2016-17

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 .

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	69	73	68	73	68	73	98.6	100
Grade 8	70	71	69	70	69	70	98.6	98.6
Grade 11	44	55	42	54	41	54	95.5	98.2
All Grades	183	199	179	197	178	197	97.8	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2572.9	2575.1	16	14	37	52	40	25	7	10
Grade 8	2591.2	2595.2	13	16	49	53	30	27	7	4
Grade 11	2655.4	2659.7	38	39	50	43	7	17	5	2
All Grades	N/A	N/A	20	21	45	50	28	23	7	6

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	26	27	65	52	9	21
Grade 8	26	43	58	47	16	10
Grade 11	51	54	44	41	5	6
All Grades	32	40	57	47	11	13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	32	37	50	45	18	18
Grade 8	25	26	57	59	19	16
Grade 11	49	52	46	43	5	6
All Grades	33	37	52	49	15	14

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	18	16	75	77	7	7
Grade 8	20	19	75	76	4	6
Grade 11	34	37	63	59	2	4
All Grades	22	23	72	72	5	6

Conclusions based on this data:

1. ELA scores are up in 7th and 8th grade but down in 11th grade, although still a very high rate of achievement at 82% met or exceeded standard.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	69	73	68	73	68	73	98.6	100
Grade 8	70	71	69	71	69	71	98.6	100
Grade 11	44	55	42	54	42	54	95.5	98.2
All Grades	183	199	179	198	179	198	97.8	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2554.6	2550.1	15	15	29	32	34	36	22	18
Grade 8	2556.8	2577.3	14	23	20	21	42	34	23	23
Grade 11	2570.5	2601.9	2	9	24	28	40	44	33	19
All Grades	N/A	N/A	12	16	25	27	39	37	25	20

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	22	26	47	44	31	30
Grade 8	23	28	43	41	33	31
Grade 11	10	15	48	52	43	33
All Grades	20	24	46	45	35	31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	21	27	65	48	15	25
Grade 8	13	21	67	63	20	15
Grade 11	7	22	67	59	26	19
All Grades	15	24	66	57	20	20

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	16	19	65	64	19	16
Grade 8	14	23	68	65	17	13
Grade 11	5	17	76	69	19	15
All Grades	13	20	69	66	18	15

Conclusions based on this data:

1. Math scores were up in all grades in terms of met or exceeded overall in math. 7th grade up 3%, 8th grade up 10%, and 11th grade up 11% from 2015 CAASPP scores.

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

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	11	8	14
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	11	8	14
Number Met	--	--	13
Percent Met	--	--	92.9%
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	10	3	8	1	13
Number Met	--	--	--	--	--	12
Percent Met	--	--	--	--	--	92.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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		
	2013-14	2014-15	2015-16
Number of Annual Testers	1548	1797	1,828
Percent with Prior Year Data	99.4		100
Number in Cohort	1538	1797	1,828
Number Met	838	987	1,049
Percent Met	54.5	54.9	57.4
NCLB Target	59.0	60.5	62.0%
Met Target	**No**	**No**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	1090	708	1134	918	1,175	979
Number Met	234	331	250	439	267	483
Percent Met	21.5	46.8	22.0	47.8	22.7	49.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**No**	**No**	**No**	**No**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		N/A

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	75	***			***		25								
8		***		***	***		***	***							
9	***			***	***			***							
12							***								
Total	36	25		36	50		27	25							

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

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.

2015-16 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

2015-16 CAHSEE Grade 10 Combined Results for English-Language Arts							
Student Group	# 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:

2015-16 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

2015-16 CAHSEE Grade 10 Combined Results for Mathematics							
Student Group	# 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate (1-year)									
Graduation Rate		--			79.56			80.95	

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
7	88%	32%		51%	30%	
8	65%	59%		8%	26%	
Integrated math 1				30%	47%	
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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
7	58%			61%	38%	
8	46%	54%		3%	48%	
11	75%	94%				
Integrated math 1				28%	48%	
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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Integrated math 1					48%	
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		
	2014-15	2015-16	2016-17

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
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		
	2014-15	2015-16	2016-17

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 2017, student results from state testing for common core math will improve by at least 3% over the CAASPP data for 2016.	
What data did you use to form this goal (findings from data analysis)? Math CAASPP scores	**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 CAASPP. The percentage of students not achieving at standard or above, in math, will decrease by 3% compared to the 2016 math CAASPP data.	**What data will be collected to measure student achievement?** Benchmark 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	Timeline	Proposed Expenditures	Funding Source/
1.1	Review concepts through warm-ups and exit slips	Continuous	N/A	
1.2	Retired math teacher will tutor struggling math students	9-7-16 through 5-19-17	$28 per hour up to $8,960.	Block 8000.00
1.3	Strategically target students for in-class interventions and	9-19-16 till end of May,	N/A	
1.4	Increase staff collaboration time by adding a second ninth	Throughout the school	N/A	
1.5	Math teachers will provide after school tutoring	Throughout the school	Tutoring for 1 hour after school for 4 days each week.	Block $7,034
1.7	Math teachers will observe each other once during the	One time during the	Teachers will observe each other, during their prep	Block $146.55
1.8	Professional Development for math teachers.	Throughout the 2016-17	Cost of subs, registration, parking, and gas up to	Block $2,500.0
1.9	District curriculum specialist will help disaggregate data,	Throughout the 2016-17	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	

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)** Add additional teacher collaboration time each month and provide professional development for the teaching staff in order to improve student achievement, as measured by the CCSS exam, 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 science, CAASPP 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. Teachers also have the goal of integrating more of the arts into the academic curriculum.
Who are the focus students and what is the expected growth? Students in the arts classes, all academic students. 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?** CAASPP data, 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 collaboration meetings.	Ongoing	N/A	
2.2	Ninth Block collaboration time increased to twice per week, which means collaboration for one department each time. Departments take turns. This also allows for cross-curricular collaboration.	9-7-16 to ongoing	N/A	
2.3	Substitute teachers will be used to provide additional collaboration time beyond monthly staff meetings and ninth block.	2016/17 school year	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).	2016/17 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 Review, create and refine assessments and assessment methods for the fine and performing arts. Tie to portfolios, culminating projects, Career (professional) pathways program.	September, 2016 to June, 2017	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 2017, 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, 2016 through May, 2017	$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	Maintain or increase the number of college representative visits to MCAA	Throughout the 2016/17 school year.	N/A		
3.3	Develop and implement a plan to improve student self evaluation of academic and ESLR achievement.	2016/17 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)** A plan will continue 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 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. We are currently in the process of adding 3 portables to the campus.	**What data will be collected to measure student achievement?** CCSS exam, 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.The addition of classrooms to the campus.	**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).	If possible,save up to $100,000 for the cost of a 3rd portable. Most of the infrastructure is complete. The portable will cost approximately $100,000.	Block $100,000
4.2 Add 2 additional classrooms to the campus.	The 2016/17 school year.	The hard costs and soft costs of construction will put the total cost of two portables at at least $525,000. Will add two portables in the summer of 2016.	Block $525,000 .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	Maintain the addition of 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 $62,700. 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	Add two new water fountains and an awning to provide shade for an existing water fountain.	Completed by June 31, 2017	Cost of adding a water fountain and awning.	Block	$3,000.0 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 #5 **(Goals should be prioritized, measurable, and focused on identified student learning needs)** Maintain 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 science, CAASPP scores, 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, foster youth, 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%.	**What data will be collected to measure student achievement?** CCSS, 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	Provide a math cafe, during lunch, for students needing extra help in math at least once per month.	2016/17 school year	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.	
5.6	Provide adult mentors for struggling students and all foster students.	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**

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 2017, 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, CAASPP exam, 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.	Hopefully, completion by July, 2018	The cost of this modular classroom is covered in goal 4 actions. It will cost approximately 100,000.00		
6.2	Continue to purchase additional classroom instructional technology, i. e. computers, document readers, smartboards.	ongoing	We will purchase 18 new chromebooks, 3 mobile carts.	Block	$10,365.00
6.3	Continue to utilize Questia online library.	Ongoing	Purchase Questia online library	Block	$1,600.00

2015-16 Program Expenditure Summary

Goal 1	
Block Grant	17,680.55
Other	
Total	17,680.55

Goal 2	
Block Grant	5,875
Other	
Total	5,875

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

Goal 4	
Block Grant	691,075
Other	
Total	691,075

Goal 5	
Block Grant	
Other	
Total	

Goal 6	
Block Grant	11,965
Other	
Total	11,965

Total Allocation	
Block Grant	3,143,994
Other	755,123
Total	3,899,117

Total Expenditures	
Block Grant	728,095.55
Other	
Total	728,095.55

Balance	
Block Grant	2,415,898.45
Total	3,171,021.45

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	3,143,994
List and Describe Other State or Local Funds: Transfer to Charter Schools in lieu of property taxes Other state revenue Unrestricted Lottery Restricted Lottery	755,123
Total amount of state categorical funds allocated to this school	$3,899,117

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	
Nikki Kinner				X	
Brenda Brown			X		
Jacquelyn Kinner					X
Julissa Gonzalez					X
Montia Green					X
Cierra Dornfeld		X			
Todd deVlaming		X			
Valeri Mathews		X			
Vanessa Ramirez		X			
Numbers of members of each category	**1**	**4**	**1**	**3**	**3**

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

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Advisory Committee

   School Advisory Committee (Economic Impact Aid – State Compensatory Education)

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

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

Attested:

Tim Malone	Tim Malone	9-8-16
Typed Name of School Principal	Signature of School Principal	Date
Michelle Stewart	Michelle Stewart	9-8-16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date
Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date