



**MARYSVILLE CHARTER ACADEMY
FOR THE ARTS**

MID-CYCLE PROGRESS REPORT

1917 B Street

Marysville, CA 95901

Marysville Joint Unified School District

March 27, 2014

Accrediting Commission for Schools

Western Association of Schools and Colleges

CONTENTS

I: Introduction and Basic Student/Community Profile Data.....	1
II: Significant School Changes and Developments.....	8
III: Follow-up and Progress Report Development Process.....	9
IV: Progress on the Critical Areas for Follow-up within the Action Plan.....	10
V: Schoolwide Action Plan.....	19

I: Introduction and Basic Student/Community Profile Data

The Marysville Charter Academy for the Arts (MCAA) is a seventh through twelfth grade, site-based school currently in its fourteenth year of operation. MCAA's primary mission is to integrate the creative arts throughout the core curriculum. The Academy accomplishes this mission by providing students with a college preparatory curriculum that is infused with artistic themes and activities. In addition, students are offered specialized performing and fine arts classes in music, dance, drama, painting, drawing, writing, and multimedia.

The school's charter is sanctioned and regulated by the Marysville Joint Unified School District (MJUSD). The Academy enjoys a close relationship with MJUSD functioning for all intents and purposes as a school within the district. The Trustees for the MJUSD act as the governing board for the Academy.

The Marysville Charter Academy for the Arts (MCAA) is located in downtown Marysville, a rural, northern California borough with a population of just over 10,000 inhabitants. The Academy's classrooms are located primarily on a landscaped campus built in 2008 as a temporary facility for MCAA near Marysville High School and the central offices for the Marysville Joint Unified School District. MCAA also uses two classrooms on the Marysville High campus and two more at the nearby Marysville Youth and Community Center. The Academy serves students living in Marysville, Yuba City, and throughout Yuba, Sutter, and Colusa counties. In its first thirteen years of existence the Academy has established a strong record of high academic standards, distinction in college preparatory education, and excellence in artistic performance. MCAA has been twice recognized as a California Distinguished School (2006-2011, **2013-2018**), nominated as a National Blue Ribbon School of Excellence (2007), and acknowledged as a best high school in the nation (bronze level 2008, 2009, 2010, **2011, 2012**) by the U.S. News and World Report. The school's fine and performing arts programs have achieved regional, national, and even international recognition. In addition, Academy graduates have begun to make significant contributions in their artistic and professional careers.

The Academy is a school of choice and is open to all students who go through the application and interview process. The students, parents, and staff form a community of individuals identified primarily by their common goals of intellectual advancement and development of artistic and creative talents. It is the belief of the school that small class size and an overall small school size allow students greater opportunities to achieve their academic and artistic goals within a supportive community. Therefore, we strive to maintain an average class size of no more than twenty-five students to one teacher. The Marysville Charter Academy for the Arts intends to remain a small school in total enrollment with an intended capacity of 400 students.

As MCAA enters its fourteenth year (2013-2014), its current enrollment is 376 students with about 42% of our students enrolled in grades seven and eight, and the remaining 58% enrolled in grades nine through twelve. In the 2012-2013 school year, with an enrollment of 376 students, approximately 53% of the students were white (non-Hispanic), 3% were Asian/American, 25% were Hispanic/Latino students, 2% were Native American students, 3% were African/American, and 14% reported multiple ethnicities. There were eight students classified as English Learners at MCAA in 2012-13 with twelve students redesignated as fully English proficient since the prior year.

Approximately 49% of our students qualify for free and reduced lunch. In most of the nation this would easily qualify MCAA to receive Title I federal funds for disadvantaged students.

However, in the Marysville Joint Unified School District, the average for reduced lunch qualification for all students is 75%. So currently, MCAA does not receive Title I funding. The school's location makes it accessible to students from Sutter and Colusa counties as well as Yuba. Approximately 33% of our students come from outside of the Marysville school district.

Enrollment

Enrollment at MCAA has remained stable over the past three years, primarily because of our inability to add any new classrooms in the challenging economic environment. Enrollment at CBEDS in 2011 was 335 (dropping from 363 in 2010), in 2012 376, and in 2013 376. Generally there were waiting lists for grades seven and eight during these years which might have been eliminated with additional facilities.

Attendance

Attendance rates for the Academy have remained constant at 97% and above for 2011-2013. MCAA consistently has the highest actual attendance rate of any site-based secondary school in the Marysville Joint Unified School District. MJUSD was recently recognized by the California Department of Education for some of the highest attendance rates in the entire state. (Appeal-Democrat article, October 9, 2013)

Special Needs Students and English Language Learners

While MCAA does not serve a large special needs population (currently 24 students who have IEP or 504 plans), it is committed to providing the highest quality of service to any student who requires additional assistance. The Academy works closely with the Pupil Services Department of the Marysville Joint Unified School District and Yuba County Office of Education to develop and deliver the services and academic accommodations required by its special needs population. MCAA students in grades 9-12 can take special education classes and/or appropriate level classes at Marysville High School. The Academy currently has a 3/5 RSP teacher, two half time special education instructional assistants, and a retired volunteer teacher serving students with IEP's and 504 plans on site.

MCAA also effectively manages a small population of English Learners (EL) each year (currently 9). Identified students are tested each year using the California English Language Development Test (CEDLT) by district staff. Students are served appropriately in classes that combine English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) by properly certificated staff. The redesignation of EL students to fully English proficient (R-FEP) follows district guidelines and generally occurs within the first two to three years of enrollment at MCAA.

Suspension and Truancy

In the 2010-2011 school year, there were a total of five suspensions and three expulsions over the course of the year. The truancy rate for 2010-11 was 3.63%. In 2011-2012, there were twelve suspensions, no expulsions and a 0% truancy rate. In 2012-13 there were five suspensions, one expulsion and a truancy rate of less than 1%. One of the clear benefits of a small school is the reinforcement of good citizenship among the students. This is fostered also by the relatively

small class sizes and the ability of each teacher to connect with students in a close environment. As a school of choice, MCAA utilizes a student contract system that encourages and supports both good behavior and academic proficiency. MCAA strives to be proactive in minimizing the potential for any student to be suspended through the use of a peer counseling program (SWAT-Students Who Are There) and an active Associated Student Body organization.

Graduation/Dropout Rates

Cohort graduation/dropout rates have been consistent for all students and subgroups: 98% graduation rate in 2010-11, 100% in 2011-12, and 98% in 2012-13.

Staffing

The principal with the support of a full time administrative secretary, counseling and attendance secretary, and campus supervisor, and a full time guidance counselor directs the daily operations of the school. A full time faculty of sixteen and a part-time faculty of ten facilitate student growth and development. Fifteen members of the entire staff are female and eleven are male. Four staff members are Hispanic/Latino, two are African/American, and the other twenty are Caucasian. The majority of staff members (14) have been at the Academy for five or more years. There are three new staff members this year, one full time English teacher, one part-time Video Editing teacher, and one part-time Resource Specialist.

Staff Development

At the Marysville Charter Academy for the Arts and in the Marysville Joint Unified School District there are three ways staff development occurs. At the district level, the Director of Curriculum and Instruction coordinates district wide and departmental professional development. The district provides four days of professional development in a variety of curriculum and instructional methodology each August for all teachers. The days are voluntary and staff members are paid a stipend for participating. All four days of this year's training were focused on transition to Common Core standards.

The 2013-2014 school year calendar contains three professional development days for the first time since the 2009-2010 school year. These days this year will be primarily used for Common Core standards and Smarter Balance assessment transition activities although MCAA staff will use them for vision and mission work as well.

The third way staff development occurs at MCAA is through our monthly Staff Planning Days and Ninth Block Days (formerly Project Days) and release time for teachers. We have considerably increased the amount of time available for staff members to collaborate and participate in training and professional development through these means in the last three years. Staff Planning Days are held at least once a month but now all Staff Planning Days include time for entire staff vertical and/or horizontal collaboration. Ninth Block Days are scheduled at least twice a month and include collaboration time for individual departments or planning teams. Release time for individual teachers or departmental groups to collaborate, train, or plan during the school day is provided on average, at least five days per month. In addition, math teachers are provided with extra-duty pay for after school collaboration time.

School Safety, Cleanliness, and Facilities

The Marysville Charter Academy for the Arts is committed to maintain a safe and orderly environment for all students and staff. Our school has a comprehensive Safe School Plan that is evaluated and updated on an annual basis by the School Site Council. All staff members at MCAA are provided with emergency procedures and information. Disaster drills (lockdown, fire, bomb threat) are practiced at least monthly to better prepare staff and students in the event of an emergency. Bi-annual Safety Inspections by the principal and district Maintenance Department insure a compliant facility.

MCAA employs a full time Campus Security Officer who's duties include: patrolling and monitoring the campus, supervising students who are assigned to a campus detention, assisting the principal investigating student discipline incidents, counseling and mentoring students, and maintaining a positive relationship with students, staff, parents, and the community at large. Our Campus Security Officer also works closely with the security staff at Marysville High School.

Co-Curricular Activities

MCAA offers a wide variety of co-curricular and extra curricular fine and performing arts, sports, and club activities for its students. Almost all of our performing arts classes include public recitals and productions as part of the curriculum. Fine and digital art programs exhibit their work and participate in local, regional, and statewide contests. Our graphic art students create all of our posters, programs, and flyers for school productions and activities. Our creative writing students submit their work to a variety of publications, produce a performance of student written, student directed one-act plays, and create a school wide magazine on a semi-annual basis. The school has an active Athletics Club that sponsors intramural competitions in soccer and volleyball. MCAA is currently pursuing Associate Membership in the California Interscholastic Federation (CIF) to be able to offer additional competitive sport opportunities to its students as its high school students are no longer able to participate on Marysville High School teams. MCAA hosts a dozen different active student organizations including the Anime, Chess, Environmental, Gay Straight Alliance, Multicultural, Excel, and Prayer clubs. The Associated Student Body (ASB) and leadership class organizes numerous dances, spirit, and fundraising activities throughout the school year.

Technology

Student and staff access to technology has been a critical component of success at MCAA since its formation fourteen years ago. Even during times of budget constraints like those of the last three years, the school with the assistance of parent and community fundraisers and district support has been able to maintain an excellent student to computer ratio and access to the digital media tools our students need to be ready for careers in the 21st century. Our student to computer ratio and student to Internet connected computers have remained at about 2.5 students/computer over the last three years. Unfortunately, many of our computers are ready for replacement so we are currently exploring adding more, smaller computers (Netbooks, iPads, Chromebooks) in addition to replacing desktop computers and our rolling laptop labs. We have been able to add Smartboards and associated teaching tools to many classrooms. The Marysville Joint Unified School District provides and maintains our student data system (Aeries), our student assessment data system (Datawise), school and teacher web sites, and the district wide network (e-mail,

Internet access and filtering, etc.). Aeries Browser Interface (ABI) offers parents and students the ability to view teacher grade books and assignments, student attendance, grade records, and high school transcripts.

Financial Data

MCAA is a direct funded charter school and as such receives 100% of its ADA, Charter Block Grant, and Lottery funding directly from the state. Working closely with the MJUSD Business Services Department, each year the MCAA principal develops a working budget based on anticipated enrollment, attendance, and revenues. By MOU, MCAA pays MJUSD 20% of its total revenues each year for all school services including transportation, special education, personnel, payroll, etc., that other schools in the district receive. Revenues and expenses are updated each year after P-2 and P-3 attendance reports are filed with the state. MCAA is audited annually and is in good financial status with no audit exceptions. Even with the last four challenging budget years MCAA has no outstanding debts and maintains a reserve of 4% of its annual budget (currently \$90,000). MCAA currently receives no additional direct grant funds although it is the beneficiary of several district technology, curriculum, and professional development grants. MCAA spends on average about \$6,088 per student in 2013-14.

School Status

The Marysville Charter Academy for the Arts is in excellent standing with its authorizing agency, the Marysville Joint Unified School District. MCAA has been in the state API target zone of 800 and above since 2006 so it is not in improvement status. Its current five-year charter term expires in June of 2014 but we expect to be approved for a new five-year term by the MJUSD Board of Trustees in March of 2014

Schoolwide Student Goals

The Schoolwide Student Goals previously identified as the Expected Schoolwide Learning Results (ESLR's), are currently under full stakeholder review. MCAA's current ESLR's, which are assessed at least annually in English and Fine and Performing Arts classes and through standardized testing, are:

Graduates of MCAA will be critical and independent thinkers who:

- Demonstrate proficiency in the academic content standards for English/Language Arts, Mathematics, the Sciences, and the Social Sciences
- Read critically and develop well-informed opinions
- Gather, analyze, and apply information appropriately
- Recognize their strengths and weaknesses and seek to develop them or seek appropriate means for improvement

Graduates of MCAA will be self-motivated, enthusiastic, life-long learners who:

- Connect academic study to the world in which they live
- Prepare themselves for post secondary education and training
- Read and comprehend a wide range of texts, both literary and non-literary

- Demonstrate awareness of the different areas of study

Graduates of MCAA will be creative and expressive individuals who:

- Communicate effectively orally and in writing
- Demonstrate creativity in and knowledge of the fine and performing arts
- Use technology to improve communication
- Demonstrate proficiency in the Visual and Performing Arts content standards

Graduates of MCAA will be employable individuals, skillful at meeting the demands of life, who:

- Recognize quality work and are able to evaluate their own skills and those of others
- Exhibit initiative, responsibility, and self-discipline
- Practice time and stress management skills
- Use step-by-step problem solving skills in everyday life
- Establish realistic goals and plans to actualize them

Graduates of MCAA will be responsible members of the community who:

- Develop awareness, respect and support for individuals and a knowledge of diverse cultures
- Demonstrate the ability to work cooperatively and collaboratively with others
- Make equitable and substantial contributions to the community
- Demonstrate respect for the environment
- Exhibit civic responsibility by participating in volunteerism/community service

Summary of Achievement Data since last visit

MCAA's **Academic Performance Index (API)** improved over the last three years from 838 in 2011 to 869 in 2013 with a high of 877 in 2012. Importantly, all significant subgroups (white, Hispanic/Latino, socioeconomically disadvantaged) met their growth targets over this time span. MCAA met all fourteen **Adequate Yearly Progress (AYP)** criteria in 2011 including Annual Measurable Objectives (AMOs) in English and Mathematics and Participation and Graduation Rates, Schoolwide and for all Significant Subgroups. In 2012, MCAA met twelve of the fifteen AYP criteria missing only mathematics schoolwide and with two subgroups. In 2013, with even higher AMO targets, MCAA met twelve of the seventeen AYP criteria, missing in schoolwide and subgroups in English but only the Hispanic subgroup in mathematics.

MCAA students continued to achieve very high passage rates on the **California High School Exit Exam (CAHSEE)** over the past three years. Tenth graders taking the CAHSEE for the first time passed the English section at rates of 93% (2011), 96% (2012), and 100% (2013). In mathematics, MCAA tenth graders passed the CAHSEE at rates of 89% (2011), 91% (2012), and 98% (2013). Passing rates were 100% for all MCAA graduates required to pass the CAHSEE (2011-2013).

Results from MCAA students taking the **Scholastic Aptitude Test (SAT)** indicate a higher percentage of students taking the test each year and slightly improved overall scores. Twenty-five students tested in 2010-11 with average scores of 544 (Critical Reading), 511 (Math), and

520 (Writing) (1575 Average Total Score). Twenty-seven students tested in 2011-12 with average scores of 516 (Critical Reading), 475 (Math), and 482 (Writing) (1473 Average Total Score). In 2012-13 thirty-one students tested with average scores of 536 (Critical Reading), 528 (Math), and 521 (Writing) (1585 Average Total Score). For MCAA students taking the ACT (American College Test), average composite scores were 23.6 (2011), 21.8 (2012), and 21.6 (2013). The state average ACT composite score for 2011 and 2012 was 22.1 and 22.2 in 2013.

MCAA eleventh grade students are given the **PSAT** (Preliminary Scholastic Aptitude Test) that provides information on college readiness and an SAT predictor. In 2011, 51 MCAA sophomore and juniors tested with an average Selection Index of 127 (total score of Critical Reading, Math, Writing tests). In 2012, 28 juniors tested with an average Selection Index of 145, and in 2013, thirty juniors tested with an average Selection Index of 151 definitely showing improvement in overall college readiness.

In addition to the PSAT, MCAA administers the **ACT** preliminary **EXPLORE** test to our eighth graders and the **ACT** preliminary **PLAN** test to our tenth graders. In 2011, our eighth graders composite scores (English, Mathematics, Reading, Science) averaged 16.6 (on a 1-25 scale) compared to a 14.9 national average. In 2012, MCAA eighth graders averaged 15.9 on the EXPLORE compared to a 15.5 national average. And in 2013, MCAA eighth graders averaged 16.9 compared to a national average of 15.5. On the **PLAN** test in 2011, MCAA tenth graders averaged a composite 18.1 (on a 1-32 scale) compared to the national composite average of 17.2. In 2012, MCAA tenth graders averaged a composite 19.9 compared to a national average of 17.2. And in 2013, MCAA tenth graders averaged a composite 18.2 compared to a national average of 17.2. Consistently, MCAA students demonstrate highly proficient and college ready academic skills when compared to other college bound students across the country.

Numbers of MCAA students taking **Advanced Placement (AP)** classes has increased overall as well as for our significant subgroups (socio-economically disadvantaged and Hispanic). In 2011-12, nineteen students (13 individuals) were enrolled in AP English Literature and Environmental Science, with four (of the 13) students identified as socio-economically disadvantaged and/or Hispanic (30%). In 2012-13, thirty-two students (30 individuals) were enrolled in AP English Language and Studio Art, with sixteen students (of the 30) identified as socio-economically disadvantaged and/or Hispanic (53%). And in 2013-14, fifty students (34 individuals) are enrolled in AP English Literature, Environmental Science, Studio Art, and Calculus with 19 (of the 34) students identified as socio-economically disadvantaged and/or Hispanic (56%).

II: Significant School Changes and Developments

Since the last full visit, MCAA has had several significant changes in programs and staffing. As discussed in Chapter 1, enrollment at MCAA over the past three years has remained relatively constant. After a slight drop in 2011 to 335 from our previous high of 363, we have remained stable at 376 the last two years. We have been able to add additional staffing though to lower our overall student to teacher ratio to 23.5 students/teacher (full time teachers only) or 18.8 students/teacher (when including all full time and part-time teachers). We have added additional part-time history, music, video editing, and study skills teachers and have increased a part-time mathematics teacher to full time.

Over the past three years four full time teachers left MCAA either due to personal reasons or possible reduction in force notifications, one in visual arts, two in English, and one in instrumental music. We have been able to replace them with highly qualified teachers who have made significant contributions to the academic and artistic environment at MCAA. We have also been able to add an experienced full time counselor this year to replace our previous part-time Academic Advisor. Our Academic Advisor has continued this year in a limited capacity to assist the new counselor and work on special projects.

MCAA was able to add two more classrooms in the past three years to help with increased enrollment and minimize traveling teachers. Numerous requests for additional classrooms and improvements have thus far been unfulfilled although recent district developments, increased state funding for education, and an improving economic climate appear promising for some of MCAA's facility needs to be met in the near future.

Program wise we have been able to add two more Advanced Placement classes: Studio Art and Calculus AB. We have also added two sections of Strings classes and additional history, mathematics, and study skills sections.

The additional staff and mathematics and study skills sections have had a significant positive affect on our students' overall academic achievement as evidenced in our rising API scores and increased advanced and proficient students in mathematics, especially in Pre-Algebra and Algebra 1 as well as higher scores on the mathematics sections of the CAHSEE and SAT tests.

The lack of additional facilities and improved classrooms has not had a negative student achievement affect but has certainly slowed down our potential enrollment growth. Recent discussions with district officials to add two classrooms and make improvements in our science labs seem promising. Two additional classrooms would allow MCAA to maintain enrollment at just under 400 students and allow for a dedicated teacher workroom. Upgrades to our physical education and performing arts facilities are not immediately imminent but could be possible if the economy and education funding continue to improve.

An increase in professional development funding this year has allowed MCAA to fully participate in training for transition to Common Core Standards and to begin to purchase the technology needed to fully implement the new curriculum and assessments.

III: Follow-up and Progress Report Development Process

The primary committee that has been responsible for overseeing the progress of the school's action plan and preparation for the visit is the Marysville Charter Academy for the Arts' Leadership Team. Leadership Team membership includes teaching and classified staff representatives in addition to Principal Tim Malone. In addition, MCAA's School Site Council reviews progress on action plan items at least on an annual basis. School Site Council membership includes teaching staff, classified staff, parent, and student representation. And finally, MJUSD administration and governing board review progress on the school's action plan on at least an annual basis. Preparation for the visit is the responsibility of Principal Tim Malone, MCAA's Leadership Team, and Academic Advisor John Pimentel.

Academic Advisor John Pimentel is the primary author of the Progress Report with direct input from Principal Tim Malone, MCAA Leadership Team, and all staff members. All stakeholders through the School Site Council have reviewed the Progress Report and have provided direct input and comments.

The Progress Report will be presented to the MJUSD Governing Board at their March 2014 meeting as part of the Charter Renewal process for the Marysville Charter Academy for the Arts. We expect the Governing Board to review and accept the Progress Report as presented.

IV: Progress on the Critical Areas for Follow-up within the Action Plan

1. **MCAA needs to not only continue ongoing data analysis, but also increase the relationship between analysis results and programmatic changes (data driven changes). Particular areas to focus on include but are not limited to:**
 - **Schoolwide measurement of ESLRs to ensure all students achieve all ESLRs**
 - **Instructional and curricular adjustments for all subgroups and at-risk students**
 - **Honing programmatic offerings with an eye to rigor and long-term effectiveness**
 - **Resource allocation and efficiency, including materials, time, space for students and staff**
 - **Guiding collaboration and cross-curricular integration**
 - **Targeting appropriate subgroups in recruitment of students as well as parental involvement**

Schoolwide Action Plan sections where Critical Area #1 is addressed:

School Goal #1 Increase our rates of student achievement in mathematics on the CAHSEE and CST's.

School Goal #2 Additional collaboration time and professional development provided for teaching staff in order to improve instruction and student performance.

School Goal #4 Additional and/or improved facilities that will allow for more elective and academic classes to be added to the master schedule.

School Goal #5 Increase the number and variety of support services for students not meeting the academic and artistic standards and improve the early identification of at-risk students.

Progress for Critical Area #1:

Actions taken and progress made to address Critical Area #1 from the school goals listed above are:

Reduce the preps (subjects taught) by math teachers. Achieved, maximum number of preps for math teachers is three math subjects.

Review standards through warm-up activities. Achieved, monitoring by principal is ongoing.

Increase collaboration time. Achieved through a combination of Ninth Block (Project) Days, release time, professional development days and increased collaboration time at monthly staff meetings.

Strategically target students for in class interventions and mentoring. Achieved, monitoring by principal is ongoing. Retired math teacher tutors identified students twice weekly.

Peer tutoring in math classes. Progress, both in class and schoolwide through peer mentor program and use of classroom teacher assistants.

CAHSEE intervention class after school. Achieved in 2012; added as a Ninth Block class in 2013 and 2014. (January-March).

Ongoing professional development for math and English teachers. Achieved through math grant, ongoing state/district Common Core transition planning, Expository Reading and Writing Course (ERWC) training through the California State University system, and AVID (Advancement Via Individual Determination) training provided by the Yuba County Office of Education.

District and Sacramento Office of Education (SCOE) curriculum expert help in math and English. Achieved 2011, 2012 SCOE curriculum expert; on going with district curriculum specialist.

Annually review and if necessary, revise the school ESLRs to ensure their measurability and to determine if all students are achieving them. Annual review achieved. Revision of ESLRs currently in process with goal of better overall measurability.

Professional development for teachers (develop and implement a plan to include project based learning, curriculum integration, arts education, AP development, quality instruction, professional communities, technology, and Edusoft/Datawise). Plan and implementation are in process. All teachers have participated in technology and Common Core transition trainings. Individual teachers based on need and curriculum area have participated in project based learning, arts education, and curriculum integration training.

Assess the scope and sequence of all visual and performing arts programs to ensure alignment with the state frameworks and standards. Develop and implement a plan to integrate the VAPA standards into the core curriculum using vertical and horizontal teaming of entire staff to enable students to start at an introductory level and progress towards achieving more rigorous standards. Tie to portfolios, culminating projects, Career (Professional) Pathways program. Scope and sequence for all visual and performing arts programs have been assessed for alignment with frameworks and standards. Planning and implementation to integrate VAPA standards into core curriculum is on going and involves the entire staff.

Additional elective and academic classes and class sections added to the master schedule. AP Studio Art, AP Calculus, additional math and dance sections, and instrumental music classes have been added to the master schedule.

Develop and implement a plan to identify at-risk learners earlier, to target interventions for them, and to develop new interventions. Struggling math students are identified at least quarterly and receive one on one tutoring with current teacher, and/or a volunteer retired teacher, or a peer tutor. Students with an IEP or 504-accomodation plan receive in class and one on one tutoring from an RSP teacher and/or instructional assistant.

Students on academic contracts will be assigned to a study skills class. Achieved (tutorial and teacher assistant classes used in some instances), assigned by counselor and principal.

Add an after school CAHSEE intervention class for English as needed. After school tutoring provided for identified students.

Add a 0.4 FTE math teacher. Added in the 2011-12 school year.

Develop a plan to involve more non-English speaking parents in school activities and improve school to home communication with them. Ongoing effort made by principal to involve Spanish-speaking parents on School Site Council and PTSA. All district communications provided in Spanish and Hmong. School website translated in Spanish. Spanish speaker provided at Cash for College event. Language interpreters provided on parent request.

Annually analyze involvement of all subgroups in most rigorous classes and make instructional and curricular adjustments as necessary to improve participation.

Involvement of Hispanic/Latin and socio-economically disadvantaged students AP and Honors classes has increased each year. EL and special education students' involvement has not increased but additional support resources (RSP teacher, RSP instructional assistant, and volunteer tutor) have been added to improve student achievement.

Evidence of progress for Critical Goal #1:

In addition to actions cited in the progress section above, MCAA's overall Academic Performance Index (API) has grown 31 points from 838 to 869. This far exceeds the goal of 3 points growth each year. API growth for socio-economically disadvantaged students increased from 826 to 848, 22 points, again exceeding the target of 5 points each year. CAHSEE passing rates for 10th graders grew from 89% in math and 93% in English to 98% in math and 100% in English. 9% more students passed the math section, and 7% in English, just missing the target of 10%. Students testing proficient or higher in Pre-Algebra and Algebra 1 grew from 67% (Pre-Algebra) and 31% (Algebra 1) in 2011 to 68% and 36%. This growth did not meet our targets of 5% in Pre-Algebra and 10% in Algebra 1. As far as all students achieving the math Annual Measureable Objective (AMO), 66.6 % met the target (66.1% proficient) in 2011. We weren't able to achieve our goal of a 5% increase in all students meeting the goal each year but 66.7% of our students met the higher goal (88.7% proficient) in 2013. For socio-economically disadvantaged students, our goal was a 6% increase in math AYP. Again, we saw improvement in math with socio-economically students rising from 55.2% proficient in 2011 to 57.4% in 2013. This fell short of the 6% increase each year but the AMO target increased significantly between 2011 and 2013. We are continuing the focus of professional development, collaboration time, review of data, and targeted instruction to improve our students' math proficiency and achievement as we transition to Common Core. One more performance goal from the school goals addressed in Critical Goal #1 is a 5% increase each year in the AYP (students meeting AMO) for our English Learner population. The group was too small to report on in 2011, but 71.4 % met the AMO (77.8% proficient) in 2012 while 68% met the higher target (88.9%) in 2013. Increased collaboration and articulation among all staff as well as improved support activities are addressing the continuing improvement in achievement for this important population of students.

- 2. Continue to analyze the vision statement to ensure it is at the conscious level of students, parents, and staff. The commitment to provide students with 21st Century Skills is a driving force behind constant review of the vision/mission statements and expected schoolwide learning results. Whole faculty collaboration may refine the vision of the school, help develop mission statements and clarify such endeavors**

with parents, community members, and students. The vision and mission statements should be analyzed very carefully, with the involvement of all stakeholders, for the purpose of measurability, understanding, and meaningfulness. Clarification of the differences between the vision and mission statements should be analyzed with the vision statement becoming easily at the forefront of every stakeholder.

Schoolwide Action Plan sections where Critical Area #2 is addressed:

School Goal #2 Additional collaboration time and professional development provided for teaching staff in order to improve instruction and student performance.

Progress for Critical Area #2:

Actions taken and progress made to address Critical Area #2 from the school goals listed above are:

Annually review and if necessary, revise the vision and mission statements to ensure their understanding and meaningfulness for all stakeholders. Review and possible revision of vision and mission statements is currently in process under the guidance of a professional facilitator. District wide professional development days were extremely limited the last three years so all available collaboration time was primarily focused on improvements in curriculum and instruction. The vision statement was revised in 2011.

Annually review and if necessary, revise the school ESLRs to ensure their measurability and to determine if all students are achieving them. Annual review achieved. Revision of ESLRs currently in process with goal of better overall measurability.

Professional development for teachers (develop and implement a plan to include project based learning, curriculum integration, arts education, AP development, quality instruction, professional communities, technology, and Edusoft/Datawise). Planning and implementation are in process. All teachers have participated in technology and Common Core transition trainings. Individual teachers, based on need and curriculum area have participated in project based learning, arts education, and curriculum integration training.

Increase collaboration time. Achieved through a combination of Ninth Block (Project) Days, release time, professional development days and increased collaboration time at monthly staff meetings.

Assess the scope and sequence of all visual and performing arts programs to ensure alignment with the state frameworks and standards. Develop and implement a plan to integrate the VAPA standards into the core curriculum using vertical and horizontal teaming of entire staff to enable students to start at an introductory level and progress towards achieving more rigorous standards. Tie to portfolios, culminating projects, Career (Professional) Pathways program. Scope and sequence for all visual and performing arts programs have been assessed for alignment with frameworks and standards. Planning and

implementation to integrate VAPA standards into core curriculum is on going and involves the entire staff.

Evidence of progress for Critical Goal #2:

Revised vision statement (2011)

Student self-evaluations of achievement of ESLRs

Graduate and post-graduate surveys

Articulated scope and sequence for most visual and performing arts programs. Dance and Digital Media are still in progress.

- 3. Analyze and develop comprehensive “Plans-of-Action” which directly correspond to the Critical Areas for Growth. Each Action Plan should be constructed in a cooperative manner by staff, teacher administration and parent representation.**

Schoolwide Action Plan sections where Critical Area #3 is addressed:

School Goal #1 Increase our rates of student achievement in mathematics on the CAHSEE and CST’s.

School Goal #2 Additional collaboration time and professional development provided for teaching staff in order to improve instruction and student performance.

School Goal #3 Hire a full time counselor and provide students with additional opportunities to explore post-secondary options.

School Goal #4 Additional and/or improved facilities that will allow for more elective and academic classes to be added to the master schedule.

School Goal #5 Increase the number and variety of support services for students not meeting the academic and artistic standards and improve the early identification of at-risk students.

School Goal #6 Improve library/media resources for students and teachers.

Progress for Critical Area #3:

Actions taken and progress made to address Critical Area #3 from the school goals listed above are:

All school goals in our Schoolwide Action Plan reflect intense reflection and analysis by all stakeholders and are intended to be comprehensive “Plans of Action” directly corresponding to the Critical Areas for Growth. Each of the Action Plans is constructed in a cooperative manner by staff, teacher administration, and representative parents. While we have made more progress on some of the Action Plans and School Goals than others, all reflect areas of significant and vital emphasis.

Progress on School Goals 1, 2, 4, and 5 have been noted above. For **School Goal #3**, we have hired a full time counselor and have been able to retain the services of a 1/5 Academic Advisor as well to assist in counseling and providing additional opportunities for students to explore post-secondary options. The principal, music and drama teachers, and students have been visiting feeder schools each spring to entertain and attract new students. The new counselor has tripled the number of college representative visits to the school. In addition to what has been noted above for **School Goal #4 (additional academic and elective classes)**, two classrooms have been added, improvements to the existing science classrooms have been approved and are in progress, an outside stage with power for lighting and sound has been added in addition to the grass play area behind the school, and with recent improvements in education funding we have submitted a new plan to add classrooms and a teacher workroom. Plans for a new performing arts theater and conversion of an existing building for dance/martial arts/PE classes are still pending. For **School Goal #6**, a plan has been developed to add a classroom as a media/library center but implementation has not yet begun. The school has purchased a subscription to Questia School Library, an on line digital library for students with access to thousands of books, journals, and articles for research. Students have received training in how to utilize the library in the 2012-13 and 2013-14 school years. The part time Academic Advisor is maintaining the school website and providing technology support for teachers along with knowledgeable staff and district assigned personnel. An experienced parent is being considered to provide technical support to help maintain classroom computers. With additional funding this year, plans to purchase tools for student access to digital technology (IPads, netbooks, e-readers) are being implemented. Three Smartboards have been purchased and installed with plans to add additional classroom technology.

Evidence of progress for Critical Goal #3:

Evidence of progress for School Goals 1, 2, 4, and 5 have been noted above. In addition, to the evidence for Goals 3, 4, and 6 in the Progress section above, the number of seniors completing the UC A-G requirements has grown from 35 % in 2011 to 50% in 2013 exceeding our goal of an increase in 5% per year. The percentage of students accepted to 4-year universities and colleges has grown from 38% in 2011 to 48% in 2013, not quite reaching our target of 5% growth per year. We have exceeded the goal of a minimum of 3 visits each year by college representatives, averaging over 6 per year. Juniors and seniors made at least three trips each year to universities or performing arts schools, not yet reaching our target of a minimum of five trips per year. We're hopeful that with increased educational funding and a new full time counselor, we will meet all of these targets.

- 4. MCAA has a rigorous academic and arts program that requires facilities to support the learning outcomes of these highly specialized programs. MCAA needs to continue to work with district and community partners to develop short-term and long-term strategic plans to meet the facility needs of its programs. This is regarded as a critical need to ensure the long-term viability, sustainability, and quality of its programs. It is recognized that this report is written in a year when California's economic situation has put serious constraints on public schools. However, without planning and steps towards improving the facility issues for its programs, it would**

be inadvisable at the time of re-accreditation not to have made significant short-term improvements and viable plans are in place for long-term permanent improvements to the facility needs of MCAA.

Schoolwide Action Plan sections where Critical Area #4 is addressed:

School Goal #4 Additional and/or improved facilities that will allow for more elective and academic classes to be added to the master schedule.

School Goal #6 Improve library/media resources for students and teachers.

Progress for Critical Area #4:

Actions taken and progress made to address Critical Area #4 from the school goals listed above are:

Develop and implement a plan to add a classroom. Since 2011 MCAA has been able to actually add two classrooms. One of them, E-3 is on the MCAA campus. The other is a Marysville High classroom (G103) adjacent to the MCAA campus in the new MHS science and mathematics building. G103 is utilized full time by MCAA math teacher Daniel De Vlaming.

Develop and implement a plan to add a staff workroom or library/media center. Several plans have been developed and proposed to MJUSD administration to add a staff workroom. Currently being considered is a plan to add two additional modular classrooms to the MCAA campus, one of which would contain a staff workroom.

Develop and implement a plan to add another laboratory science classroom and improve existing science classrooms. Currently being considered by MJUSD administration is a plan to add two additional modular classrooms to the MCAA campus, one of which could be a new science classroom. A work order has been approved and is in progress to add sinks and running water to two classrooms currently being used to teach Earth Science, Advanced Placement Environmental Science, Biology, and Physics.

Grass and sprinklers in the open field area behind the portables. Grass and sprinklers to the open field area were added in 2012 and in addition an outside stage with power for lights and sound was added to the area in 2013.

Continue to plan and pursue funding for a new performing arts theater. No substantial progress on this action has been achieved due in large part to the economic recession and loss of significant funding for education in the last three years. A Charter School Facility Grant application is currently being completed to pursue state funding for either a new performing arts theater or renovation of the existing Community Auditorium. In addition, a plan is being developed to pursue private funding to partner with school funding to build a new school/community performing arts theater.

Develop and implement a plan to convert an existing MJUSD building for dance/martial arts/PE classes. No substantial progress on this action has been achieved due in large part to the economic recession and loss of significant funding for education in the last three years. While the

district has acquired the land to be used to move the current occupants of the targeted existing MJUSD building, new construction has yet to commence.

Develop and implement a plan to add a classroom as a media/library center. Several plans have been developed and proposed to MJUSD administration to add a classroom as a media/library center. Currently being considered is a plan to add two additional modular classrooms to the MCAA campus, one of which could contain a media/library center configured as a computer lab.

Evidence of progress for Critical Goal #4:

Evidence of student achievement progress for School Goals #4 and #6 has been noted above. In addition, physical evidence of two new classrooms, improvement to science classrooms (or approved work order), grass, sprinklers, and outdoor stage can be observed. Discussions with district officers will confirm planning for new classrooms and facility grant applications.

5. **Teacher collaboration is an essential growth area for MCAA. Teachers need to assess the scope and sequence of school programs to ensure MCAA is following the state frameworks and standards in all program areas, specifically visual and performing arts. Collaboration of staff on the integration of VAPA standards into the core curriculum will enable students to start at an introductory level and progress toward ever more rigorous standards. Staff collaboration time will allow teachers the opportunity for vertical and horizontal teaming to articulate both the core and VAPA curriculums and determine student outcomes.**

Schoolwide Action Plan sections where Critical Area #5 is addressed:

School Goal #1 Increase our rates of student achievement in mathematics on the CAHSEE and CST's.

School Goal #2 Additional collaboration time and professional development provided for teaching staff in order to improve instruction and student performance.

Progress for Critical Area #5:

Actions taken and progress made to address Critical Area #5 from the school goals listed above are:

Increase collaboration time. Achieved through a combination of Ninth Block (Project) Days, release time, professional development days and increased collaboration time at monthly staff meetings.

Ongoing professional development for math teachers. Achieved through math grant and ongoing state/district Common Core transition planning.

District and Sacramento Office of Education (SCOE) curriculum expert help in math and English. Achieved 2011, 2012 SCOE curriculum expert; on going with district curriculum specialist.

Professional development for teachers (develop and implement a plan to include project based learning, curriculum integration, arts education, AP development, quality instruction, professional communities, technology, and Edusoft/Datawise). Planning and implementation are in process. All teachers have participated in technology and Common Core transition trainings. Individual teachers, based on need and curriculum area have participated in project based learning, arts education, and curriculum integration training.

Assess the scope and sequence of all visual and performing arts programs to ensure alignment with the state frameworks and standards. Develop and implement a plan to integrate the VAPA standards into the core curriculum using vertical and horizontal teaming of entire staff to enable students to start at an introductory level and progress towards achieving more rigorous standards. Tie to portfolios, culminating projects, Career (Professional) Pathways program. Scope and sequence for all visual and performing arts programs have been assessed for alignment with frameworks and standards. Planning and implementation to integrate VAPA standards into core curriculum is ongoing and involves the entire staff.

Evidence of progress for Critical Goal #5:

Evidence of student achievement progress for School Goals #1 and #2 has been noted above. In addition, documentation of scope and sequence alignment activities and VAPA class articulation is available for visiting committee members to examine. New examples of integration of the arts throughout the curriculum include instrumental music, visual and digital art, and physical education (dance, martial arts) programs, collaborating with the drama and English departments in school productions and performances. The science department also has added project assignments that integrate visual and performing arts activities and opportunities. Social science/history continues providing visual and performing arts activities as part of numerous project assignments and mathematics is planning, as part of Common Core transition, to add visual and performing arts activities to their curriculum.

In addition, English/History cross-curricular units continue in eleventh grade (Colonial America/Crucible), tenth/twelfth grade (World History/Tale of Two Cities), and twelfth grade (Civics/Critical Issues Debates).

V: Schoolwide Action Plan

The schoolwide action plan is reviewed and revised annually by our principal, leadership team, School Site Council, district administration, and governing board. Growth targets have been revised each year to reflect progress or lack of progress in the proceeding year. Actions for each goal have not been significantly altered since 2011 even in the case of an action that has been achieved (i.e. adding a classroom) as the actions are still needed (because of student growth, for example) or they are ongoing needs (i.e. increased collaboration for teachers, or CASHEE ninth block intervention class). The most significant identified issues, increased collaboration time for teachers and improved facilities, are still significant issues. With increased educational funding this year, 2013-14 and the likelihood of continued stable funding, the prospects look much better to make significant progress on our school goals in the next three years.

Each of the actions in the school goals in the schoolwide action plan indicate (in parenthesis) who is responsible to plan and implement them, i.e. principal, leadership team, etc. Ultimately the school principal holds the primary responsibility for goal implementation or to assure that the responsible parties carry out their duties. Monitoring is the responsibility of the Leadership Team, the School Site Council, District Administration, and the Governing Board Trustees.

The Single Schoolwide Plan is our only comprehensive planning document and includes and addresses all WASC identified critical areas for growth. The only other significant plan not included in the Schoolwide Plan is our School Safety Plan which is a separate document reviewed and approved annually by our School Site Council and Governing Board.

A copy of MCAA's latest updated Single Plan for Student Achievement including the updated schoolwide action plan is included as an appendice to this report.

This document was created with Win2PDF available at <http://www.win2pdf.com>.
The unregistered version of Win2PDF is for evaluation or non-commercial use only.
This page will not be added after purchasing Win2PDF.



2013-14
Single Plan for Student Achievement (SPSA)

Marysville Charter Academy for the Arts

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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
<input checked="" type="checkbox"/> Initial Plan Approval: 9/12/13	
<input type="checkbox"/> Plan Revision Approval:	

Approved by District Board of Education on 22 October 2013.

Performance Data & Conclusions

Academic Performance Index

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

Summarize and draw conclusions regarding the school's year to year Academic Performance Index (API-Actual Growth) results:

Since 2009-10, the school has broken out of the 800's to 810's plateau. In 2009-10 and 2010-11, the school test scores hovered around 840. This year the scores increased to the 870's.

Adequate Yearly Progress (AYP) Data: English-Language Arts

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	100	99	98	100	75	100	90	100	100
Number At or Above Proficient	128	144	162	81	72	84	--	--		--	--	
Percent At or Above Proficient	78.0	85.7	82.2	85.3	83.7	82.4	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	97	100	100	100	100	100	100	99	100	100	86	100
Number At or Above Proficient	16	41	48	--	10	17	49	68	74	--	--	
Percent At or Above Proficient	64.0	87.2	80.0	--	71.4	68.0	73.1	86.1	77.9	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	No	--	--	--	Yes	Yes	No	--	--	--

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

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

Adequate Yearly Progress (AYP) Data: Mathematics

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	99	99	100	99	97	100	100	100	90	100	100
Number At or Above Proficient	101	101	121	64	53	67	--	--		--	--	
Percent At or Above Proficient	61.6	59.8	61.7	67.4	61.6	66.3	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	97	100	100	100	100	100	100	100	99	100	100	100
Number At or Above Proficient	16	28	34	--	6	12	37	44	54	--	--	
Percent At or Above Proficient	64.0	59.6	56.7	--	42.9	48.0	55.2	55.0	57.4	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	No	--	--	--	Yes	No	Yes	--	--	--

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

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

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

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	72	90	84	20	9	14	5	1	2	3	0	0
8	82	83	77	15	12	20	4	5	3	0	0	0
9	72	87	76	20	10	22	6	3	2	2	0	0
10	68	73	90	25	20	8	5	6	2	2	2	0
11	62	79	70	36	19	22	2	0	7	0	2	2

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	58	95	81	362.9	402.5	373.3	79	85	85	391.7	394.1	398.0
8	*	83	83	*	397.1	383.1	87	84	74	403.0	392.1	391.3
9	71	79	85	362.6	373.0	390.0	72	94	71	380.0	409.2	392.3
10	*	65	75	*	369.5	389.7	74	76	93	379.6	380.1	397.1
11	75	*	64	360.8	*	370.9	55	77	73	365.4	384.8	376.7

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*	*	*	*	*	68	91	79	369.8	393.8	374.2
8	*	*	*	*	*	*	83	85	67	376.4	390.2	365.8
9	*	*	*	*	*	*	68	82	68	369.1	377.1	383.2
10	*	*	*	*	*	*	60	67	87	364.8	366.3	381.0
11	*	*	*	*	*	*	64	71	57	358.7	368.2	364.9

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

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

**California Standards Test (CST)
Mathematics**

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	67	65	68	19	26	27	13	9	5	2	0	0

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*	*	*	*	*	*	*	*	*	*	*

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	58	70	65	364.0	386.7	376.5	73	67	66	379.7	384.6	379.7

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7	*	*	*	*	*	*	58	59	68	362.0	374.7	372.8

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8	58	35	*	37	47	*	5	12	*	0	6	*
9	*	*	*	*	*	*	*	*	*	*	*	*

Subgroup	Grade	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
		% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	8	*	*	*	*	*	*
Hispanic/Latino	8	*	*	*	*	*	*
White	8	*	*	*	*	*	*
English Learner	8	*	*	*	*	*	*
Socio-Economically	8	*	*	*	*	*	*

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		

	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
7		*	*		*	*		*	*		*	*
8	50	44	41	39	35	28	11	19	24	0	2	7
9	15	8	24	24	58	31	53	29	31	9	4	14
10	21	33	*	42	58	*	32	8	*	5	0	*
11	*	*		*	*		*	*		*	*	

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	7						
Hispanic/Latino	7			*			*
	8	*	*	38	*	*	328.9
White	7		*	*		*	*
	8	50	48	46	353.0	359.3	339.6
	9	14	*	14	299.6	*	301.3
	10	*	*	*	*	*	*
English Learner	7						
Socio-Economically Disadvantaged	7			*			*
	8	38	38	22	338.6	334.6	319.7
	9	25	*	17	313.1	*	307.3

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	13	37	26	56	40	48	31	23	22	0	0	4
10	27	27	19	27	45	31	40	23	50	7	5	0
11	13	0	*	27	53	*	47	40	*	13	7	*

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	8						
	10	*	*	*	*	*	*
Hispanic/Latino	8						
	10	*	*	*	*	*	*
	11	*	*	*	*	*	*
White	8			*			*
	9	*	35	23	*	338.5	328.7
	10	*	31	*	*	321.9	*

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
	11	*	0	*	*	297.9	*
English Learner	8						
Socio-Economically Disadvantaged	8						
	9	*	25	*	*	318.3	*
	10	*	17	*	*	316.8	*
	11	*	*	*	*	*	*

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
9	*	*		*	*		*	*		*	*	
10	33	46	19	40	38	38	27	15	38	0	0	4
11	13	6	0	40	24	18	40	29	29	7	41	53

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Asian	9	*		*			
Hispanic/Latino	9		*		*		
	11	*	*	*	*	*	*
White	9	*	*		*	*	
	10	36	*	22	333.8	*	312.6
	11	*	*	*	*	*	*
English Learner	9						
Socio-Economically Disadvantaged	9	*	*		*	*	
	10	*	*	*	*	*	*
	11	*	*	*	*	*	*

Grade Level	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0	42	37	42	42	21	33	17	32	25	0	11

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
----------	--	--	--	--	--	--	--	--	--	--	--	--

	Grade	% At or Above Proficient			Mean Scale Score		
		2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
African American	9						
Hispanic/Latino	9						
	10	*	*	*	*	*	*
	11	*	*	*	*	*	*
English Learner	9						
Socio-Economically Disadvantaged	9						
	11	*	*	*	*	*	*

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

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

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

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	5	11	13
Percent with Prior Year Data	100%	100.0%	100.0%
Number in Cohort	5	11	13
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	No	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	3	5	1	10	2	13
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No	*	*

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2,011	2,007	1,883
Percent with Prior Year Data	100	99.9	99.6
Number in Cohort	2,011	2,004	1,876
Number Met	962	1,230	1,048
Percent Met	47.8	61.4	55.9
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	Less Than 5	5 Or More	Less Than 5
Number in Cohort	3	5	1	10	2	13
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	47.0	21.4
Met Target	*	*	*	No	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

California English Language Development (CELDT) Data

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

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

Grade	California English Language Development Test (CELDT) Results for 2011-12											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
7	2	50	2	50								4
8	*****	***										*****
10	*****	***			*****	***						*****
11	*****	***										*****
12	*****	***	*****	***								*****
Total	7	64	3	27	1	9						11

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific “Action Steps” based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

Our English learners sre progressing and learning English well.

2012-13 California High School Exit Exam (CAHSEE) Results: English-Language Arts**Grade 10 Combined Test**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	49	49	100.0	0	0.0	410.0	88.0
Male	21	21	100.0	0	0.0	414.0	86.0
Female	28	28	100.0	0	0.0	407.0	89.0

Race/Ethnicity

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

Language Fluency

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

Economic Status

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

Special Education Program Participation

Students Receiving Services	0	0	0	0	0	0	0
-----------------------------	---	---	---	---	---	---	---

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

2012-13 California High School Exit Exam (CAHSEE) Results: Mathematics**Grade 10 Combined Test**

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested	48	47	98.0	1	2.0	408.0	77.0
Male	21	21	100.0	0	0.0	424.0	100.0
Female	27	26	96.0	1	4.0	396.0	59.0

Race/Ethnicity

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

Language Fluency

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

Economic Status

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

Special Education Program Participation

Students Receiving Services	1	0	0	0	0	0	0
-----------------------------	---	---	---	---	---	---	---

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate (1-year)	7.3	0		18	13.7		16.6	14.4	
Graduation Rate	92.68	97.96		80.53	79.76	76.90	80.53	77.14	78.73

Summarize your conclusions indicated by the Dropout and Graduation data:

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

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	57	71		63	71	
8 – Algebra Readiness				48	60	
8 – Algebra 1				36	35	
Algebra 1				20	39	

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

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	77	71		56	62	
8 – Algebra Readiness				19	33	
8 – Algebra 1				43	39	
Algebra 1				30	46	

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

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
7	52	61		63	67	
8 – Algebra Readiness				48	33	
8 – Algebra 1				36	38	
Algebra 1				20	48	

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

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

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

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

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
8 – Algebra Readiness				21		
8 – Algebra 1				27		
Algebra 1				13		

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

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2010-11	2011-12	2012-13
11	100	100	

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

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) By June 2014, math proficiency will improve as demonstrated by 81% of 10th graders passing the math CAHSEE at proficient or higher, 4% of Algebra 1 students passing the CST at proficient or higher, and 73% of Pre-Algebra students passing the CST at proficient or higher.		What did the analysis of the data reveal that led you to this goal? MCAA's rate of student achievement in math (proficient or higher) is much lower than in other subjects.
What data did you use to form this goal (findings from data analysis)? The CST and CAHSEE.	Who are the focus students and what is the expected growth? All math students not achieving proficient or higher on the latest CST.	What data will be collected to measure student achievement? Benchmark, CAHSEE, and CST data.
What process will you use to monitor and evaluate the data? Math teachers will collaborate and review quarterly benchmark data and classroom quiz and test data. They will then reevaluate their plans for student achievement.	Actions to improve achievement to exit program improvement (if applicable).	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Review concepts through warm-ups	Continuous	N/A	
1.2 Retired math teacher will tutor struggling math students and fill in missing skills.	9-20-13 through 4-11-14	4 or 5 days free then \$25 per hour up to \$810.	Block 810.00
1.3 Strategically target students for in-class interventions and mentoring by selected staff and students.	9-20-13 till end of May, 2014	N/A	
1.4 Continue extra staff collaboration time by utilizing the ninth block schedule.	Throughout the school year.	N/A	
1.5 Team teaching - improve student engagement and quality of instruction		Cost of two substitute teachers for one day (\$110 per sub per day) and 2 hours of extra duty pay at \$45 per hour for 3 teachers.	Block \$490.00
1.6 CAHSEE prep class - targets students that did not pass the CAHSEE pretest at proficient or higher.	1-28-14 to 3-5-14	Students will take this class during ninth block so there will be no extra cost.	
1.7 Math teachers will observe each other twice during the		Teachers will observe each other, during their prep	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
school year.		periods, at least 2 times during the school year. No additional cost.	
1.8 Professional Development for math teachers.	Some time during the 2013-14 school year	Cost of subs, registration, parking, and gas up to \$1,200.00.	Block \$1,200.0 0
1.9 Retired SCOE math curriculum specialist will help disaggregate data, plan, and improve instruction and student engagement.		Specialist's fee is \$650.00 per day or \$83.00 per hour. He will come for 2 full days.	Block \$1,300.0 0

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) Continue additional teacher collaboration time of approximately 45 minutes each month and provide professional development for the teaching staff in order to improve student achievement, as measured by the CST, CAHSEE, AP Exams, and projects and performances that utilize rubrics in the arts.</p>	
<p>What data did you use to form this goal (findings from data analysis)? CST, CAHSEE data, and feedback from arts teachers.</p>	<p>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.</p>
<p>Who are the focus students and what is the expected growth? Students in the arts classes, all academic students.</p>	<p>What data will be collected to measure student achievement? CST, CAHSEE, benchmark exams, rubrics and student projects and performance videos.</p>
<p>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.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 Continue to disaggregate data and plan accordingly at our monthly collaboration meetings.	8-16-13 to 6-13-14	N/A	
2.2 Ninth Block collaboration time, 3 Tuesdays per month, allows collaboration for one department each time. This also allows for crosscurricular collaboration.	9-17-13 to 5-27-14	N/A	
2.3 Substitute teachers will be used to provide additional collaboration time beyond monthly staff meetings and ninth block.	9-19-13 to 6-13-13	The cost of 8 days of substitute teachers. One day equals \$110.00.	Block \$880.00
2.4 District curriculum specialist will help with benchmark data, instruction, and collaboration.	2013/14 school year	N/A	
2.5 Professional development for teachers (develop and implement a plan to include project based learning,	2013/14 school year	Cost of subs at \$110.00 per day, registration, parking and gas up to \$1,200.00 (excluding math teachers.	Block \$1,200.00

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
curriculum integration, arts education, AP development, quality instruction, professional communities, and Edusoft).		They were included in goal one.	
2.6 Develop and implement a plan to review, create and refine assessments and assessment methods for the fine and performing arts. Tie to portfolios, culminating projects, Career (professional) pathways program.	September, 2013 to June, 2014	We will use ninth block time and 3 days of substitutes for 3 arts teachers to collaborate. \$110.00 x 3 teachers = \$330.00	Block \$330.00

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) By June 2014, at least 55% of seniors will complete the UC A-G requirements and at least 45% of seniors will be accepted to 4 year colleges. This will be due due to continued improvement in counseling services and additional opportunities for students to explore post-secondary options. Student exit interviews and surveys will be used to measure this.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Exit interviews and surveys.</p>	<p>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.</p>
<p>Who are the focus students and what is the expected growth? The focus will be on seniors. 50% completion of UC A-G requirements and acceptance to 4 year colleges.</p>	<p>What data will be collected to measure student achievement? Exit interviews, surveys, and CDE data.</p>
<p>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.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
3.1 Continue providing field trips to universities and performing arts schools.	September, 2013 through April, 2014	\$1.65 per child for insurance and \$1.00 per mile to use one van. Nine students per van.	Block \$1,500.00
3.2 More college representative visits to MCAA	Throughout the 2013/14 school year.	N/A	
3.3 Develop and implement a plan to improve student self evaluation of academic and ESLR achievement.	2013/14 school year	N/A	
3.4 Develop a plan to hire a full time counselor.	Full time counselor begins with the 2013/14 school year.	Done	

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs) By June 2014, a plan will be developed that will allow for the addition or improvement in facilities so that more elective and academic classes can be added to the master schedule.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Parent, staff, and student surveys, and WASC findings</p>	<p>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.</p>
<p>Who are the focus students and what is the expected growth? All 7th - 12th grade students.</p>	<p>What data will be collected to measure student achievement? CST, CAHSEE, Benchmarks</p>
<p>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.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

Actions To Be Taken To Reach This Goal	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
<p>4.1 Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development). Develop a plan to add a staff workshop or library/media center.</p>	<p>Throughout 2013/14 school year</p>	<p>N/A</p>	
<p>4.2 Develop a plan to add at least two classrooms.</p>	<p>Throughout 2013/14 school year.</p>	<p>Cost of contract employee to research and submit a facility grant. 3 days = \$450.00</p>	<p>Block \$450.00</p>
<p>4.3 Additional elective and academic classes and class sections added to the master schedule (AP Art, Calculus, dance, etc.)</p>	<p>8-19-13</p>	<p>Cost of AP teacher training and materials. Cost of books and teacher materials for AP Calculus. We had added Ap Art and Calculus in the 2012/13 school year. The books for AP Calculus were purchased in the 2012/13 school year.</p>	<p>Block \$720.00</p>
<p>4.4 Continue to plan for and pursue funding for a new performing arts theater.</p>	<p>ongoing</p>	<p>Cost is part of 4.2 above.</p>	

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
4.5 Develop a plan to convert existing building for dance/martial arts/PE classes.		N/A	

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs) Increase the number of support services for students not meeting the academic and artistic standards and improve early identification of at-risk students.</p>	
<p>What data did you use to form this goal (findings from data analysis)? CST, CAHSEE, semester grades</p>	<p>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.</p>
<p>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.</p>	<p>What data will be collected to measure student achievement? CST, CAHSEE, grade reports, academic contract completion</p>
<p>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.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
5.1 Develop and implement a plan to identify at-risk learners earlier and to target interventions for them.	N/A		
5.2 Add a ninth block English CAHSEE intervention class as needed.	1-28-14 to 3-5-14		
5.3 Form an ELAC committee when enrollment mandates it.	N/A		
5.4 Develop a plan to involve more non-English speaking parents in school activities and improve school to home communication with them.	September, 2013		
5.5 Provide information and training for all parents in best uses of ABI, school web pages, and other technology resources.	9-11-13	This will be done at Back-to-School Night by the counselor and the counselor's secretary.	

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:

<p>SCHOOL GOAL #6 (Goals should be prioritized, measurable, and focused on identified student learning needs) By June 2014, library and media services for students and teachers will be improved, as measured by the addition of resources.</p>	
<p>What data did you use to form this goal (findings from data analysis)? WASC findings</p>	<p>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.</p>
<p>Who are the focus students and what is the expected growth? All students</p>	<p>What data will be collected to measure student achievement? CST, CAHSEE, Benchmark</p>
<p>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.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

<p>Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent involvement, Teaching and Learning, Staffing and Professional Development).</p>	<p>Timeline (Action Start Date & Completion Date)</p>	<p>Proposed Expenditures List each expenditure and quantity needed.</p>	<p>Funding Source/ Estimated Cost</p>
<p>6.1 Develop a plan to add a teacher workroom with media/library resources.</p>	<p>2013/14</p>	<p>Cost of an online library for high school students (Questia).</p>	<p>Block 5 \$1,569.7</p>
<p>6.2 Develop a plan to purchase additional tools for student access to digital technology textbooks i.e. e-readers, iPads.</p>	<p>2013/14</p>	<p>N/A.</p>	
<p>6.3 Develop and implement a plan to purchase additional classroom instructional technology, i.e. computers, document readers, smartboards.</p>	<p>2013/14</p>	<p>N/A</p>	

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

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

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

School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tim Malone	1				
Michelle Stewart				X	
Carmen Broderick				X	
Valeri Mathews				X	
Brenda Brown			X		
James McDaniels					X
Angel Hernandez					X
Lacy Dickinson					X
Matt Plummer		X			
Todd deVlaming		X			
Rebecca Browning		X			
Kris Paulucci		X			
Numbers of members of each category	1	4	1	3	3

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

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

Recommendations and Assurances

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

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

- English Learner Advisory Committee
- School Advisory Committee (Economic Impact Aid – State Compensatory Education)
- Other committees established by the school or district (list):

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 9-12-13

Attested:

Tim Malone		
Typed Name of School Principal	Signature of School Principal	Date

Michelle Stewart		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Typed Name of ELAC Chairperson	Signature of ELAC Chairperson	Date