



2013-14
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:

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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

	2008-09	2009-10	2010-11	2011-12	2012-13
API Base Score	812	805	842	838	877
Growth Target	A	A	A	A	A
API Growth Score	805	843	838	873	869
Actual Growth	-7	38	-4	35	-8

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

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	99	99	99	100	99	98	100	75	100	90	100	100
Number At or Above Proficient	128	144	162	81	72	84	--	--	--	--	--	--
Percent At or Above Proficient	78.0	85.7	82.2	85.3	83.7	82.4	--	--	--	--	--	--
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	No	Yes	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	97	100	100	100	100	100	100	99	100	100	86	100
Number At or Above Proficient	16	41	48	--	10	17	49	68	79	--	--	--
Percent At or Above Proficient	64.0	87.2	80.0	--	71.4	68.0	73.1	86.1	78.2	--	--	--
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	--	--	--	Yes	Yes	No	--	--	--

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

The percent proficient for all groups, except white, peaked in 2012. All major subgroups experienced a drop in percent proficient in 2013. The white subgroup has declined in terms of percent proficient since 2011.

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	99	99	99	100	99	97	100	100	100	90	100	100
Number At or Above Proficient	101	101	121	64	53	67	--	--	--	--	--	--
Percent At or Above Proficient	61.6	59.8	61.7	67.4	61.6	66.3	--	--	--	--	--	--
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	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	97	100	100	100	100	100	100	100	99	100	100	100
Number At or Above Proficient	16	28	34	--	6	12	37	44	55	--	--	--
Percent At or Above Proficient	64.0	59.6	56.7	--	42.9	48.0	55.2	55.0	55.0	--	--	--
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	No	--	--	--

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

Overall, the percent proficient has hovered around 61% since at least 2011. The white subgroup has remained relatively constant since 2011, experiencing a one percent drop over the last 3 years. The hispanic subgroup has experienced a steady drop of 7.3 percent over the last 3 years. The English learners experienced an increase of 5.1% over last year. The socio-economically disadvantaged students have remained constant over the last 3 years.

**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	72	90	84	20	9	14	5	1	2	3	0	0
8	82	83	77	15	12	20	4	5	3	0	0	0
9	72	87	76	20	10	22	6	3	2	2	0	0
10	68	73	90	25	20	8	5	6	2	2	2	0
11	62	79	70	36	19	22	2	0	7	0	2	2

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
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		
	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	58	95	81	362.9	402.5	373.3	79	85	85	391.7	394.1	398.0
8	*	83	83	*	397.1	383.1	87	84	74	403.0	392.1	391.3
9	71	79	85	362.6	373.0	390.0	72	94	71	380.0	409.2	392.3
10	*	65	75	*	369.5	389.7	74	76	93	379.6	380.1	397.1
11	75	*	64	360.8	*	370.9	55	77	73	365.4	384.8	376.7

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
7	*	*	*	*	*	*	68	91	79	369.8	393.8	374.2
8	*	*	*	*	*	*	83	85	67	376.4	390.2	365.8
9	*	*	*	*	*	*	68	82	68	369.1	377.1	383.2
10	*	*	*	*	*	*	60	67	87	364.8	366.3	381.0
11	*	*	*	*	*	*	64	71	57	358.7	368.2	364.9

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

Overall, we experienced a drop in percent proficient in every grade level tested except for 10th grade. 10th grade has increased in terms of percent proficient in each of the last 3 years, experiencing a big jump last year. In the 8th and 9th grades, the hispanic students are out performing white students. Hispanic students performed better or the same in 2013, when compared to 2012, in the 8th, 9th, and 10th grades. Our white students experienced a drop in performance in all grades but 7th and 10th. The socio-economic students experienced a drop in each grade level but 10th grade.

**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	67	65	68	19	26	27	13	9	5	2	0	0

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
7	*	*	*	*	*	*	*	*	*	*	*	*

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	58	70	65	364.0	386.7	376.5	73	67	66	379.7	384.6	379.7

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
7	*	*	*	*	*	*	58	59	68	362.0	374.7	372.8

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	58	35	*	37	47	*	5	12	*	0	6	*
9	*	*	*	*	*	*	*	*	*	*	*	*

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
7		*	*		*	*		*	*		*	*
8	50	44	41	39	35	28	11	19	24	0	2	7
9	15	8	24	24	58	31	53	29	31	9	4	14
10	21	33	*	42	58	*	32	8	*	5	0	*
11	*	*		*	*		*	*		*	*	

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			*			*
	8	*	*	38	*	*	328.9
White	7		*	*		*	*
	8	50	48	46	353.0	359.3	339.6
	9	14	*	14	299.6	*	301.3
	10	*	*	*	*	*	*
English Learner	7						
Socio-Economically Disadvantaged	7			*			*
	8	38	38	22	338.6	334.6	319.7
	9	25	*	17	313.1	*	307.3

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	13	37	26	56	40	48	31	23	22	0	0	4
10	27	27	19	27	45	31	40	23	50	7	5	0
11	13	0	*	27	53	*	47	40	*	13	7	*

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						
	10	*	*	*	*	*	*
Hispanic/Latino	8						
	10	*	*	*	*	*	*
	11	*	*	*	*	*	*
White	8			*			*
	9	*	35	23	*	338.5	328.7
	10	*	31	*	*	321.9	*

	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						
	10	*	*	*	*	*	*
	11	*	*	*	*	*	*
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.

The percent proficient has dropped each of the last 3 years overall and for the white and socio-economic subgroups. We have a problem that needs to be remedied here (Algebra 1). Geometry experienced a drop over last year for both 9th and 10th graders. The percent proficient is very low. The percent proficient ifor Algebra 2 is very low, with no 10th graders that are taking the class at proficient.

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
	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		
	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	33	46	19	40	38	38	27	15	38	0	0	4
11	13	6	0	40	24	18	40	29	29	7	41	53

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		*			*	
	11	*	*	*	*	*	*
White	9	*	*		*	*	
	10	36	*	22	333.8	*	312.6
	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		
	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	42	37	42	42	21	33	17	32	25	0	11

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
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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	3	5	1	10		
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	--	--	--

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

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	5	11	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	5	11	
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	3	5	1	10		
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:

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	
	#	%	#	%	#	%	#	%	#	%	#	#
7	2	50	2	50								4
8	*****	***										*****
10	*****	***			*****	***						*****
11	*****	***										*****
12	*****	***	*****	***								*****
Total	7	64	3	27	1	9						11

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):

Our English learners sre progressing and learning English well.

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	49	49	100.0	0	0.0	410.0	88.0
Male	21	21	100.0	0	0.0	414.0	86.0
Female	28	28	100.0	0	0.0	407.0	89.0

Race/Ethnicity

American Indian or Alaska Native							
Asian	1	0	0	0	0	0	0
Pacific Islander							
Filipino							
Hispanic / Latino	13	13	100.0	0	0.0	404.0	77.0
African American	3	0	0	0	0	0	0
White	27	27	100.0	0	0.0	412.0	89.0
Declined to State	5	0	0	0	0	0	0

Language Fluency

English Only Students	43	43	100.0	0	0.0	412.0	88.0
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)	6	0	0	0	0	0	0
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students	33	33	100.0	0	0.0	414.0	88.0
Economically Disadvantaged Students	16	16	100.0	0	0.0	402.0	88.0

Special Education Program Participation

Students Receiving Services	0	0	0	0	0	0	0
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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	48	47	98.0	1	2.0	408.0	77.0
Male	21	21	100.0	0	0.0	424.0	100.0
Female	27	26	96.0	1	4.0	396.0	59.0

Race/Ethnicity

American Indian or Alaska Native							
Asian	1	0	0	0	0	0	0
Pacific Islander							
Filipino							
Hispanic / Latino	13	13	100.0	0	0.0	402.0	69.0
African American	3	0	0	0	0	0	0
White	26	25	96.0	1	4.0	416.0	88.0
Declined to State	5	0	0	0	0	0	0

Language Fluency

English Only Students	42	41	98.0	1	2.0	410.0	81.0
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)	6	0	0	0	0	0	0
English Learner Students							

Economic Status

Non-Economically Disadvantaged Students	33	32	97.0	1	3.0	412.0	85.0
Economically Disadvantaged Students	15	15	100.0	0	0.0	401.0	60.0

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 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)	7.3	0		18	13.7		16.6	14.4	
Graduation Rate	90.48	97.14		80.53	80.03	76.90	80.53	76.26	78.73

Summarize your conclusions indicated by the Dropout and Graduation data:

Our graduation and dropout rates have improved. However, we do not have the data for 2012.

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
7	57	71		63	71	
8 – Algebra Readiness				48	60	
8 – Algebra 1				36	35	
Algebra 1				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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	77	71		56	62	
8 – Algebra Readiness				19	33	
8 – Algebra 1				43	39	
Algebra 1				30	46	

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
7	52	61		63	67	
8 – Algebra Readiness				48	33	
8 – Algebra 1				36	38	
Algebra 1				20	48	

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

The grade 11 Q1 -3 benchmark increases did not correspond to the drop in CST scores for the 11th grade. Grade 10 showed a drop in Q1 and Q2 benchmark scores but an increase in Q3 scores. Grade English students was the only grade level to score higher on the CST.

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14
7-12	24	35	
8 – Algebra Readiness			
8 – Algebra 1	57	44	

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
8 – Algebra Readiness				21		
8 – Algebra 1				27		
Algebra 1				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
11	100	100	

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 2014, math proficiency will improve as demonstrated by 81% of 10th graders passing the math CAHSEE at proficient or higher, 4% of Algebra 1 students passing the CST at proficient or higher, and 73% 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	Continuous	N/A	
1.2 Retired math teacher will tutor struggling math students and fill in missing skills.	9-20-13 through 4-11-14	4 or 5 days free then \$25 per hour up to \$810.	Block 810.00
1.3 Strategically target students for in-class interventions and mentoring by selected staff and students.	9-20-13 till end of May, 2014	N/A	
1.4 Continue extra staff collaboration time by utilizing the ninth block schedule.	Throughout the school year.	N/A	
1.5 Team teaching - improve student engagement and quality of instruction		Cost of two substitute teachers for one day (\$110 per sub per day) and 2 hours of extra duty pay at \$45 per hour for 3 teachers.	Block \$490.00
1.6 CAHSEE prep class - targets students that did not pass the CAHSEE pretest at proficient or higher.	1-28-14 to 3-5-14	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		Teachers will observe each other, during their prep	

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.	Some time during the 2013-14 school year	Cost of subs, registration, parking, and gas up to \$1,200.00.	Block \$1,200.0 0
1.9 Retired SCOE math curriculum specialist will help disaggregate data, plan, and improve instruction and student engagement.		Specialist's fee is \$650.00 per day or \$83.00 per hour. He will come for 2 full days.	Block \$1,300.0 0

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.	8-16-13 to 6-13-14	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.	9-17-13 to 5-27-14	N/A	
2.3 Substitute teachers will be used to provide additional collaboration time beyond monthly staff meetings and ninth block.	9-19-13 to 6-13-13	The cost of 8 days of substitute teachers. One day equals \$110.00.	Block \$880.00
2.4 District curriculum specialist will help with benchmark data, instruction, and collaboration.	2013/14 school year	N/A	
2.5 Professional development for teachers (develop and implement a plan to include project based learning,	2013/14 school year	Cost of subs at \$110.00 per day, registration, parking and gas up to \$1,200.00 (excluding math teachers.	Block \$1,200.00

Single Plan for Student Achievement for Marysville Charter Academy for the ArtsMarysville 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
curriculum integration, arts education, AP development, quality instruction, professional communities, and Edusoft).		They were included in goal one.	
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.	September, 2013 to June, 2014	We will use ninth block time and 3 days of substitutes for 3 arts teachers to collaborate. \$110.00 x 3 teachers = \$330.00	Block \$330.00

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 #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) By June 2014, at least 55% of seniors will complete the UC A-G requirements and at least 45% of seniors will be accepted to 4 year colleges. This will be due 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.	
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 data will be collected to measure student achievement? Exit interviews, surveys, and CDE data.	
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 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
3.1 Continue providing field trips to universities and performing arts schools.	September, 2013 through April, 2014	\$1.65 per child for insurance and \$1.00 per mile to use one van. Nine students per van.	Block \$1,500.00
3.2 More college representative visits to MCAA	Throughout the 2013/14 school year.	N/A	
3.3 Develop and implement a plan to improve student self evaluation of academic and ESLR achievement.	2013/14 school year	N/A	
3.4 Develop a plan to hire a full time counselor.	Full time counselor begins with the 2013/14 school year.	Done	

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.	What data will be collected to measure student achievement? CST, CAHSEE, Benchmarks
Who are the focus students and what is the expected growth? All 7th - 12th grade students.	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.	Throughout school year	2013/14 N/A	
4.2 Develop a plan to add at least two classrooms.	Throughout school year.	Cost of contract employee to research and submit a facility grant. 3 days = \$450.00	Block \$450.00
4.3 Additional elective and academic classes and class sections added to the master schedule (AP Art, Calculus, dance, etc.)	8-19-13	Cost of AP teacher training and materials. Cost of books and teacher materials for AP Calculus. We had added Ap Art and Calculus in the 2012/13 school year. The books for AP Calculus were purchased in the 2012/13 school year.	Block \$720.00
4.4 Continue to plan for and pursue funding for a new performing arts theater.	ongoing	Cost is part of 4.2 above.	

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
4.5 Develop a plan to convert existing building for dance/martial arts/PE classes.		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 2014, 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 workroom with media/library resources.	2013/14	Cost of an online library for high school students (Questia).	Block \$1,569.75
6.2 Develop a plan to purchase additional tools for student access to digital technology textbooks i.e. e-readers, iPads.	2013/14	N/A.	
6.3 Develop and implement a plan to purchase additional classroom instructional technology, i.e. computers, document readers, smartboards.	2013/14	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 #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.		N/A	
5.2 Add a ninth block English CAHSEE intervention class as needed.	1-28-14 to 3-5-14	N/A	
5.3 Form an ELAC committee when enrollment mandates it.		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.	September, 2013	N/A	
5.5 Provide information and training for all parents in best uses of ABI, school web pages, and other technology resources.	9-11-13	This will be done at Back-to-School Night by the counselor and the counselor's secretary.	

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	1,404,579.00
List and Describe Other State or Local Funds: Transfer to Charter Schools in lieu of property taxes Other state revenue Unrestricted Lottery Restricted Lottery	936,189.00
Total amount of state categorical funds allocated to this school	\$2,340,768

2013-14 Program Expenditure Summary					
Goal 1		Goal 2		Goal 3	
Block Grant	3,800	Block Grant	2,410	Block Grant	1,500
Other	0	Other	0	Other	0
Total	3,800	Total	2,410	Total	1,500
Goal 4		Goal 5		Goal 6	
Block Grant	1,170	Block Grant		Block Grant	1,569.75
Other	0	Other	0	Other	0
Total	1,170	Total	0	Total	1,569.75
Total Allocation		Total Expenditures		Balance	
Block Grant	1,404,579.00	Block Grant	10,449.75	Block Grant	1,394,129.25
Other	936,189.00	Other	0		
Total	2,340,768	Total	10,449.75	Total	2,330,318.25

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				
Michelle Stewart				X	
Carmen Broderick				X	
Valeri Mathews				X	
Brenda Brown			X		
James McDaniels					X
Angel Hernandez					X
Lacy Dickinson					X
Matt Plummer		X			
Todd deVlaming		X			
Rebecca Browning		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: 9-12-13

Attested:

Tim Malone

Typed Name of School Principal



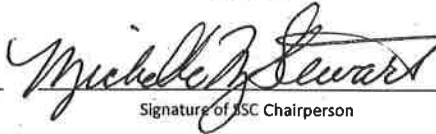
Signature of School Principal

9-17-13

Date

Michelle Stewart

Typed Name of SSC Chairperson



Signature of SSC Chairperson

9-17-13

Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date