

# 2016/17 Single Plan for Student Achievement – Chrysalis Charter School

## Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

# Chrysalis Charter School

## Single Plan for Student Achievement

School: Chrysalis Charter School

District: Chrysalis Charter School

County-District School (CDS) Code: 45 10454 0111674

Administrator: Irene Salter

Date of this revision: March 2, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. 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:

Contact Person: Irene Salter

Position: Administrator

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Address: 21945 Old 44 Drive

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The District Governing Board approved this revision of the SPSA on **May**.



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## Form A: 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:

**LEA/SCHOOL GOAL:** Continue to assist all students moving towards proficiency in reading and math as measured by iReady assessments, Smarter Balanced test scores, and other assessment instruments chosen by teachers (such as DIBELS).

<p><b>What data did you use to form this goal?</b>          For general students in the lower RTI categories (those for whom SSTs were convened or with academic 504s):          2015 &amp; 2016 iReady scores          2016 Smarter Balanced test scores          other assessment instruments chosen by teachers (such as DIBELS, DRA, etc.)           For the whole school:          2016 Smarter Balanced test scores          2015 &amp; 2016 iReady scores</p>	<p><b>What were the findings from the analysis of this data?</b>          At a whole school level, we feel that the interventions are working. Our students rank among the best in Shasta County (4<sup>th</sup> in math and 7<sup>th</sup> in ELA on the 2016 Smarter Balanced tests). 2015-16 iReady data showed 70% of students met their projected growth targets and that students, on average, exceeded their expected growth targets by 43%.           The results are more inconsistent for current students that have SST's, 504's, and for whom teachers had academic concerns. Of the 21 students identified, in math 7 met growth targets, 5 showed insufficient growth, and 2 declined. In ELA, 6 met growth targets, 4 showed insufficient growth, and 3 declined. 7 were new to the school and thus lacked pre-post data on iReady and Smarter Balanced.           Further analysis of these 21 students showed that in the last 5 months (August 2016 to January 2017) these students' continue to make progress on other assessment instruments, particularly in those areas in which they are receiving additional support. The Council concludes that despite these students not making sufficient growth on iReady and Smarter Balanced tests, their needs are being addressed or, when insufficient growth is documented, that they are being assessed for special education. Those that do not have data available are homeschooled and will be removed from this data pool as they don't utilize the services in this plan. The Council noted that one student for whom concerns still exist has mitigating factors that explain the lack of growth. The data makes it clear that there are no children falling through the cracks, and that the current program continues to move students towards proficiency in reading and math.</p>	<p><b>How will the school evaluate the progress of this goal?</b>          We will use iReady as our main periodic assessment instrument supplemented by individual teachers' additional assessments (such as DIBELS) and Smarter Balanced test scores.   <b>Where can a budget plan of the proposed expenditures for this goal be found?</b>          Form F</p>
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**STRATEGY:** Provide 30 minutes of targeted intervention three days a week for students who are not yet proficient in reading or math.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
Ongoing.	Classroom teachers with support from Administration and Special Education	Continue to provide targeted interventions to those students who are behind in reading and math as indicated by iReady assessments, periodically re-evaluating interventions as assessment indicates. (Ongoing)	<p>\$51,804 – Title 1 portion of 5 teachers' salaries providing intervention.</p> <p>\$4,500 – Title 1</p>

## Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 1

Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Researching effectiveness and obtaining professional development and training in other assessments and interventions.	Ongoing	Working with county co-op to refine and improve our program.	\$644	Title 1

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

<sup>1</sup> See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken, or will begin, and the date it will be completed.

## Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

**Of the four following options, please select the one that describes this school site:**

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$32,204	X
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$623		X
<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$		Title III funds may not be consolidated as part of a SWP <sup>3</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$24,121		X
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$56,948		
Total amount of state and federal categorical funds allocated to this school		\$56,948		

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

<sup>3</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>4</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Irene Salter	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Bowie	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Angela Rollins	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donica Avelino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Wendy Wendt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Caleb Stefanovich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Mark Soderwall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Melissa Campbell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Leslie Powers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	0	6	0

<sup>4</sup> EC Section 52852

## 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**):
  - State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - English Learner Advisory Committee \_\_\_\_\_ Signature
  - Special Education Advisory Committee \_\_\_\_\_ Signature
  - Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - Other committees established by the school or district (list) \_\_\_\_\_ Signature  
Teachers
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: February 18, 2016.

Attested:

\_\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## CHRYSALIS CHARTER SCHOOL SPSA ANNUAL EVALUATION

### Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**

*LEA/SCHOOL GOAL: Continue to assist all students moving towards proficiency in reading and math as measured by iReady assessments, Smarter Balanced test scores, and other assessment instruments chosen by teachers (such as DIBELS).*

*We talked about the top priorities of the current SPSA and the major expenditures supporting these priorities and agreed to keep them the same as identified within the single plan*

- Identify the major expenditures supporting these priorities.

*1. Portion of 5 teachers' salaries providing intervention.  
2. Researching effectiveness and obtaining professional development and training in other assessments and interventions.*

### Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

***All were fully implemented.***

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- What specific actions related to those strategies were eliminated or modified during the year?

*None.*

- Identify barriers to full or timely implementation of the strategies identified above.

*None*

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

*Not applicable*

- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

*Not applicable*

### **Strategies and Activities**

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

*We agreed that the quantitative data from iReady, smarter balanced, and other assessments show significant growth in all but one identified student to support our feelings that our intervention plan is successful.*

*The professional development for teachers this year focused on utilizing iReady assessment data. \_\_\_\_\_*

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

*The following are not relevant to us. We feel like the opportunity to make changes was present but not needed/wanted. We are satisfied with the plan as it is.*

- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?
  - Lack of timely implementation
  - Limited or ineffective professional development to support implementation
  - Lack of effective follow-up or coaching to support implementation
  - Not implemented with fidelity
  - Not appropriately matched to student needs/student population
  - Other \_\_\_\_\_

- Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- Continuing it with the following modifications: \_\_\_\_\_

**Involvement/Governance**

- How was the SSC involved in development of the plan?

*SSC developed the plan. Administrator wrote a draft. Teachers reviewed with no changes. SSC reviewed and approved. Board reviewed and approved.*

- How were advisory committees involved in providing advice to the SSC?

*Not applicable.*

- How was the plan monitored during the school year?

*The development of the plan and analysis of data was ongoing with teachers in the individual classrooms and reviewed at site council meetings. We will*

\_\_\_\_\_

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

*As planned, we encouraged greater participation from stakeholders to join Site Council this year. Three new members were recruited and appointed due to increased fall outreach efforts. We plan to continue making meetings 'engaging' by talking about school successes to encourage more stakeholders to take a vested interest in being involved in Site Council for the next year. We hosted a "LCAP and Single Plan Coffee" in April to share the draft plans with stakeholders and will do so again next year.* \_\_\_\_\_

**Outcomes**

- Identify any goals in the current SPSA that were met.

*All students moved towards greater proficiency in math and reading.*

- Identify any goals in the current SPSA that were not met, or were only partially met.

*None*

- o List any strategies related to this goal that were identified above as "not

fully implemented” or “ineffective” or “minimally” effective.

- Based on this information, what might be some recommendations for future steps to meet this goal?

