



Date of this revision: December 4, 2012

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 No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Kathy Woods

Position: Director

Telephone Number: 530-749-6162

Address: 1919 B Street, Marysville, CA 95901

E-mail Address: kwoods@mjusd.com



Marysville Joint Unified School District

Form A: 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) 65% or more of all students in the Arboga Title 1 Preschool will score either "Building" or "Integrating" in the following domain areas: Self and Social Development, Language and Literacy Development, English Language Development, Cognitive Development, Mathematical Development, Physical Development and Health.				
Student groups and grade levels to participate in this goal: All Arboga Title 1 Preschool students	Anticipated annual performance growth for each group:			
Means of evaluating progress toward this goal: Individual Desired Results Developmental Profile (DRDP) date Desired Results Developmental Profile Summary of Findings	Group data to be collected to measure academic gains:			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Provide Title 5 qualified preschool teacher to facilitate instruction to the preschool students utilizing the California Preschool Learning Foundations and targeted instruction of the DRDP Measures.	8-27-12 to 6-13-13	Preschool teacher salary and benefits	\$11,636.50	Title 1
Provide two No Child Left Behind "Highly Qualified" paraprofessionals to assist teacher in offering supplemental instruction.	8-27-12 to 6-13-13	Paraprofessional teacher salary and fringe benefits	\$22,192.00	Title 1
Provide release time for teacher for articulation, data analysis and to observe other teachers. Release time for peer observations and opportunities to dialogue with other teachers about effective teaching strategies, curriculum alignment, student achievement, etc.	9-1-12 to 6-13-13	Sub release and benefits	\$500.00	Title 1
Provide staff development opportunities to improve content instruction, instructional strategies, classroom management, data analysis, etc.	9-1-12 to 6-13-13	Release time	\$300.00	Title 1
Provide instructional materials to allow teacher to present the California Preschool Learning Foundations and DRDP Measures.	8-27-12 to 6-13-13	Curriculum, supplies, books, materials	\$1,750.00	Title 1
Enable teacher to prepare instructional materials by providing duplicating machines, supplies, materials, maintenance contracts and service. Materials may also be sent to the print shop for duplication, enlargement and/or lamination.	8-27-12 to 6-13-13	Maintenance Fees Print Shop Supplies	\$204.55 \$100.00 \$100.00	Title 1 Title 1 Title 1

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SCHOOL GOAL # _____ (Based on conclusions from Analysis of Program Components and Student Data pages)				
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:			
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁵ Completion Date	Proposed Expenditures ⁶	Estimated Cost	Funding Source

⁴ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

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SCHOOL GOAL # _____ (Based on conclusions from Analysis of Program Components and Student Data pages)				
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:			
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:			
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source

⁷ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form C: Programs Included in this Plan MJUSD Preschool

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	Alloc Type	Allocation
☒ Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$ \$ \$
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$ \$ \$
☐ List and Describe Other State or Local funds (list and describe ¹⁰)		\$
Total amount of state categorical funds allocated to this school		\$

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ Title I, Part A: School wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	4107 (resource 3010) 4107- Carryover	\$33,091.24 \$3,691.81
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$ 36,783.05
Total amount of state and federal categorical funds allocated to this school		\$36,783.05

¹⁰ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.



2012-13
Single Plan for Student Achievement (SPSA)

Marysville Charter Academy for the Arts

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: Tim Malone	Telephone: (530) 749-6157
Address: 1917 B St.	Email Address: tmalone@mjustd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5830138
Initial Plan Approval:	
Plan Revision Approval:	

Approved by District Board of Education on .

Performance Data & Conclusions

Academic Performance Index

	2007-08	2008-09	2009-10	2010-11	2011-12
API Base Score	801	812	805	842	838
Growth Target	A	A	A	A	A
API Growth Score	812	805	843	838	873
Actual Growth	11	-7	38	-4	35

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

Since 2009-10, the school has broken out of the 800's to 810's plateau. In 2009-10 and 2010-11, the school test scores hovered around 840. This year the scores increased to the 870's.

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

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	All Students				White				African-American				Asian			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	99	99	99	100	98	100	99	100	100	100	75	100	100	90	100
Number At or Above Proficient	100	123	128	144	75	72	81	72	--	--	--	--	--	--	--	--
Percent At or Above Proficient	73.0	81.5	78.0	85.7	77.3	82.8	85.3	83.7	--	--	--	--	--	--	--	--
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	--	--	--	--	--

PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	97	100	100	100	100	100	100	100	100	99	100	100	100	86
Number At or Above Proficient	17	27	16	41	11	12	--	10	42	44	49	68	--	--	--	--
Percent At or Above Proficient	63.0	77.1	64.0	87.2	73.3	66.7	--	71.4	70.0	74.6	73.1	86.1	--	--	--	--
AYP Target	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**	46.0* 44.5**	56.8* 55.6**	67.6* 66.7*	78.4* 77.8**
Met AYP Criteria	--	--	--	--	--	--	--	--	Yes	Yes	Yes	Yes	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=46.0%), (2010=56.8%), (2011=67.6%), (2012=78.4%)

** = AYP Target for High Schools (2009=44.5%), (2010=55.6%), (2011=66.7%), (2012=77.8%)

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

Adequate Yearly Progress (AYP) Data: Mathematics

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	All Students				White				African-American				Asian			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	99	99	100	100	100	99	100	100	100	100	100	100	90	100
Number At or Above Proficient	62	84	101	101	48	51	64	53	--	--	--	--	--	--	--	--
Percent At or Above Proficient	45.3	54.9	61.6	59.8	49.5	57.3	67.4	61.6	--	--	--	--	--	--	--	--
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**
Met AYP Criteria	Yes	Yes	Yes	No	Yes	Yes	Yes	No	--	--	--	--	--	--	--	--

PROFICIENCY LEVEL	Mathematics Performance Data by Student Group															
	Hispanic				English Learners				Socioeconomic Disadvantaged				Students w/Disabilities			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Participation Rate	100	100	97	100	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	8	17	16	28	6	11	--	6	23	31	37	44	--	--	--	--
Percent At or Above Proficient	29.6	48.6	64.0	59.6	40.0	61.1	--	42.9	38.3	52.5	55.2	55.0	--	--	--	--
AYP Target	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**	47.5* 43.5**	58.0* 54.8**	68.5* 66.1**	79.0* 77.4**
Met AYP Criteria	--	--	--	--	--	--	--	--	No	Yes	Yes	No	--	--	--	--

* = AYP Target for Elementary/Middle Schools (2009=47.5%), (2010=58.0%), (2011=68.5%), (2012=79.0%)

** = AYP Target for High Schools (2009=43.5%), (2010=54.8%), (2011=66.1%), (2012=77.4%)

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	87	72	90	11	20	9	2	5	1	0	3	0
8	75	82	83	20	15	12	5	4	5	0	0	0
9	76	72	87	20	20	10	2	6	3	2	2	0
10	71	68	73	22	25	20	6	5	6	0	2	2
11	76	62	79	20	36	19	2	2	0	2	0	2

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	*		*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*		*	*	
11	*	*	*	*	*	*		*	*		*	*

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	*	58	95	*	362.9	402.5	83	79	85	390.7	391.7	394.1
8	67	*	83	378.5	*	397.1	76	87	84	384.2	403.0	392.1
9	*	71	79	*	362.6	373.0	79	72	94	390.4	380.0	409.2
10	75	*	65	364.7	*	369.5	79	74	76	378.1	379.6	380.1
11	*	75	*	*	360.8	*	86	55	77	391.0	365.4	384.8

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	*	*	*	*	*	*	88	68	91	375.7	369.8	393.8
8	*		*	*		*	69	83	85	377.1	376.4	390.2
9		*			*		61	68	82	368.8	369.1	377.1
10	*	*	*	*	*	*	60	60	67	362.9	364.8	366.3
11	*	*	*	*	*	*	81	64	71	376.1	358.7	368.2

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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	57	67	65	31	19	26	11	13	9	0	2	0

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	*	*	*	*	*	*	*	*	*	*	*	*

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	*	58	70	*	364.0	386.7	70	73	67	375.4	379.7	384.6

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
7	*	*	*	*	*	*	53	58	59	352.2	362.0	374.7

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
8	26	58	35	53	37	47	11	5	12	11	0	6
9	*	*		*	*		*	*		*	*	

Subgroup	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	8		*	*		*	*
Hispanic/Latino	8	*	*	*	*	*	*
White	8	25	*	*	320.1	*	*
English Learner	8	*			*		
Socio-Economically	8	23	*	*	326.6	*	*

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		

	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
8	32	50	44	35	39	35	32	11	19	0	0	2
9	17	15	8	41	24	58	38	53	29	3	9	4
10	20	21	33	40	42	58	25	32	8	15	5	0
11		*	*		*	*		*	*		*	*

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	7						
Hispanic/Latino	7						
	10	*	*	*	*	*	*
White	7			*			*
	8	26	50	48	322.3	353.0	359.3
	9	22	14	*	329.4	299.6	*
	10	8	*	*	294.8	*	*
English Learner	7						
Socio-Economically Disadvantaged	7						
	8	31	38	38	329.6	338.6	334.6
	9	27	25	*	327.8	313.1	*
	10	*	*	*	*	*	*

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
9	*	13	37	*	56	40	*	31	23	*	0	0
10	*	27	27	*	27	45	*	40	23	*	7	5
11	40	13	0	20	27	53	27	47	40	13	13	7

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	8						
	11	*	*	*	*	*	*
Asian	8	*			*		
Hispanic/Latino	8						
	10	*	*	*	*	*	*
	11	*	*	*	*	*	*
White	8	*			*		
	9	*	*	35	*	*	338.5

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
	10	*	*	31	*	*	321.9
	11	*	*	0	*	*	297.9
English Learner	8						
Socio-Economically Disadvantaged	8	*			*		
	9	*	*	25	*	*	318.3
	10	*	*	17	*	*	316.8
	11	*	*	*	*	*	*

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
9	*	*	*	*	*	*	*	*	*	*	*	*
10	12	33	46	29	40	38	53	27	15	6	0	0
11	9	13	6	27	40	24	36	40	29	27	7	41

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	9						
Asian	9		*			*	
Hispanic/Latino	9			*			*
White	9	*	*	*	*	*	*
	10	*	36	*	*	333.8	*
	11	*	*	*	*	*	*
English Learner	9						
Socio-Economically Disadvantaged	9		*	*		*	*
	10	*	*	*	*	*	*
	11	*	*	*	*	*	*

Grade Level	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	25	0	42	38	42	42	31	33	17	6	25	0

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
----------	--	--	--	--	--	--	--	--	--	--	--	--

	Grade	% At or Above Proficient			Mean Scale Score		
		2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
African American	9						
Hispanic/Latino	9						
White	9	*			*		
	10	*	*	*	*	*	*
	11	27	*	*	322.5	*	*
English Learner	9						
Socio-Economically Disadvantaged	9						
	11	*	*	*	*	*	*

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

Title III Accountability Data (Marysville Charter Academy for the Arts)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	6	5	11
Percent with Prior Year Data	100%	100%	100.0%
Number in Cohort	6	5	11
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	53.1	54.6	56.0
Met Target	*	*	No

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	6	3	5	1	10
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	*	*	*	*	*	No

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	2030	2,011	2,007
Percent with Prior Year Data	100.0	100	99.9
Number in Cohort	2029	2,011	2,004
Number Met	1109	962	1,230
Percent Met	54.7	47.8	61.4
NCLB Target	53.1	54.6	56.0
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	1416	984	1,358	985	1,296	1,019
Number Met	240	449	231	390	287	489
Percent Met	16.9	45.6	17	39.6	22.1	48.0
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	No	Yes	No	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	2	50	2	50							4
8	*****	***									*****
10	*****	***			*****	***					*****
11	*****	***									*****
12	*****	***	*****	***							*****
Total	7	64	3	27	1	9					11

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

Grade	California English Language Development Test (CELDT) Results for 2010-11											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	#
7	*****	***										*****
9							*****	***				*****
11	*****	***										*****
12	*****	***										*****
Total	4	80					1	20				5

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):

2011-12 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	52	50	96.0	2	4.0	405.0	85.0
Male	16	14	88.0	2	13.0	401.0	81.0
Female	36	36	100.0	0	0.0	407.0	86.0

Race/Ethnicity

American Indian or Alaska Native	1	0	0	0	0	0	0
Pacific Islander	2	0	0	0	0	0	0
Filipino							
Hispanic / Latino	18	16	89.0	2	11.0	395.0	78.0
African American	1	0	0	0	0	0	0
White	24	24	100.0	0	0.0	407.0	83.0
Declined to State	6	0	0	0	0	0	0

Language Fluency

English Only Students	41	40	98.0	1	2.0	407.0	83.0
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)	9	0	0	0	0	0	0
English Learner Students	2	0	0	0	0	0	0

Economic Status

Non-Economically Disadvantaged Students	24	23	96.0	1	4.0	410.0	88.0
Economically Disadvantaged Students	28	27	96.0	1	4.0	400.0	82.0

Special Education Program Participation

Students Receiving Services	1	0	0	0	0	0	0
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Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2011-12 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	53	48	91.0	5	9.0	399.0	75.0
Male	16	15	94.0	1	6.0	406.0	81.0
Female	37	33	89.0	4	11.0	396.0	73.0

Race/Ethnicity

American Indian or Alaska Native	1	0	0	0	0	0	0
Pacific Islander	2	0	0	0	0	0	0
Filipino							
Hispanic / Latino	18	15	83.0	3	17.0	392.0	61.0
African American	2	0	0	0	0	0	0
White	25	24	96.0	1	4.0	401.0	84.0
Declined to State	5	0	0	0	0	0	0

Language Fluency

English Only Students	42	37	88.0	5	12.0	400.0	76.0
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)	9	0	0	0	0	0	0
English Learner Students	2	0	0	0	0	0	0

Economic Status

Non-Economically Disadvantaged Students	26	23	88.0	3	12.0	405.0	77.0
Economically Disadvantaged Students	27	25	93.0	2	7.0	393.0	74.0

Special Education Program Participation

Students Receiving Services	3	0	0	0	0	0	0
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Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate (1-year)									
Graduation Rate		95.12	97.14	77.03	80.53	80.03	78.59	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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	60	57	71	30	63	71
8 – Algebra Readiness				90	48	60
8 – Algebra 1				9	36	35
10	77	86	76			
11	26	27	36			
Algebra 1				18	20	39

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	77	77		25	56	
8 – Algebra Readiness				58	19	
8 – Algebra 1				44	43	
Algebra 1				20	30	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	64	52		37	63	
8 – Algebra Readiness				63	48	
8 – Algebra 1				21	36	
Algebra 1				15	20	

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

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2010-11	2011-12	2012-13
7-12	14	24	
8 – Algebra Readiness			
8 – Algebra 1	17	57	

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	77	85		27	50	
8 – Algebra Readiness				46	21	
8 – Algebra 1				6	27	
12	n/a	n/a				
Algebra 1				3	13	

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2010-11	2011-12	2012-13

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) By June 2013, math proficiency will improve as demonstrated by 78% of 10th graders passing the math CAHSEE at proficient or higher, 37% of Algebra 1 students passing the CST at proficient or higher, and 70% of Pre-Algebra students passing the CST at proficient or higher.	
What data did you use to form this goal (findings from data analysis)? The CST and CAHSEE.	What did the analysis of the data reveal that led you to this goal? MCAA's rate of student achievement in math (proficient or higher) is much lower than in other subjects.
Who are the focus students and what is the expected growth? All math students not achieving proficient or higher on the latest CST.	What data will be collected to measure student achievement? Benchmark, CAHSEE, and CST data.
What process will you use to monitor and evaluate the data? Math teachers will collaborate and review quarterly benchmark data and classroom quiz and test data. They will then reevaluate their plans for student achievement.	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
1.1 Review concepts through warm-ups	8-20-12/ongoing	N/A	
Evaluation of activities to determine if successful in closing the achievement gap			
1.2 Retired math teacher will tutor struggling math students and fill in missing skills.	9-12-12/4-12-12	N/A	
1.3 Strategically target students for in-class interventions and mentoring for selected staff and students.	8-20-12/ongoing	N/A	
1.4 Continue extra staff collaboration time by utilizing the ninth block schedule.	8-20-12/ongoing	N/A	
1.5 Team teaching - improve student engagement and quality of instruction	One time during the 2012-13 school year.	Cost of two substitute teachers for one day.	Block \$210.00
1.6 CAHSEE prep class - targets students that did not pass the CAHSEE pretest at proficient or higher.	1-15-13/3-12-13	Students will take this class during ninth block so there will be no extra cost.	
1.7 Math teachers will observe each other twice during the	8-20-12/6-13-13	Teachers will observe each other, during their prep	

Single Plan for Student Achievement for Marysville Charter Academy for the Arts

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
school year.		periods, at least 2 times during the school year. No additional cost.	
1.8 Professional Development for math teachers.	8-20-12/6-13-12	Cost of subs, registration, parking, and gas.	Block \$800.00
1.9 Retired SCOE math curriculum specialist will help disaggregate data, plan, and improve instruction.	8-20-12/4-20-12	Specialist's fee is \$500.00 per day or \$83.00 per hour. He will come for 2 full days.	Block \$1,000.00

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) Continue additional teacher collaboration time of approximately 45 minutes each month and provide professional development for the teaching staff in order to improve student achievement, as measured by the CST, CAHSEE, AP Exams, and projects and performances that utilize rubrics in the arts.	
What data did you use to form this goal (findings from data analysis)? CST, CAHSEE data, and feedback from arts teachers.	What did the analysis of the data reveal that led you to this goal? Teachers need more time working together so that they can discuss students, data, interventions, lesson planning, etc. in order to target whole classes, individual students, or groups of students.
Who are the focus students and what is the expected growth? Students in the arts classes, all academic students.	What data will be collected to measure student achievement? CST, CAHSEE, benchmark exams, rubrics and student projects and performance videos.
What process will you use to monitor and evaluate the data? Teachers will collaborate, at least monthly, in order to discuss data, rubrics and projects with the aim of improving student achievement. In these collaborative meetings they will reflect on student data, performances, and projects and, when necessary, modify rubrics, lessons, etc. in order to improve student achievement.	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 Continue to disaggregate data and plan accordingly at our monthly collaboration meetings. Evaluation of activities to determine if successful in closing the achievement gap	8-8-12/ongoing	N/A	
2.2 Ninth Block collaboration time, 3 Tuesdays per month, allows collaboration for one department each time. This also allows for crosscurricular collaboration.	8-20-12/ongoing	N/A	
2.3 Substitute teachers will be used to provide additional collaboration time beyond monthly staff meetings and ninth block.	8-20-12/ongoing	The cost of 6 days of substitute teachers. One day equals \$105.00.	Block \$630.00
2.4 District curriculum specialist will help with benchmark data,	8-20-12/ongoing	N/A	

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
instruction, and collaboration.			
2.5 Professional development for teachers (develop and implement a plan to include project based learning, curriculum integration, arts education, AP development, quality instruction, professional communities, and Edusoft).	8-20-12/ongoing	Cost of subs at \$105.00 per day, registration, parking and gas.	Block \$800.00
2.6 Develop and implement a plan to review, create and refine assessments and assessment methods for the fine and performing arts. Tie to portfolios, culminating projects, Career (professional) pathways program.	8-20-12/6-13-13	N/A	

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) By June 2013, at least 50% of seniors will complete the UC A-G requirements and at least 40% of seniors will be accepted to 4 year colleges. This will be due to continued improvement in counseling services and additional opportunities for students to explore post-secondary options. Student exit interviews and surveys will be used to measure this.			
What data did you use to form this goal (findings from data analysis)? Exit interviews and surveys.	What did the analysis of the data reveal that led you to this goal? Only 40% of our graduating seniors are qualified to go to a 4 year college.	What data will be collected to measure student achievement? Exit interviews, surveys, and CDE data.	Actions to improve achievement to exit program improvement (if applicable).
Who are the focus students and what is the expected growth? The focus will be on seniors. 50% completion of UC A-G requirements and acceptance to 4 year colleges.			
What process will you use to monitor and evaluate the data? Periodic meetings between the students and the counselor. Annual analysis of senior exit data and surveys.			

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
3.1 Continue providing field trips to universities and performing arts schools. Evaluation of activities to determine if successful in closing the achievement gap	8-20-12/ongoing	\$1.65 per child for insurance and \$1.00 per mile to use one van. Nine students per van.	Block \$1,100.00
3.2 More college representative visits to MCAA	8-20-12/6-13-13	N/A	
3.3 Develop and implement a plan to improve student self evaluation of academic and ESLR achievement.	8-20-12/ongoing	N/A	
3.4 Develop a plan to hire a full time counselor.	8-20-12/6-13-13	N/A	

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) By June 2014, a plan will be developed that will allow for the addition or improvement in facilities so that more elective and academic classes can be added to the master schedule.		
What data did you use to form this goal (findings from data analysis)?	Parent, staff, and student surveys, and WASC findings	What did the analysis of the data reveal that led you to this goal? There is a need for a theater so that we can improve, expand, and better fund our arts programs. There is a need for a physical education facility(dance, martial arts, etc.). We currently rent from another organization and crossing the highway to get to this facility is dangerous. We also need more classrooms in order to provide all current teachers with their own room and to provide the teachers with a workroom. Added classrooms would allow us to expand our academic and arts programs.
Who are the focus students and what is the expected growth?	All 7th - 12th grade students.	What data will be collected to measure student achievement? CST, CAHSEE, Benchmarks
What process will you use to monitor and evaluate the data?	Submit grant applications in order to obtain facilities or improvements in facilities. Lobby the district for improved and additional facilities.	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
4.1 Develop a plan to add a staff workroom or library/media center.	8-20-12/6-13-13	N/A	
Evaluation of activities to determine if successful in closing the achievement gap			
4.2 Develop a plan to add at least two classrooms.	8-20-12/6-13-13	Research and submit facility grants. Cost of sub for 3 days.	Block \$315.00
4.3 Additional elective and academic classes and class sections added to the master schedule (AP Art, Calculus, dance, etc.)	8-20-12/8-13	Cost of AP teacher training and materials. Cost of books and teacher materials for calculus.	Block \$4,100.00
4.4 Continue to plan for and pursue funding for a new performing arts theater.	ongoing	N/A	
4.5 Develop a plan to convert existing building for Student Achievement for Marysville Charter Academy for the Arts	8-20-12/8-2014	N/A	

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
dance/martial arts/PE classes.			

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) Increase the number of support services for students not meeting the academic and artistic standards and improve early identification of at-risk students.		
What data did you use to form this goal (findings from data analysis)?	CST, CAHSEE, semester grades	What did the analysis of the data reveal that led you to this goal? 40 point lower API for socio-economically disadvantaged students. Math proficiency rates are low compared to other subjects. Academic contract failure rate at 40% or higher.
Who are the focus students and what is the expected growth?	Students receiving F's and/or less than a 2.0 GPA, students on IEP's, 504's, or SST's, EL students, and socio-economically disadvantaged students.	What data will be collected to measure student achievement? CST, CAHSEE, grade reports, academic contract completion
What process will you use to monitor and evaluate the data?	We will collaborate periodically, look at above data, discuss students, and adjust as needed.	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
5.1 Develop and implement a plan to identify at-risk learners earlier and to target interventions for them.	8-20-12/ongoing	N/A	
Evaluation of activities to determine if successful in closing the achievement gap			
5.2 Add a ninth block English CAHSEE intervention class as needed.	1-15-12/3-12-13	N/A	
5.3 Form an ELAC committee when enrollment mandates it.	Determined by enrollment	N/A	
5.4 Develop a plan to involve more non-English speaking parents in school activities and improve school to home communication with them.	8-20-12/ongoing	N/A	
5.5 Provide information and training for all parents in best uses of ABI, school web pages, and other technology resources.	8-20-12/ongoing	N/A	

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) By June 2013, library and media services for students and teachers will be improved, as measured by the addition of resources.		
What data did you use to form this goal (findings from data analysis)? WASC findings		What did the analysis of the data reveal that led you to this goal? Media services and resources were identified as a need by the WASC committee. This is needed so that they can be more easily integrated and articulated with the curriculum/Instruction, academic standards, and expected schoolwide learning results.
Who are the focus students and what is the expected growth? All students		What data will be collected to measure student achievement? CST, CAHSEE, Benchmark
What process will you use to monitor and evaluate the data? Library and media services will be added. The effectiveness of these services will be determined by teacher and student feedback.		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
6.1 Develop a plan to add a teacher workstation with media/library resources.	8-20-12/6-13-13	Cost of an online library for high school students (Questia).	Block \$2,000.00
Evaluation of activities to determine if successful in closing the achievement gap			
6.2 Develop a plan to purchase additional tools for student access to digital technology textbooks i.e. e-readers, iPads.	8-20-12/6-13-13	N/A.	
6.3 Develop and implement a plan to purchase additional classroom instructional technology, i.e. computers, document readers, smartboards.	8-20-12/6-13-13	N/A	

2012-13 Program Expenditure Summary						
Goal 1		Goal 2		Goal 3		
Block Grant	2,010	Block Grant	1,430	Block Grant	1,100	
Other	0	Other	0	Other	0	
Total	2,010	Total	1,430	Total	1,100	
Goal 4		Goal 5		Goal 6		
Block Grant	4,415	Block Grant	0	Block Grant	2,000	
Other	0	Other	0	Other	0	
Total	4,415	Total	0	Total	2,000	
Total Allocation		Total Expenditures		Balance		
Block Grant	197,980	Block Grant	10,955	Block Grant	187,025	
Other		Other	0			
Total	197,980	Total	10,955	Total	187,025	

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
Charter School Block Grant	197980
List and Describe Other State or Local Funds:	
Total amount of state categorical funds allocated to this school	\$197,980

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
Tim Malone	1				
Anna Gragg				X	
Carmen Broderick				X	
Michelle Stewart				X	
Brenda Brown			X		
Kylee Schesser					X
Katherine Kellogg					X
Cheryl Gragg					X
Doreen McDowell		X			
Todd deVlaming		X			
Andrea Mejia		X			
Kris Paulucci		X			
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**):

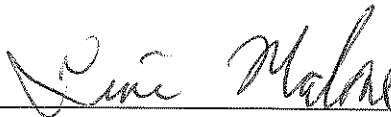
- ☐ English Learner Advisory Committee
- ☐ School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- ☐ Other committees established by the school or district (list):

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:

Attested:

Tim Malone

Typed Name of School Principal



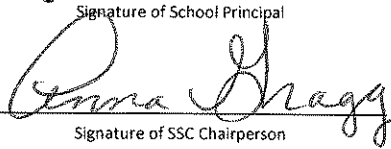
Signature of School Principal

11-8-12

Date

Anna Gragg

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11-8-12

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date