2014-15
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

	2009-10	2010-11	2011-12	2012-13	2013-14
API Base Score	805	842	838	877	
Growth Target	A	A	A	A	
API Growth Score	843	838	873	869	
Actual Growth	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 20010-11, 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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	98		75	100		100	100	
Number At or Above Proficient	144	162		72	84		--			--		
Percent At or Above Proficient	85.7	82.2		83.7	82.4		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		99	100		86	100	
Number At or Above Proficient	41	48		10	17		68	72		--		
Percent At or Above Proficient	87.2	80.0		71.4	68.0		86.1	77.4		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	No		--	--		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		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	97		100	100		100	100	
Number At or Above Proficient	101	121		53	67		--			--		
Percent At or Above Proficient	59.8	61.7		61.6	66.3		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	Yes		No	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	99		100	100	
Number At or Above Proficient	28	34		6	12		44	52		--		
Percent At or Above Proficient	59.6	56.7		42.9	48.0		55.0	56.5		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	No		--	--		No	Yes		--	--	

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.

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

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	11	13	11
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	11	13	11
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	No	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	1	10	2	13	3	10
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	49.0	22.8
Met Target	*	No	*	*	--	--

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,007	1,883	
Percent with Prior Year Data	99.9	99.6	
Number in Cohort	2,004	1,876	
Number Met	1,230	1,048	
Percent Met	61.4	55.9	
NCLB Target	56.0	57.5	59.0
Met Target	Yes	No	

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	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	1	10	2	13	3	10
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	49.0	22.8
Met Target	*	No	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	3	75			1	25					4
8			********	***	********	***					********
9	********	***	********	***							********
12					********	***					********
Total	4	36	4	36	3	27					11

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

Grade	California English Language Development Test (CELDT) Results for 2012-13										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	5	56	3	33			1	11			9
8			********	***							********
11					********	***					********
Total	5	38	6	46	1	8	1	8			13

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.

2013-14 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

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

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

2013-14 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

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

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate (1-year)	0			13.7			14.4		
Graduation Rate	97.96		100.00	79.76	78.87		77.14	78.87	

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		
	2012-12	2013-14	2014-15	2012-12	2013-14	2014-15
8 – Algebra Readiness				60		
8 – Algebra 1				35		
Algebra 1				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		
	2012-12	2013-14	2014-15	2012-12	2013-14	2014-15
8 – Algebra Readiness				33		
8 – Algebra 1				39		
Algebra 1				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		
	2012-12	2013-14	2014-15	2012-12	2013-14	2014-15
8 – Algebra Readiness				33		
8 – Algebra 1				38		
Algebra 1				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		
	2012-12	2013-14	2014-15
8 – Algebra Readiness			
8 – Algebra 1	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		
	2012-12	2013-14	2014-15	2012-12	2013-14	2014-15
8 – Algebra Readiness						
8 – Algebra 1						
Algebra 1						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2012-12	2013-14	2014-15

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 2015, math proficiency will be demonstrated by 81% or more of 10th graders passing the math CAHSEE at proficient or higher. We will set a baseline for our new common core math tests.	
What data did you use to form this goal (findings from data analysis)? 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 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 benchmarks and CAHSEE. This year we will set a baseline for our benchmarks and CCSS exams. Eighty-one percent of tenth grade students should pass the CAHSEE at proficient.	**What data will be collected to measure student achievement?** Benchmark, CAHSEE, and CCSS 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 and exit slips	Continuous	N/A		
1.2	Retired math teacher will tutor struggling math students and fill in missing skills.	9-16-14 through 5-21-15	$25 per hour up to $4,500.	Block	4500.00
1.3	Strategically target students for in-class interventions and mentoring by selected staff and students.	9-16-14 till end of May, 2015	N/A		
1.4	Continue extra staff collaboration time by utilizing the ninth block schedule.	Throughout the school year.	N/A		
1.5	Math teachers will provide after school tutoring	Throughout the school year.	Tutoring for 1 hour after school for 3 days each week.	Block	$4,860
1.6	CAHSEE prep class - targets students that did not pass the CAHSEE pretest at proficient or higher.	2-3-15 to 3-10-15	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	Two times during the	Teachers will observe each other, during their prep	Block	$270.00

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.	school year	periods, at least 2 times during the school year. Cost of one hour of extra duty pay each time per teacher.	
1.8 Professional Development for math teachers.	Throughout the 2014-15 school year	Cost of subs, registration, parking, and gas up to $2,500.00.	Block $2,500.0 0
1.9 SCOE or district curriculum specialist will help disaggregate data, plan, and improve instruction and student engagement.	Throughout the 2014-15 school year.	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
1.10 Math teachers will utilize Carnegie integrated software and Accelerated Math.	Ongoing	Accelerated Math program purchased years ago. The cost of the Carnegie software was included in the book purchase.	

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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 CCSS, 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. CAHSEE math and English proficiency rate of 81% or higher, CCSS baseline set, 50% or more of students taking AP exams will pass them and receive college credit.	**What data will be collected to measure student achievement?** CCSS, 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.	8-13-14 to 6-5-15	N/A	
2.2	Ninth Block collaboration time, approximately 3 Tuesdays per month, allows collaboration for one department each time. This also allows for crosscurricular collaboration.	9-16-14 to 5-19-15	N/A	
2.3	Substitute teachers will be used to provide additional collaboration time beyond monthly staff meetings and ninth block.	8-13-14 to 6-5-15	The cost of 8 days of substitute teachers for 3 teachers. One day equals $110.00.	Block $2640.00
2.4	District curriculum specialist will help with benchmark data, instruction, and collaboration.	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	
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 Illuminate).	2014/15 school year	Cost of subs at $110.00 per day, registration, parking and gas up to $2,500.00 (excluding math teachers. They were included in goal one.	Block	$2,500.0 0
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, 2014 to June, 2015	We will use ninth block time and 3 days of substitutes for 3 arts teachers to collaborate. $110.00 x 3 teachers = $330.00 per day.	Block	$990.00

VI. Planned Improvements in Student Performance

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SCHOOL GOAL #3 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** By June 2015, will maintain at least 55% of seniors completing 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 wil be on seniors. Maintain 55% completion of UC A-G requirements and 45% acceptance rate 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, 2014 through April, 2015	$1.65 per child for insurance and $1.00 per mile to use one van. Nine students per van.	Block	$1,500.0 0
3.2	More college representative visits to MCAA	Throughout the 2014/15 school year.	N/A		
3.3	Develop and implement a plan to improve student self evaluation of academic and ESLR achievement.	2014/15 school year	N/A		
3.4	Develop a plan to hire a full time counselor.	Now have a full time counselor.	Done		

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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 2015, 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 classsrooms 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. Hope to have a plan in place to allow for the addition of at least 2 portables and sinks added to two science classrooms.	**What data will be collected to measure student achievement?** CCSS, 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	Save funds each year in order to add a staff workroom or library/media center.	Save money for a staff workroom each year (ongoing).	Save $45,000 for the cost of a portable and infrastructure for it. The portable will cost at least $125,000.	Block	$45,000
4.2	Develop a plan to add at least two classrooms.	Throughout 2014/15 school year.	Cost of contract employee to research and submit a facility grant. 3 days = $450.00	Block	$450.00
4.3	Continue to offer additional elective and academic classes and class sections added to the master schedule (AP Art, Calculus, dance, etc.)	ongoing	Add three additional classes, including a drumline class. Cost of drumline equipment. Materials for the Professions in the Arts class and the Song Writing/Music Theory class, Also, the cost of adding a .3 FTE teacher.	Block	$20,000.00

	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**
4.4	Continue to plan for and pursue funding for a new performing arts theater.	ongoing	Cost is part of 4.2 above.	
4.5	Develop a plan to convert existing building for dance/martial arts/PE classes.	ongoing	N/A	

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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 sevices 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. Maintain 5% or fewer students on contract each semester. Last fall semester there were 20 students on contract out of a total of 373 students or 5%. CAHSEE proficiency rate should be maintained at 81% or higher for both English and math.	**What data will be collected to measure student achievement?** CCSS, 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	Continue to refine and implement a plan to identify at-risk learners earlier and to target interventions for them.	ongoing	N/A	
5.2	Continue a 5 session ninth block English CAHSEE intervention class.	10-21-14 to 12-9-14	N/A	
5.3	Form an ELAC committee when enrollment mandates it.	ongoing	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, 2014	N/A	
5.5	Provide information and training for all parents in best uses of ABI, school web pages, and other technology resources.	9-10-14	This will be done at Back-to-School Night by the counselor and the counselor's secretary.	

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 2015, 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. There should be a plan, in place, to add more facilities to the campus.	**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	Continue to pursue a plan to add a teacher workroom with media/library resources.	Ongoing	Cost of an online library for high school students (Questia).	Block	$1,569.7 5
6.2	Continue to purchase additional classroom instructional technology, i. e. computers, document readers, smartboards.	ongoing	We will purchase 10 refurbished MAC computers with additional RAM, at least 10 chromebooks with a mobile cart, and at least 1 MAC computer for the Video Editing class along with 4 new cameras for the Photography classes.	Block	$13,516
6.3				Block	$13,516

2013-14 Program Expenditure Summary

Goal 1	
Block Grant	13,430
Other	
Total	13,430

Goal 2	
Block Grant	6,130
Other	
Total	6,130

Goal 3	
Block Grant	1,500
Other	
Total	1,500

Goal 4	
Block Grant	65,450
Other	
Total	65,450

Goal 5	
Block Grant	
Other	
Total	

Goal 6	
Block Grant	28,601.75
Other	
Total	28,601.75

Total Allocation	
Block Grant	2,794,750
Other	
Total	2,794,750

Total Expenditures	
Block Grant	115,111.75
Other	
Total	115,111.75

Balance	
Block Grant	2,679,638.25
Total	2,679,638.25

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	2,794,750
List and Describe Other State or Local Funds: Transfer to Charter Schools in lieu of property taxes Other state revenue Unrestricted Lottery Restricted Lottery	
Total amount of state categorical funds allocated to this school	$2,794,750

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		
Katherine Kellogg					X
Stephanie Velazquez					X
Tatjana Kelly					X
Vanessa Ramirez		X			
Todd deVlaming		X			
Zenobia Brown		X			
Daniel Tejada		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:

Typed Name	Signature	Date
Tim Malone	Tim Malone	9-4-14
Typed Name of School Principal	Signature of School Principal	Date
Michelle Stewart	Michelle Stewart	9/4/14
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date