



2017-18  
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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<b>District Name:</b> Marysville Joint Unified School District	<b>CDS Code:</b> 58-72736-5830138
X Initial Plan Approval: 9/14/17	
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	69	73		68	73		68	73		98.6	100	
Grade 8	70	71		69	71		69	71		98.6	98.6	
Grade 11	44	55		42	55		41	55		95.5	98.2	
All Grades	183	199		179	199		178	199		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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2572.9	2575.1		16	14		37	52		40	25		7	10	
Grade 8	2591.2	2594.8		13	15		49	54		30	27		7	4	
Grade 11	2655.4	2658.6		38	38		50	44		7	16		5	2	
All Grades	N/A	N/A	N/A	20	21		45	50		28	23		7	6	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	26	27		65	52		9	21	
Grade 8	26	44		58	46		16	10	
Grade 11	51	53		44	42		5	5	
All Grades	32	40		57	47		11	13	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	32	37		50	45		18	18	
Grade 8	25	25		57	59		19	15	
Grade 11	49	53		46	42		5	5	
All Grades	33	37		52	49		15	14	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	18	16		75	77		7	7	
Grade 8	20	18		75	76		4	6	
Grade 11	34	36		63	60		2	4	
All Grades	22	23		72	72		5	6	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	19	34		74	52		7	14	
Grade 8	35	37		58	58		7	6	
Grade 11	51	64		46	33		2	4	
All Grades	33	43		61	49		6	8	

**Conclusions based on this data:**

1. ELA scores are up in 7th and 8th grade and maintained or down slightly in 11th grade, although still a very high rate of achievement at met or exceeded standard. The percent above standard increased in all areas of 11th grade English. The 2017 data is still not out.

# **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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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	55		42	55		95.5	98.2	
All Grades	183	199		179	199		179	199		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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
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	2603.5		2	9		24	29		40	44		33	18	
All Grades	N/A	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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	22	26		47	44		31	30	
Grade 8	23	28		43	41		33	31	
Grade 11	10	16		48	51		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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	21	27		65	48		15	25	
Grade 8	13	21		67	63		20	15	
Grade 11	7	22		67	60		26	18	
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	16	19		65	64		19	16	
Grade 8	14	23		68	65		17	13	
Grade 11	5	16		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. The 2017 math scores are not out yet.

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

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	8	14	
Percent with Prior Year Data	100%	100.0%	
Number in Cohort	8	14	
Number Met	--	13	
Percent Met	--	92.9%	
NCLB Target	60.5	62.0%	
Met Target	--	Yes	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	8	1	13		
Number Met	--	--	--	12		
Percent Met	--	--	--	92.3%		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	--	--	--	Yes		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2014-15	2015-16	2016-17
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:

Over 92% of our ELA students attained English proficiency and annual growth of over 92%, well over the NCLB targets of 52.8% and 62.0% respectively.

## Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2014-15	2015-16	2016-17
Number of Annual Testers	1797	1,828	
Percent with Prior Year Data		100	
Number in Cohort	1797	1,828	
Number Met	987	1,049	
Percent Met	54.9	57.4	
NCLB Target	60.5	62.0%	
Met Target	No	N/A	

AMAO 2	Attaining English Proficiency					
	2014-15		2015-16		2016-17	
	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	1134	918	1,175	979		
Number Met	250	439	267	483		
Percent Met	22.0	47.8	22.7	49.3		
NCLB Target	24.2	50.9	25.4%	52.8%		
Met Target	No	No	N/A	N/A		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2014-15	2015-16	2016-17
English-Language Arts			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Mathematics			
Met Participation Rate	99		
Met Percent Proficient or Above	N/A		
Met Target for AMAO 3		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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	***	44	***	***	56	***									
8	***		60	***	***	40	***								
9				***	***	***	***	***							
10					***	***									
11			***			***									
Total	25	29	50	50	64	50	25	7							

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

The number of advanced and early advanced improved over 2015. The 2017 data is not available yet.

**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 are 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		
	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17	2013-14	2014-15	2016-17
Dropout Rate (1-year)	0.0	0.00	0.00	12.3	11.60	8.30	11.4	11.50	10.70
Graduation Rate		--			79.56			80.95	

**Summarize your conclusions indicated by the Dropout and Graduation data:**

We have done a good job of keeping our students in school.

## District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Integrated math 1				30%		
Integrated math 2						
Integrated math 3						

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

Eighth grade math scores at or above proficient are very low. This may be due to ,however, the benchmark itself (it may need to be made to do a better job of testing the essential standards).

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
7		56%	56%	61%	57%	
8	54%	88%	88%	3%	31%	
Integrated math 1				28%		
Integrated math 2						
Integrated math 3						

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

Eighth grade math scores improved over 2016 but need to continue to improve significantly. The 7th grade scores in math decreased slightly. The ELA scores in ELA improved significantly.

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18

**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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
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		
	2015-16	2016-17	2017-18

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:

<b>SCHOOL GOAL #1</b> (Goals should be prioritized, measurable, and focused on identified student learning needs) By June 2018, 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 achieving at standard or above, in math, will increase 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, common assessments, and classroom quiz and other test data. They will then reevaluate their plans for student achievement.		

<b>Actions To Be Taken To Reach This Goal</b> Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	<b>Timeline</b> (Action Start Date & Completion Date)	<b>Proposed Expenditures</b> List each expenditure and quantity needed.	<b>Funding Source/            Estimated Cost</b>
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.	9-5-17 through 5-25-18	\$28 per hour up to \$8,960.	Block 8000.00
1.3 Strategically target students for in-class interventions, 9th block interventions, and mentoring.	9-7-17 till end of May, 2018	N/A	
1.4 Increase math collaboration time by dedicating 90 minutes during the normal work day for staff collaboration two to three times per week.	Throughout the school year.	N/A	

<b>Actions To Be Taken To Reach This Goal</b> Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	<b>Timeline</b> (Action Start Date & Completion Date)	<b>Proposed Expenditures</b> List each expenditure and quantity needed.	<b>Funding Source/ Estimated Cost</b>
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 \$7,034
1.6 Math teachers will utilize Carnegie integrated software.	Ongoing	The cost of Carnegie software was included in the purchase of the Carnegie math books.	
1.7 Math teachers will observe each other at least once during the school year.	One time during the school year	Teachers will observe each other, during their prep periods, at least 1 time during the school year. Cost of one hour of extra duty pay each time per teacher.	Block \$146.55
1.8 Professional Development for math teachers.	Throughout the 2017-18 school year	Cost of subs, registration, parking, and gas up to \$2,500.00.	Block \$2,500.00
1.9 District curriculum specialist will help math team disaggregate data, plan, and improve instruction and student learning.	Throughout the 2017-18 school year.	District curriculum specialist does not charge us.	
1.10 Teachers will utilize common assessments to achieve maximum effectiveness.	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 #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. Math CCSS met or exceeded increase of 3% over 2016 and English CCSS met or exceeded increase of 2% over 2017. The science baseline will be set in 2019. 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 approximately 3 times per month 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 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, including interventions for students, at our collaboration meetings. (Teachers meet to analyze student work, to analyze common formative assessment data and other data in order to identify individual student needs, improve instruction and to plan interventions, including scaffolding and various school supports).	Ongoing	N/A	
2.2 Overall increase in collaboration time. We now have 20 days of 90 minutes of collaboration on Wednesdays built into the schedule.	8-23-17 to ongoing	N/A	
2.3 Substitute teachers will be used to provide additional collaboration time beyond Wednesday collaboration days.	2017/18 school year	The cost of 12 days of substitute teachers for 4 teachers. One sub for one day equals \$125.00.	Block \$6000.00

<b>Actions To Be Taken To Reach This Goal</b> Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	<b>Timeline</b> (Action Start Date & Completion Date)	<b>Proposed Expenditures</b> List each expenditure and quantity needed.	<b>Funding Source/ Estimated Cost</b>
2.4 District curriculum specialist and a Solution Tree collaboration specialist will help PLC teams to become more effective in raising student achievement.	8/7/17 to 3/20/18	The Solution Tree collaboration specialist costs \$5,000.00/day. We will have her at MCAA seven days for a total of \$35,000.00	Block \$35,000.00
2.5 Professional development for teachers (include project based learning, curriculum integration, arts education, AP development, quality instruction, professional communities, and illuminate).	2017/18 school year	Cost of subs at \$125.00 per day, registration, parking, and flight ticket (excluding math teachers. They were included in goal one).	Block \$23,534.00
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.	August, 2017 to May, 2018	We will use our built-in Wednesday collaboration time.	
2.7 Objectives will be clearly stated and posted for each class.			

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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:

<b>SCHOOL GOAL #3</b> <b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b> 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.		
<b>What data did you use to form this goal (findings from data analysis)?</b> Parent, staff, student surveys, and WASC team findings.	<b>What did the analysis of the data reveal that led you to this goal?</b> 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 can be dangerous. We also need more classrooms in order to provide the teachers with a classroom. Added classrooms would allow us to expand our academic and arts programs.	<b>What data will be collected to measure student achievement?</b> CCSS exam, Benchmarks
<b>Who are the focus students and what is the expected growth?</b> All 7th - 12th grade students. We plan to add another modular classroom to the campus in the summer of 2018 and in several years have a new theater or renovate the old Marysville theater.	<b>What process will you use to monitor and evaluate the data?</b> Lobby the district for improved and additional facilities. Lobby the district to submit a bond that would provide funding for a theater. Submit grant applications in order to obtain facilities or improvements in facilities.	

<b>Actions To Be Taken To Reach This Goal</b> Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	<b>Timeline</b> (Action Start Date & Completion Date)	<b>Proposed Expenditures</b> List each expenditure and quantity needed.	<b>Funding Source/          Estimated Cost</b>
3.1 Save funds each year in order to add a staff workstation and an intervention room.	Groundwork was laid in the summer 2016. Should have the modular room added in the summer of 2018.	Save up to \$100,000.00 for the cost of the modular room. Most of the infrastructure is already completed. The portable will cost approximately 100,000.00.	Block 100,000.00
3.2 Continue to update and expand students' access to technology, including chromebook carts in nearly every classroom and Smart Boards for all math and science teachers that want one.	2017/18 school year.	Add a smart board to a classroom at a cost of \$5,000. Save \$30,000 for eventual replacement of two chromebook carts and 60 chromebooks. Purchase, this year, one new chromebook cart and 33 chromebooks.	Block \$59,400.00
3.3 Continue to offer additional elective and academic classes and class sections added to the master schedule (AP Art, AP 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 keeping 1FTE to teach Study	Block \$65,835.00

<b>Actions To Be Taken To Reach This Goal</b> Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	<b>Timeline</b> (Action Start Date & Completion Date)	<b>Proposed Expenditures</b> List each expenditure and quantity needed.	<b>Funding Source/            Estimated Cost</b>
3.4 Continue to lobby the district for and pursue funding for a new performing arts theater or renovations to the Marysville Auditorium.	Ongoing	N/A	
3.5 Add a new water fountain to the campus and build an awning to provide shade for the existing water fountain.	Completed by summer 2018	Cost of water fountain, building materials, and labor.	Block \$3,000.00

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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:

<b>SCHOOL GOAL #4</b> <b>(Goals should be prioritized, measurable, and focused on identified student learning needs)</b> Increased focus of resources on students needing extra help - both struggling (low achieving) and students in Honors and AP classes.		
<b>What data did you use to form this goal (findings from data analysis)?</b> Parent, staff, and student surveys, and WASC findings	<b>What did the analysis of the data reveal that led you to this goal?</b> Academic contract failure rate at 33% or higher. Math at standard or higher rate is too low compared to other subjects. A-G completion rate of seniors was 50% in 2016. The 2017 A-G completion rate improved to %%%%.	<b>What data will be collected to measure student achievement?</b> CCSS exam, grade reports, academic contract completion, A-G completion rate.
<b>Who are the focus students and what is the expected growth?</b> Students receiving F's and/or less than a 2.0 GPA, foster youth, students on IEP's, 504's, SST's, EL students, and socio-economically disadvantaged students. We will set the baseline for our new academic contract completion rate in fall 2017 and spring 2018.		
<b>What process will you use to monitor and evaluate the data?</b> We will collaborate on a regular basis, look at above data, discuss students, and adjust as needed.		

<b>Actions To Be Taken To Reach This Goal</b> Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	<b>Timeline</b> (Action Start Date & Completion Date)	<b>Proposed Expenditures</b> List each expenditure and quantity needed.	<b>Funding Source/ Estimated Cost</b>
4.1 Identify at-risk learners early each semester and provide interventions for them.	Identify at the beginning of each semester (9-15-17) and (2-23-18) provide interventions for them for at least one semester.	N/A	
4.2 Provide a math intervention, during 9th block, for students needing extra help in math at least once per month. This will be one-on-one or one-on-two tutoring help from other students.	2017/18 school year	N/A	
4.3 Students can articulate what they are learning and set goals to meet the learning target.	ongoing	N/A	
4.4 Maintain school to home communication. Form an ELAC Committee when enrollment mandates it and utilize the	ongoing	School newsletter is translated into Spanish and mailed home. This is done through the district at no	

<b>Actions To Be Taken To Reach This Goal</b> Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	<b>Timeline</b> (Action Start Date & Completion Date)	<b>Proposed Expenditures</b> List each expenditure and quantity needed.	<b>Funding Source/ Estimated Cost</b>
committee to improve parent communication.		cost to the school. The school web site is updated and maintained on a regular basis.	
4.5 The PLC teams will utilize the ninth block classes in order to reinforce and extend learning for all students including those in Honors and AP classes.	Every year	The only cost for these interventions may be the cost of subs so that the teachers can extend collaboration time, if needed. This sub cost is covered in goal 2.	
4.6 Provide adult mentors for struggling students and all foster students.	Ongoing every school year.	N/A	
4.7 Continue to provide multiple field trips to universities and performing arts schools and maintain or increase the number of college representative visits to MCAA.	Every school year	Cost of a bus or van and substitute teachers.	Block \$1,500.00
4.8 Teachers use a variety of instructional strategies to teach academic vocabulary in all content areas (including a common math and science language).	Every school year	N/A	
4.9 Develop and implement a plan to improve student self-evaluation of academic and school-wide goal achievement.	Every school year	N/A	

2017-18 Program Expenditure Summary					
Goal 1		Goal 2		Goal 3	
Block Grant	17,680.55	Block Grant	64,534	Block Grant	228,235
Other		Other		Other	
Total	17,680.55	Total	64,534	Total	228,235
Goal 4		Goal 5		Goal 6	
Block Grant	1,500	Block Grant	0	Block Grant	0
Other		Other		Other	
Total	1,500	Total	0	Total	0
Total Allocation		Total Expenditures		Balance	
Block Grant	0	Block Grant	311,949.55	Block Grant	-311,949.55
Other	755,123	Other			
Total	755,123	Total	323,914.55	Total	431,208.45

### 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	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	755,123
Total amount of state categorical funds allocated to this school	\$755,123



### 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				
Linda Summers				X	
Nicole Tindall				X	
Nikki Kinner				X	
Brenda Brown			X		
Manbir Sanghera					X
Pippa Fuschich					X
Noni Gibbs					X
Marifer Barriga					X
Todd deVlaming		X			
Valeri Mathews		X			
Vanessa Ramirez		X			
Cierra Maguire		X			
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

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

## Recommendations and Assurances

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

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

English Learner Advisory Committee

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

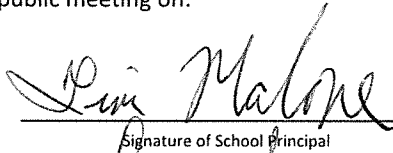
Other committees established by the school or district (list):

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

Attested:

Tim Malone

Typed Name of School Principal

  
Signature of School Principal

9/14/17  
Date

Linda Summers

Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

9/14/17  
Date

Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date