Who are the focus students and what is the expected growth? All student enrolled in the program Kindergarten through 12th grade.	What data will be collected to measure student achievement? Increased proficiency levels for all students. Graduation rates		
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 PASS OFFICER- Funds used for wages of PASS officer. PASS officer works with students on probation, as well as mediating student conflict to increase student time in academic setting and increase school to home communication of student needs		PASS Officer wages	EIA-SCE 5,000
Evaluation of activities to determine if successful in closing the achievement gap Student attendance and disciplinary infractions will be measured to establish a proposed decline in student behaviors that keep them from attending school. Students who			

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
attend school regularly and use appropriate behaviors while in attendance are able	to receive additional student services that will assist all students in reaching high standards.		

2013-14 Program Expenditure Summary

Goal 1		Goal 2		Goal 3	
EIA-SCE	6,520	EIA-SCE	5,000	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	5,278	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	0	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	11,798	Total	5,000	Total	0

Goal 4		Goal 5		Goal 6	
EIA-SCE	0	EIA-SCE	0	EIA-SCE	0
EIA-SCE Carryover	0	EIA-SCE Carryover	0	EIA-SCE Carryover	0
EIA-LEP	0	EIA-LEP	0	EIA-LEP	0
EIA-LEP Carryover	0	EIA-LEP Carryover	0	EIA-LEP Carryover	0
Title I	0	Title I	0	Title I	0
Title I Carryover	0	Title I Carryover	0	Title I Carryover	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Title I Parent Involvement	0	Title I Parent Involvement	0	Title I Parent Involvement	0
Other	0	Other	0	Other	0
Total	0	Total	0	Total	0

Total Allocation	
EIA-SCE	\$11,520
EIA-SCE Carryover	0
EIA-LEP	\$5,278
EIA-LEP Carryover	0
Title I	\$0
Title I Carryover	0
Title I Parent Involvement	\$0
Title I Parent Involvement	0
Other	0
Total	16,798

Total Expenditures	
EIA-SCE	11,520
EIA-SCE Carryover	0
EIA-LEP	5,278
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Other	0
Total	16,798

Balance	
EIA-SCE	0
EIA-SCE Carryover	0
EIA-LEP	0
EIA-LEP Carryover	0
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Title I Parent Involvement	0
Total	0

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Economic Impact Aid

Program Support Goal: Track and Monitor Student Performance

The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Estimated Cost from EIA/SCE: \$1409

Estimated Cost from EIA/LEP: \$167

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Provide additional programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$11,520
Economic Impact Aid/ State Compensatory Education - Carryover	0
Economic Impact Aid/ Limited English Proficiency <u>Purpose:</u> Provide additional programs and services for English learners and limited English proficient students to achieve grade-level proficiency.	\$5,278
Economic Impact Aid/ Limited English Proficiency - Carryover	0
Central Services Expenditures	1,576
List and Describe Other State or Local Funds:	0
Total amount of state categorical funds allocated to this school	\$18,374

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
Title I, Part A: Targeted Assistance Program - Carryover	0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$0
Title I, Part A: Parent Involvement - Carryover	0
Central Services Expenditures	0
List and Describe Other Federal Funds:	0
Total amount of federal categorical funds allocated to this school	\$0

Total amount of state and federal categorical funds allocated to this school	\$18,374
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Rocco Greco	1			
Donna Cummings			X	X
Bob Duggan		X		
Steve Westcamp		X		
Cristobol Gallardo				X
Kevin Sweetwood		X		
Lariana Sanchez				X
Grace Inman			X	
Ramona Sumait				X
Brandon Parks				X
Katie Killian				X
Alex Johnson		X		
Jacob Johnson				X
Numbers of members of each category	1	4	2	7

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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 (**Check those that apply**):

- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 02/04/2013

Attested:

Rocco Greco

Typed Name of School Principal

Signature of School Principal

Date

Kevin Sweetwood

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

Abraham Lincoln School-Level Parental Involvement Policy

Abraham Lincoln has developed a written Title I parent involvement policy with input from Title I parents. This policy was created by reviewing available funds, remediation options feasible given funds and delineated through our site plan as well as the homes role in academically supporting their student. The policy was distributed to parents of Title I students. Every parent receives these notifications with student handbooks and first day packets when students start with alternative education. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents in the Title I program at Abraham Lincoln, the following practices have been established:

1. The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This occurs on the same day, just prior to our first two site council meetings of the year.
2. The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. After the initial meeting, documents are kept in the office and parents are encourage to come in and view and participate through conversation with staff.
3. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I Parental Involvement Policy. After the initial meeting, documents are kept in the office and parents are encourage to come in and view and participate through conversation with staff. Also quarterly meetings of ELAC, TITLE 1 and site council occur.
4. The school provides parents of Title I students with timely information about Title I programs. This occurs in our monthly newsletters, and flyers to events when relevant.
5. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is done in the student handbook, on the web and in event flyers.
6. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This occurs at site council meetings, ELAC, TITLE 1 meetings as well as an open door policy that is related to all parents at their individualized enrollment meetings.

School-Parent Compact

Abraham Lincoln distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The ways parents will be responsible for supporting their children's learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, and opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

Outlined in the handbook and in each newsletter.

Building Capacity for Involvement

Abraham Lincoln engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

Outlined in the handbook and in each newsletter.

2. The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

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

Outlined in the handbook and in each newsletter.

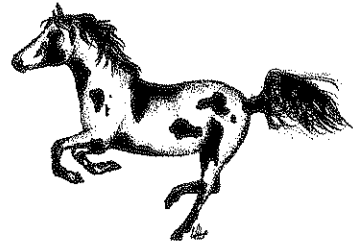
6. The school provides support for parental involvement activities requested by Title I parents.

Outlined in the handbook and in each newsletter.

Accessibility

Abraham Lincoln provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. Outlined in the handbook and in each newsletter. Also there are meetings regularly, as well as a defined policy stated at each individualized enrollment to increase the chance of family participation in the educational process.

Abraham Lincoln School-Parent Compact



The 2013-14 School-Parent Compact outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Abraham Lincoln will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Parents and the community are always welcome on our campus.
- Consult with parents in meaningful dialogue about individual student's achievement. Teachers are available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for learning.
- Monitor amount of television my child watches.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____

Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Dedicate academic time every day and be ready to learn and work hard.
- Do my assignments every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____

Date: _____