



2015-16
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) 749-6156
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 .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	69	68	98.6	68	2572.9	16	37	40	7
Grade 8	69	69	100.0	69	2591.2	13	49	30	7
Grade 11	43	42	97.7	41	2655.4	38	50	7	5
All Grades	181	179	98.9	178		20	45	28	7

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	26	65	9	32	50	18	18	75	7	19	74	7
Grade 8	26	58	16	25	57	19	20	75	4	35	58	7
Grade 11	51	44	5	49	46	5	34	63	2	51	46	2
All Grades	32	57	11	33	52	15	22	72	5	33	61	6

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	69	68	98.6	68	2554.6	15	29	34	22
Grade 8	69	69	100.0	69	2556.8	14	20	42	23
Grade 11	43	42	97.7	42	2570.5	2	24	40	33
All Grades	181	179	98.9	179		12	25	39	25

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	22	47	31	21	65	15	16	65	19
Grade 8	23	43	33	13	67	20	14	68	17
Grade 11	10	48	43	7	67	26	5	76	19
All Grades	20	46	35	15	66	20	13	69	18

Conclusions based on this data:

1.

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

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
11	70			22			7			2		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	81			373.3			85			398.0		
8	83			383.1			74			391.3		
9	85			390.0			71			392.3		
10	75			389.7			93			397.1		
11	64			370.9			73			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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	*			*			79			374.2		
8	*			*			67			365.8		
9							68			383.2		
10							87			381.0		
11	*			*			57			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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	65			376.5			66			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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
7	*			*			68			372.8		

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
8	41			28			24			7		
9	24			31			31			14		

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7	*			*		
	8	38			328.9		
White	7	*			*		
	8	46			339.6		
	9	14			301.3		
English Learner	7						
Socio-Economically Disadvantaged	7	*			*		
	8	22			319.7		
	9	17			307.3		

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	26			48			22			4		
10	19			31			50			0		

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	8						
Hispanic/Latino	8						
White	8	*			*		
	9	23			328.7		
English Learner	8						
Socio-Economically	8						

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	19			38			38			4		
11	0			18			29			53		

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
	10	22			312.6		
English Learner	9						
Socio-Economically	9						

Grade Level	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
11	37			21			32			11		

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

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

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.

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

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	13	11	8
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	13	11	8
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	2	13	3	10	3	8
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	1,271	915	1090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2014-15										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	*****	***	*****	***							*****
8	*****	***	*****	***	*****	***					*****
9			*****	***	*****	***					*****
Total	2	25	4	50	2	25					8

Summarize and draw conclusions regarding the school's district Benchmark 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 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.

2014-15 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:

2014-15 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate (1-year)									
Graduation Rate	100.00			78.87			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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1					30%	
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1					28%	
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						
Integrated math 3						

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		
	2013-14	2014-15	2015-16

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Integrated math 1						
Integrated math 2						
Integrated math 3						

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

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 2016, math proficiency will be demonstrated by 81% or more of 10th graders passing the math CAHSEE at proficient or higher. Student results from state testing for common core math will improve by at least 3% over the baseline set in 2015.			
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.	9-2-15 through 5-20-16	\$25 per hour up to \$8,000.	Block 8000.00
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 4 days each week.	Block \$7,840
1.6 CAHSEE prep class - targets students that did not pass the CAHSEE pretest at proficient or higher.	1-26-15 to 3-8-16	Students will take this class during ninth block so there will be no extra cost.	
1.7 Math teachers will observe each other once during the	One time during the	Teachers will observe each other, during their prep	Block \$294.00

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.	school year	periods, at least 1 time 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 District curriculum specialist will help disaggregate data, plan, and improve instruction and student engagement.	Throughout the 2015-16 school year.	District curriculum specialist does not charge us.	
1.10 Math teachers will utilize Carnegie integrated software.	Ongoing	The cost of the Carnegie software was included in the book purchase.	

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 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.	8-12-15 to 6-3-16	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.	9-1-15 to 5-17-16	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 6 days of substitute teachers for 3 teachers. One day equals \$125.00.	Block \$2250.00
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).	2015/16 school year	Cost of subs at \$125.00 per day, registration, parking and gas up to \$2,500.00 (excluding math teachers. They were included in goal one.	Block \$2,500.00
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.	September, 2015 to June, 2016	We will use ninth block time and 3 days of substitutes for 3 arts teachers to collaborate. \$125.00 x 3 teachers = \$375.00 per day.	Block \$1,125.00

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 2016, 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 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)?	What did the analysis of the data reveal that led you to this goal?		
Exit interviews and surveys.	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?	What data will be collected to measure student achievement?		
The focus will be on seniors. Maintain 55% completion of UC A-G requirements and 45% acceptance rate to 4 year colleges.	Exit interviews, surveys, and CDE data.		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
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.	September, 2015 through May, 2016	\$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 2015/16 school year.	N/A	
3.3 Develop and implement a plan to improve student self evaluation of academic and ESLR achievement.	2015/16 school year	N/A	
3.4 Develop a plan to hire a full time counselor.	Now have a full time counselor.	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 2016, a plan will begin to be implemented 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 workshop. 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 3 portables		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 workshop or library/media center.	Save money for a staff workshop each year (ongoing).	Save \$45,000 for the cost of a portable and infrastructure for it. The portable will cost at least \$300,000.	Block	\$300,000
4.2 Begin to implement a plan to add 2 additional classrooms to the campus.	Throughout school year.	The hard costs and soft costs of construction will put the total cost of two portables at least \$650,000. Will add at least one portable in the summer of 2016(\$325,000 approximately).	Block	\$325,000.00
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 two sections of martial arts to the master schedule. Maintain the addition of Study Skills classes by hiring 1 FTE teacher to teach Study Skills, Career Technology, and English 8.	Block	\$54,839.00

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	Sub cost up to \$375.00	Block \$375.00
4.5 Develop a plan to convert existing building for dance/martial arts/PE classes.	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 #5 (Goals should be prioritized, measurable, and focused on identified student learning needs) Maintain 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. Maintain 5% or fewer students on contract each semester. This spring semester(2016) there were 18 students on contract out of a total of 380 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.	10-20-15 to 12-8-15	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, 2015	School newsletter is now translated into Spanish and mailed home. This is done through the district at no cost to the school.	
5.5 Provide information and training for all parents in best uses of ABI, school web pages, and other technology resources.	9-2-15	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 2016, 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 \$1,569.75
6.2 Continue to purchase additional classroom instructional technology, i. e. computers, document readers, smartboards.	ongoing	We will purchase 14 refurbished MAC computers with additional RAM for the Graphic Arts class, 60 chromebooks and 2 mobile carts for the entire school, and we will also purchase 4 desktop MAC computers with software for the Video Editing class along with 6 MAC portable computers.	Block \$39,673.
6.3			Block \$13,516

2015-16 Program Expenditure Summary						
Goal 1		Goal 2		Goal 3		
Block Grant	18,634	Block Grant	5,875	Block Grant	1,500	
Other		Other		Other		
Total	18,634	Total	5,875	Total	1,500	
Goal 4		Goal 5		Goal 6		
Block Grant	680,214	Block Grant		Block Grant	54,758.75	
Other		Other		Other		
Total	680,214	Total		Total	54,758.75	
Total Allocation		Total Expenditures		Balance		
Block Grant	0	Block Grant	760,981.75	Block Grant	-760,981.75	
Other		Other		Other		
Total	0	Total	760,606.75	Total	-760,606.75	

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	0
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	\$0

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	
Camille Green				X	
Valeri Mathews				X	
Brenda Brown			X		
Michelle Yang					X
Tatjana Kelly					X
Aurora Duran					X
Vanessa Ramirez		X			
Todd deVlaming		X			
Zenobia Brown		X			
Nicole King		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)

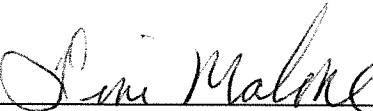
Other committees established by the school or district (list):

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: 9-15-15

Attested:

Tim Malone

Typed Name of School Principal


Signature of School Principal

9/15/15
Date

Michelle Stewart

Typed Name of SSC Chairperson


Signature of SSC Chairperson

9/15/15
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date