

The Single Plan for Student Achievement (SPSA)



CORE @ The Camptonville Academy

County-District School (CDS) Code: 58-72728-6115935

Director: Christopher Mahurin

Date of this revision: October 4, 2013

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 ConApp and ESEA Program Improvement into the SPSA.

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

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CORE @ The Camptonville Academy is a public charter school sponsored by Camptonville Union Elementary School District

The District Governing Board is scheduled to review this revision of the SPSA on December 12, 2013.

School Summary

Community Options for Resources in Education @ The Camptonville Academy (CORE@TCA) is a public charter school sponsored by the Camptonville Union Elementary School District since 1998.

The mission of CORE@TCA is to utilize the independent study/personalized learning approach. This approach supports individual development, through choice of curriculum aligned with state standards, engaging parents along with students in learning and goal setting, and provides classroom instruction at our learning centers, within the community, and through distance learning. The key to success in personalized learning is the guidance of an assigned certificated Personalized Learning Teacher (PLT,) who guides students and parents through the individualized curriculum and learning modes and provides site-based classes at our learning centers. Our approach encourages students to be highly involved in the educational process, thereby becoming self-motivated, competent, life-long learners.

CORE@TCA provides opportunities for teachers, parents, pupils, and community members to improve pupil learning together. CORE@TCA encourages the use of different and innovative teaching methods and provides parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

Educational Philosophy

CORE@TCA provides an educational model for students in K-12 who prefer not to be in a traditional setting. CORE@TCA utilizes the independent study/personalized learning approach to ensure that all students will become proficient in the following CORE objectives:

- ❖ California State Content Standards: All graduates will demonstrate course-work knowledge and performance that is consistent with the California State Standards.
- ❖ Performance-based skills: All graduates will be effective readers, writers, speakers, communicators, and problem solvers.
- ❖ Life-long Learning Skills: All graduates will be constructive thinkers, effective communicators, informed decision makers, functional producers, and virtuous citizens.

Our educational philosophy includes key attributes that comprise the personalized learning model and are based upon a solid foundation of the latest educational research findings as to how students learn most successfully. These include a strong emphasis on parental involvement, small class sizes, one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

Ongoing Professional Development Program

At CORE@TCA, teachers are facilitators of learning, instructors capable of diagnosing and assessing student progress, and continual learners themselves. We believe that on-going trainings help teachers stay focused and effective as educators. Detailed, formal training begins for new teachers at the time of hire. New teachers receive full days of training as needed in the independent study/personalized learning approach and systems. All teachers attend two days of staff training in August, which includes professional development in curriculum and technology, safety policies, and changes to program in general. Analysis of STAR data and setting school-wide and individual student goals occurs as the school year begins. Regular staff trainings include curriculum and instruction support, department collaboration, individual student progress

analysis, and development of student services. In addition, at the beginning of each school year, teachers define the professional goals they wish to achieve. The school budget will support training for these individual choices encouraging staff members to attend workshops throughout the year to attain their goals. As the budget allows, teachers are encouraged to attend the APLUS fall conference in which teachers collaborate with constituents within the personalized model of education. This standard for professional development is based on the concept that what is good for the students – a wide variety of engaging learning opportunities, creating and solving real problems, using relevant experiences, and cooperating with others – is also beneficial for teachers as learners.

With the transition to the Common Core Standards, professional development has been expanded and focused. CORE @ The Camptonville Academy will be attending Common Core trainings hosted by Yuba County Office of Education and provided by Sacramento Office of Education. Subject matter teams will be meeting and collaborating regarding the transition. These teams will also be leading Parent Training Workshops throughout the year to involve all stakeholders in the successful implementation of Common Core.

Plan for Students Who Are Academically Low Achieving

The personalized learning approach is inherently well suited for addressing the needs of students who are academically low achieving. Because an individualized plan is developed from the time of enrollment for all students, students who are assessed as academically low achieving are identified immediately. Appropriate curriculum is selected which is designed to meet the needs of these students in specific areas, and weekly tutoring or classroom instruction is required when students have scored below basic in any core subject area.

CORE@TCA receives Title 1 funds. A protocol has been developed for identifying students who are most at risk. Students identified as qualifying for Free and Reduced Lunch and/or have tested below or far below basic in language arts or math meet with their PLT weekly. A Student Success Plan is agreed upon between the parent, teacher and student, which will include a number of intervention options including but not limited to:

- ❖ Weekly tutoring in identified areas
- ❖ Core classes at the center
- ❖ Benchmark assessments, which identifies learning gaps and provides targeted skill-building worksheets
- ❖ Curriculum supplements
- ❖ Online computer based skill builders
- ❖ Remediation classes at the community college
- ❖ Student Success Team (SST)

All teachers are trained to give attention to students with learning problems. These students may be identified initially through STAR test results or diagnostic assessments. In addition, we administer a range of assessments (typically completed at the beginning and end of each year.) Low achieving students are also identified through regular visits with the teacher or through a conversation with the parent or a classroom teacher. Learning problems are identified and strategies implemented to help the student succeed in the regular education program as identified above. The student's progress toward the goals and objectives are monitored and documented by the PLT. If the student is successful with these interventions, the process is continued at that level. If the student's needs cannot be met through this process, a formal referral for a Student Success Team (SST) is made. Through the SST process, goals and objectives are further defined and monitored. Regular follow-up meetings are determined. If the student is not showing improvement, a referral for assessment for special services is made. Teachers are all formally trained in Search/Serve procedures including the request and

implementation of 504 plans.

The school will employ or contract for a Special Education Coordinator as well as a Resource Specialist who serves students.

Student Enrollment

Group	Enrollment
Number of students	375
Black or African American	1.1%
American Indian or Alaska Native	1.6%
Asian	.3%
Filipino	1.1%
Hispanic or Latino	10.2%
Native Hawaiian or Pacific Islander	0.3%
White	84.5%
Socioeconomically Disadvantaged	52.9%
English Learners	.5%
Students with Disabilities	8.3%

Student Performance

Subject	Students Proficient and Above on STAR* Program Results (2013)
English-Language Arts	61.3%
Mathematics	47.4%
Science	54.3%
History-Social Science	33.0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress

Indicator	Result
2013 Growth API Score (from 2012 Growth API Report)	780
Growth in the API from 2012 to 2013	18
Statewide Rank (from 2012 Base API Report)	3
Met All 2013 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 11 of 13
2013–14 Program Improvement Status (PI Year)	Year 3

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Academic Performance Index (API)

The Academic Performance Index (API) measures student progress from one level to the next, from *Basic* to *Proficient*, for example. CORE @ The Camptonville Academy gained an aggregate total of 47 points over the last five years. Last year CORE@TCA went down two points.

<u>Year</u>	<u>API</u>	<u>Growth</u>
2013	780	+18
2012	762	-3
2011	765	+16
2010	749	+2
2009	747	+31
2008	716	

Annual Yearly Progress (AYP)

The Annual Yearly Progress (AYP) is a rating system that indicates whether a school is making progress by participating in the standardized testing system and reaching academic proficiency goals for all students. CORE@TCA made 11 of 13 AYP criteria goals. Specifically, English Language Arts and Mathematics proficiency rates for Socioeconomically Disadvantaged students were not met.

Made All AYP Goals:	No		11 of 13 met
Met AYP Criteria:	English-Language Arts		Mathematics
<u>Participation Rate:</u>			
Schoolwide	YES		YES
White	YES		YES
Socioeconomically Disadvantaged	YES		YES
<u>Percent Proficient:</u>			
Schoolwide	YES		YES
White	YES		YES
Socioeconomically Disadvantaged	NO		NO
Academic Performance Index (API) - Additional Indicator for AYP		YES	

Program Improvement Status

CORE@TCA remains in Program Improvement (PI) Status according to the guidelines established in the Elementary and Secondary Education Act (ESEA). It is the goal of all schools to make Adequate Yearly Progress (AYP) in all areas. CORE@TCA made 11 of 13 AYP criteria goals. English Language Arts and Mathematics proficiency rates for Socioeconomically Disadvantaged students were not met, and therefore, CORE@TCA remains in Program Improvement.

In compliance with ESEA, CORE@TCA is ensuring the following:

- Parents are informed of the PI status, the reason for PI identification, information towards parent involvement in addressing the academic issues, and the right to return to the home public school within their district.
 - Single Plan for Schoolwide Achievement has been updated, involving all stakeholders, to address any academic concerns, and covers a minimum of a two-year period.
 - At least 10% of the school's Title 1 funds are dedicated to high quality professional development targeted to improve student achievement
 - CORE@TCA continues to collaborate with Camptonville Union Elementary School District, Yuba County Office of Education, and professional organizations and experts to improve the school plan and increase student achievement.
 - Transition plan to the Common Core State Standards (CCSS) is reviewed and incorporated into the school plan.
 - *Form A: Planned Improvements in Student Performance* and *Form B: Centralized Support for Planned Improvements in Student Performance* have been created to address the effectiveness of instructional program for students failing to meet academic performance index and adequate yearly progress growth targets.
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Form A: Planned Improvements in Student Performance

The School Site Council, educational staff, and the Board of Directors 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, we have adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

School Goal #1:	
Ensure that all students make progress toward proficiency in Math	
<p>What data did you use to form this goal (findings from data analysis)?</p> <ul style="list-style-type: none"> • CST Data 09-10, 10-11, 11-12, 12-13 • CAHSEE Data 09-10, 10-11, 11-12, 12-13 	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>Camptonville Academy is an independent LEA.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <ul style="list-style-type: none"> • 51% of 2nd graders scored Basic or below • 72% of 3rd graders scored Basic or below • 53% of 6th graders scored Basic or below • 76% of 7th graders scored Basic or below • 82% of Algebra scores were Basic or below • Socioeconomically Disadvantaged proficiency rate was 10.3% less than Schoolwide rate (12/13 CST) • 9% of 10-12 graders tested did not pass CAHSEE Math 	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • Leadership Team • All Teaching Staff • Math minds • Charter Site Council • Camptonville Elementary School District Board • Camptonville Academy School Board
<p>Who are the focus students and what is the expected growth?</p> <ul style="list-style-type: none"> • All grades will increase proficiency by 5% or more annually (reduce Basic and below rates by 5% or more). • Socioeconomically Disadvantaged students will increase proficiency rates by 10% annually. • Algebra students will increase proficiency rates by 5% or more annually. • CAHSEE Math passing rate will increase by 3% annually. 	<p>What data will be collected to measure student achievement?</p> <ul style="list-style-type: none"> • CST scores will be evaluated annually to measure student achievement. • CAHSEE data will be evaluated annually to measure student achievement.
<p>What process will you use to monitor and evaluate the data?</p> <ul style="list-style-type: none"> • On going measurement with Star Math Enterprise, curriculum embedded assessments, and informal assessments. • CST data is evaluated annually to guide strategic planning. Committee meetings, council meetings, and team meetings are all used in the evaluation cycle. 	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <ul style="list-style-type: none"> • Professional development implemented (minimum of 10% of Title 1 funds utilized) • Parental involvement strategies implemented (ex. Parent Workshop series) • Research based strategies together with curriculum resources (ex. Star Math program)

School Goal #1 (Cont.):
Ensure that all students make progress toward proficiency in Math

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Class instruction available at the Lakeside Resource Center:</p> <ul style="list-style-type: none"> • Explore It (K-1) • Math Games & Puzzles (2-3) • IXL Interactive Math (4-6) • Mathematics Common Core (5-7) • Pre-Algebra Common Core (6-8) • Advanced Pre-Algebra Common Core (7-8) • Basic Algebra • Algebra 1 • Algebra 2 • Geometry • Pre-Calculus 	<p><u>Fall & Spring 13/14 –Ongoing</u></p> <p>Juspreet Bains Serene Turner Dawn Flinn Lois Langehaug Michelle Cota Melissa Rongley</p>	<p>General Funds Title 1 Funds</p>	<p>CST Scores On Going Assessments Parent/Student Surveys Staff feedback</p>
<p>Tutoring Supports:</p> <ul style="list-style-type: none"> • Hard Math Café • VCI Tutoring Expanded (ex. Brad Hendrix) • PLT Tutoring • Online resources (Kahn Academy) 	<p><u>Fall & Spring 13/14 – Ongoing</u></p> <p>Dawn Flinn VCI Tutors</p>	<p>General Funds Title 1 Funds VCI Funds</p>	<p>CST Scores Parent/Student Surveys Staff feedback</p>
<p>Math Culture and Enrichment:</p> <ul style="list-style-type: none"> • Math Competition Club (4th-8th) • Discover Engineering I Class (5th-8th) • Discover Engineering II Class (5th-8th) • Use of Common Core instructional strategies (ex: project based collaboration) 	<p><u>Fall & Spring 13/14 – Ongoing</u></p> <p>Lois Langehaug Alessandra Apsley</p>	<p>General Funds</p>	<p>CST Scores Parent/Student Surveys Staff feedback</p>

School Goal #1 (Cont.):
Ensure that all students make progress toward proficiency in Math

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Student Success Plans <ul style="list-style-type: none"> Created for every student who scored "Basic" or below on recent CST Review each plan with administrator (Student Success Meetings) 	<u>Fall 12/13</u> All Personalized Learning Teachers (PLTs) All PLTs and administrators	General Funds	CST Scores Parent/Student Surveys Staff feedback
Professional Development <ul style="list-style-type: none"> APLUS Personalize Learning Conference CSDC Leadership Conference California Charter School Association Conference Common Core Standards Staff Training (YCOE) Star Math Enterprise Training Stanford Online Courses 	October 201 (10- Staff Team) October 2013 (3 – Staff Team) March 2013 (2 –Staff Team) 2013-14- Monthly (All Teaching Staff) 2013-14 – Ongoing (Math Committee and All Staff)	General Funds Minimum of 10% of Title 1 Funds Title 2 Funds	CST Scores Staff feedback
Assessment & Remediation <ul style="list-style-type: none"> Star Math Enterprise 	<u>Fall and Spring 13/14 – Ongoing</u> Michelle Cota (Program Champion)	General Funds Title 1 Funds	Star Math Enterprise Scores CST Scores Staff Feedback Parent/Student Feedback Math Committee Review
Parent Training <ul style="list-style-type: none"> Parent Workshops 	<u>Fall 13/14</u> Kathy Kunde, Subject Committees and Teaching Staff	General Funds	Workshop Surveys

School Goal #1 (Cont.):
Ensure that all students make progress toward proficiency in Math

Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Expanded Curriculum and Online Supports <ul style="list-style-type: none"> • Teaching Textbooks • IXL Math • Brain Pop • Khan Academy • Compass Interactive CDs • Accelerated Math • Sheppard Math • Cool Math 	<u>Fall and Spring 13/14 – Ongoing</u> Michelle Cota Math Committee Math Teaching Staff All Staff	General Funds	CST Scores Staff Feedback Parent/Student Feedback Math Committee Review
CAHSEE Prep & Tutoring <ul style="list-style-type: none"> • CAHSEE Workshops • CAHSEE Prep Course (online or textbook) • CAHSEE Tutoring 	<u>Fall and Spring 13/14 – Ongoing</u> Dawn Flinn Lois Langehaug & Dawn Flinn PLTs and VCI tutors	General Funds CAHSEE Funds Title 1 Funds	CAHSEE Pass Rates and Scores
CAHSSEE Success Plans <ul style="list-style-type: none"> • Created for every 11th or 12th grader who has not passed CAHSEE • Created for any 9th or 10th grader who scored “Basic” or below on recent CST • Review each plan with administrator (Student Success Meetings) 	<u>Fall 13/14</u> All Personalized Learning Teachers (PLTs) All Personalized Learning Teachers (PLTs) All PLTs and administrators	General Funds	CAHSEE Pass Rates and Scores

School Goal #2:
Ensure that students make progress toward proficiency in
English and Language Arts

<p>What data did you use to form this goal (findings from data analysis)?</p> <ul style="list-style-type: none"> • CST Data 09-10, 10-11, 11-12, 12-13 • CAHSEE Data 09-10, 10-11, 11-12, 12-13 	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>Camptonville Academy is an independent LEA</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <ul style="list-style-type: none"> • 61% of 2nd graders scored Basic or below (<i>17% Far Below Basic</i>) • 71% of 3rd graders scored Basic or below (<i>29% Far Below Basic</i>) • 45% of 7th graders scored Basic or below • 45% of 10th graders scored Basic or below • 63% of 11th graders scored Basic or below • Socioeconomically Disadvantaged proficiency rate was 16.6% less than Schoolwide rate (12/13 CST) • 11% of 10-12 graders tested did not pass CAHSEE ELA 	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • Leadership Team • All Teaching Staff • Certified Reading Specialist • Charter Site Council • Camptonville Elementary School District Board • Camptonville Academy Board
<p>Who are the focus students and what is the expected growth?</p> <ul style="list-style-type: none"> • All grades will increase proficiency by 5% or more annually (reduce Basic and below rates by 5% or more). • Socio-economically disadvantaged students will increase proficiency rates by 10% annually. • CAHSEE ELA passing rate will increase by 3% annually. 	<p>What data will be collected to measure student achievement?</p> <ul style="list-style-type: none"> • CST scores will be evaluated annually to measure student achievement • CAHSEE data will be evaluated annually to measure student achievement
<p>What process will you use to monitor and evaluate the data?</p> <ul style="list-style-type: none"> • On going measurement with STAR Enterprise Reading, curriculum embedded assessments, and informal assessments. • CST data is evaluated annually to guide strategic planning. Committee meetings, council meetings, and team meetings are all used in the evaluation cycle. 	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <ul style="list-style-type: none"> • Professional development implemented (minimum of 10% of Title 1 funds utilized) • Parental involvement strategies implemented (ex. Parent Workshop series) • Research based strategies and curriculum utilized (ex. Accelerated Reading)

School Goal #2 (Cont.):			
Ensure that students make progress toward proficiency in English and Language Arts			
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
<p>Class instruction available at the Marysville Resource Center:</p> <ul style="list-style-type: none"> • Literature & Art (K-1) • Literacy Exploration (K-1) • Literature Art Connection (2-3) • Pocketbooks (2-3) • Pockets for all Seasons (K-3) • Novel Units (4-6) • Connections (4-6) • Creative Writing (4-8) • Excellence in Writing B (4-6) • Excellence in Writing A (6-8) • More Words Beyond Lit. (7-8) • American Literature (11th-12th) • Composition (HS) • Great Books English II (HS) • Journalism (HS) • College Prep Eng. (HS) 	<p><u>Fall & Spring 13/14 –Ongoing</u></p> <p>Laura Michel Juspreet Bains Nancy Holcomb Serene Turner Juspreet Bains Kitty Donnelly Nancy Mclean Ellie Palmer Rachel Biggs Mark Yedinak Serene Turner Joan Norton Rotating Teachers</p>	<p>General Funds</p>	<p>CST Scores Ongoing Assessments Parent/Student Surveys Staff feedback</p>
<p>Tutoring Supports:</p> <ul style="list-style-type: none"> • VCI Tutoring Expanded (ex. Nancy Holcomb) • Barton Reading Tutoring 	<p><u>Fall & Spring 13/14 – Ongoing</u></p> <p>VCI Tutors Kitty Donnelly</p>	<p>General Funds</p>	<p>CST Scores Parent/Student Surveys Staff feedback</p>
<p>Student Success Plans</p> <ul style="list-style-type: none"> • Created for every student who scored “Basic” or below on recent CST • Review each plan with administrator (Student Success Meetings) 	<p><u>Fall 13/14</u></p> <p>All Personalized Learning Teachers (PLTs)</p> <p>All PLTs and administrators</p>	<p>General Funds</p>	<p>CST Scores Parent/Student Surveys Staff feedback</p>

School Goal #2 (Cont.): Ensure that students make progress toward proficiency in English and Language Arts			
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
Professional Development <ul style="list-style-type: none"> • APLUS Personalize Learning Conference • CSDC Leadership Conference • California Charter School Association Conference • Common Core Standards Staff Training (YCOE) • Star Reading Enterprise Training 	October 2011 (10- Staff Team) October 2013 (3 – Staff Team) March 2013 (2 –Staff Team) 2013-14- Monthly (All Teaching Staff) Ongoing (Math Committee and All Staff)	General Funds Minimum of 10% of Title 1 Funds Title 2 Funds	CST Scores Staff feedback
Screening, Assessment & Remediation <ul style="list-style-type: none"> • Reading Screening • Reading Specialist Support • Star Reading Enterprise Program • Read Naturally • Accelerated Reader 	<u>Fall and Spring 13/14 – Ongoing</u> All teachers Michelle Cota Joan Norton Guadalupe Sotelo	General Funds Title 1 Funds	Star Reading Enterprise Scores, CST Scores, Staff Feedback, Parent/Student Feedback, Reading Committee Review
Parent Training <ul style="list-style-type: none"> • Parent Workshops 	<u>Fall 13/14</u> Kathy Kunde, Subject Committees, and Teaching Staff	General Funds	Workshop Surveys
Expanded Curriculum and Online Supports <ul style="list-style-type: none"> • Read Naturally • Accelerated Reader • Brain Pop • Sing, Spell, Read & Write • Star Reading Enterprise • Audiobooks • Story Starter 	<u>Fall and Spring 13/14 – Ongoing</u> Joan Norton Reading Committee All Staff	General Funds	CST Scores Staff Feedback Parent/Student Feedback Reading Committee Review

School Goal #2 (Cont.):			
Ensure that students make progress toward proficiency in English and Language Arts			
Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel	Each Funding Source/Amount	Process for Evaluation of Implementation
CAHSEE Prep & Tutoring <ul style="list-style-type: none"> • CAHSEE Workshops • CAHSEE Prep Course (online or textbook) • CAHSEE Tutoring 	<u>Fall and Spring 13/14 – Ongoing</u> Mark Yedinak Lois Langehaug & Mark Yedinak PLTs and VCI tutors	General Funds CAHSEE Funds	CAHSEE Pass Rates and Scores
CAHSSEE Success Plans <ul style="list-style-type: none"> • Created for every 11th or 12th grader who has not passed CAHSEE • Created for any 9th or 10th grader who scored “Basic” or below on recent CST • Review each plan with administrator (Student Success Meetings) 	<u>Fall 13/14</u> All Personalized Learning Teachers (PLTs) All Personalized Learning Teachers (PLTs) All PLTs and administrators	General Funds	CAHSEE Pass Rates and Scores

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<p>Program Support Goal # 1 Ensure that all students make progress toward proficiency in Math (Based on conclusions from analysis of program components and student data pages)</p>					
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> Parents, Teachers, Administrators, Vendor Course Instructors 		<p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> All grades will increase proficiency by 5% or more annually (reduce Basic and below rates by 5% or more). Socio-economically disadvantaged students will increase proficiency rates by 10% annually. Algebra students will increase proficiency rates by 5% or more annually. CAHSEE Math passing rate will increase by 3% annually. 			
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> On going measurement with Star Math Enterprise Curriculum embedded assessments Informal assessments. 		<p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> CST and CAHSEE data is evaluated annually to guide strategic planning. Committee meetings, council meetings, and team meetings are all used in the evaluation cycle. 			
<p><u>Additional Actions to be Taken to Reach This Goal</u></p>		<p><u>Start Date/Completion Date</u></p>	<p><u>Proposed Expenditures</u></p>	<p><u>Estimated Cost</u></p>	<p><u>Funding Source</u></p>
<p>Expanded Professional Development</p>		<p>2013-2014 & beyond</p>	<p>Common Core and Smarter Balanced Training</p>	<p>\$6000</p>	<p>Title 1 Title 2</p>
<p>STAR Reading/Math Enterprise-online assessment and remediation program implemented</p>		<p>2013-2014</p>	<p>Annual subscription</p>	<p>\$4800</p>	<p>General Funds</p>
<p>Math Program Champion position available to train staff and guide assessment and remediation program</p>		<p>2012-2013 & beyond</p>	<p>Annual Stipend</p>	<p>\$2000</p>	<p>Title 1</p>

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

<p>Program Support Goal # 2 Ensure that all students make progress toward proficiency in English and Language Arts (Based on conclusions from analysis of program components and student data pages)</p>				
<p>Groups participating in this goal (e.g., students, parents, teachers, administrators):</p> <ul style="list-style-type: none"> Parents, Teachers, Administrators, Vendor Course Instructors 		<p>Anticipated annual growth for each group:</p> <ul style="list-style-type: none"> All grades will increase proficiency by 5% or more annually (reduce Basic and below rates by 5% or more). Socio-economically disadvantaged students will increase proficiency rates by 10% annually. Algebra students will increase proficiency rates by 5% or more annually. CAHSEE Math passing rate will increase by 3% annually. 		
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> On going measurement with Star Reading Enterprise, curriculum embedded assessments, and informal assessments. 		<p>Group data to be collected to measure gains:</p> <ul style="list-style-type: none"> CST and CAHSEE data is evaluated annually to guide strategic planning. Committee meetings, council meetings, and team meetings are all used in the evaluation cycle. 		
<p><u>Additional Actions to be Taken to Reach This Goal</u></p>	<p><u>Start Date Completion Date</u></p>	<p><u>Proposed Expenditures</u></p>	<p><u>Estimated Cost</u></p>	<p><u>Funding Source</u></p>
Expanded Professional Development	2013-2014 & beyond	Common Core and Smarter Balanced Training	\$6000	Title 1 Title 2
Increase RTI support for struggling readers by employing a specialist.	2013-2014 & beyond	Increase RTI staff .5 FTE	\$30,000	General Funds
Star Reading Enterprise- online assessment and remediation program implemented	2013-2014	Annual subscription	\$775	General Funds

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (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
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 33,652
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$ 3,002
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input checked="" type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$ 39,048
<input type="checkbox"/> Other federal funds (list and describe) ¹	\$
Total amount of federal categorical funds allocated to this school	\$ 75,702
Total amount of state and federal categorical funds allocated to this school	\$ 75,702

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:²

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Lucy Barnett				X	
Susan Campbell				X	
Samuel Krouse		X			
Sherry King			X		
Courtney Hendrix					X
Chris Mahurin	X				
Numbers of members in each category	1	1	1	2	1

² At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: 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**):

X English Learner Advisory Committee

X Special Education Advisory Committee

X District/School Liaison Team for schools in Program Improvement

X All-Staff & Departmental Advisory Committee (secondary)
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: November 6, 2013.

Attested:

Christopher Mahurin
Typed name of School Principal
& SSC Chairperson

Signature of School Principal
& SSC Chairperson

III. Resources

This section contains the following appendices that will assist the SSC in completing the SPSA and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the ConApp
 - Appendix B: Chart of Requirements for the SPSA
 - Appendix C: Sample School and Student Performance Data Forms
 - Appendix D: Demographic Data Summary
 - Appendix E: Analysis of Current Instructional Program
 - Appendix F: Organizing the SSC and Outline of Sample Bylaws
 - Appendix G: Use of Resources
 - Appendix H: WASC High School Accreditation Crosswalk
 - Appendix I: Parental Involvement and Special Committees
 - Appendix J: Acronyms and Specialized Terms
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Appendix A: Programs Funded through the ConApp

The programs listed below are reported in the ConApp. Information about the ConApp and program profiles are available on the California Department of Education ConApp Web page at <http://www.cde.ca.gov/fg/aa/co/>.

For 2008–09 through 2012–13, funding formerly restricted for 39 specified categorical programs may be used for any educational purpose. Information on the flexibility provisions is available on the CDE Categorical Programs Web page at <http://www.cde.ca.gov/fg/aa/ca>.

State Programs

- Economic Impact Aid

Federal ESEA Programs

- Title I, Part D, Delinquent
- Title II, Part A, Teacher and Principal Training and Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title VI, Part B, Rural Education Achievement

Information and CDE contacts for ESEA programs are available on the CDE Programs and Contacts Web page at <http://www.cde.ca.gov/nclb/sr/pc>.
