

Single Plan for Student Achievement

Mountain Valley Academy



1010 Ramona Street
Ramona, California 92065
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2016-17 School Year

The Single Plan for Student Achievement

School: Mountain Valley Academy

District: Ramona Unified School District

County-District School (CDS) Code: 37-68304-0131-250

Principal: Dr. Kathryn Gunderson

Date of this revision: October 28, 2016

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:

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The District Governing Board approved this SPSA on: January 19, 2017.



School Profile

Mountain Valley Academy services 213 students in grades K-12 through Independent Study. A school of choice within the Ramona Unified School District, MVA welcomes students from all over the district, including English Learners. Independent Study students typically attend classes on campus from 2-5 days a week, working at home independently the rest of the week.

School Accountability Report Card

Our school SARC is available on our District website @ www.ramonausd.net. SARCS are located within the Schools menu.

Please see Appendix A for a definition of acronyms and education terms.

Comprehensive Needs Assessment Components

Annual SPSA Achievement Evaluation

Plan Priorities

The top priorities in the MVA 2015 SPSA were 1) Student achievement: materials appropriate for Independent Study; computer access and applications for individualized study; 2) Career EXPO participation for high school students.

Major expenditures supporting these priorities included 1) Supplemental materials \$1400; Chromebooks with cart \$5000; Chromebook carts \$2000 (from donations); 2) Photocopying \$50

Plan Implementation

Strategies that were fully implemented included 1) Parent workshops on writing and math; 2) Use of online supports and applications for individual student levels of achievement; 3) Small group or individual lessons on use of materials; 4) Full participation in Career EXPO for all MVA high school students enrolled first semester.

Strategies and Activities

Teachers anecdotally report higher achievement with better understanding of resources. The MVA school community recommends that the above practices continue.

Outcomes

Goal 1: 100% of MVA students will attain 10% growth in MAP and/or CAASPP assessments in the area of math by Spring 2016.

Data: MAP Fall 2015-2016 grade level growth summaries for grades K-4. CAASPP grade level summative scores 2015-2016 grades 3-8 and 11.

Grade K	MAP Met	Grade 5	CAASPP Met
Grade 1	MAP Met	Grade 6	CAASPP Not Met (4% growth)
Grade 2	MAP Met	Grade 7	CAASPP Not Met
Grade 3	MAP Met/CAASPP Met	Grade 8	CAASPP Met
Grade 4	MAP Not met/CAASPP Not Met (9% growth)	Grade 11	CAASPP Met

Goal 2: 100% of MVA students will attain 10% growth in MAP and/or CAASPP assessments in the area of ELA by Spring 2016.

Data: MAP Fall 2015-2016 grade level growth summaries for grades K-4. CAASPP grade level summative scores 2015-2016 grades 3-8 and 11.

Grade K	MAP Met	Grade 5	CAASPP Met
Grade 1	MAP Met	Grade 6	CAASPP Met
Grade 2	MAP Met	Grade 7	CAASPP Not Met
Grade 3	MAP Met/CAASPP Met	Grade 8	CAASPP Not Met
Grade 4	MAP Not met/CAASPP Not Met (7% growth)	Grade 11	CAASPP Not met (9% growth)

Goal 3: 100% of MVA high school students will participate in Career EXPO.
Met.

Data Analysis

Please refer to the School and student Performance Data section where an analysis is provided.

Surveys

During the 2015-2016 school year parents were surveyed regarding MVA math programs and supports/resources, the possibility of a Valedictory Circle to replace the traditional Valedictorian and Salutatorian, and the introduction of community college classes on campus. As a result of the survey indicators, math workshops for parents were revised and continued, the Valedictory Circle continues to be an SSC agenda item, and Palomar College classes on the Ramona Community Campus began Fall 2016.

Teacher feedback was gathered with regard to our format for DIBELS testing. The DIBELS survey results allowed us to make effective changes in the logistics of testing, scoring and publishing to teachers the school-wide results of DIBELS testing in a timely manner.

Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

Standards, Assessment, and Accountability:

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Mountain Valley Academy uses multiple measures to collaboratively (with the parent, as well as other MVA teachers) assess and analyze students' strengths and weaknesses and to improve instructional practices to meet all students' needs. A variety of practices are used to do this. Professional Collaboration time one time per week allows teachers the opportunity to review grade level standards, design assessments and then use this information to create interventions. Teachers have access to student data on *Illuminate*. Instructional conferences are held between parent, student and teacher(s) at a minimum of every six weeks to review student achievement and to discuss instructional practice to ensure that all students are successful. Teachers, parents and students set learning goals for the school year.

2. Use of data to monitor student progress and modify instruction (EPC)
Multiple forms of data are used to monitor student progress. *Illuminate* data leads teacher discussion, student work logs and assessment results inform instructional discussions and determine any interventions. DIBELS screening, NWEA MAP assessments (fall/winter/spring), and Reading Counts! information are all used to monitor progress and determine appropriate intervention needs.

Staffing:

1. Status of meeting requirements for highly qualified staff (ESEA)
100% of the teachers and paraeducators working with the students at Mountain Valley Academy meet the state's definition and ESEA's requirements of highly qualified staff.

Professional Development:

1. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
As we transition to the new state standards, TK-12th grade teachers are in the process of receiving in-depth professional learning both at the district level and at the school site. Over the summer teachers were able to attend PL (Professional Learning) Slam Week, which included up to five professional learning days focusing on Writers Workshop, the site's new HMH and CPM mathematics programs, and technology integration to support student learning. During Slam Week, teachers were also provided collaboration and planning time. October 7, 2016, MVA teachers participated in additional professional learning regarding math, writing and "flipped classroom" strategies to inform Independent Study architecture. Also in October 2016, two MVA teachers and the principal were trained in Targeted Feedback strategies to support teachers in honing their craft.

During the year, teachers are released two days per year to participate in Lesson Studies and Learning Walks. During these training days teachers work collaboratively with grade level colleagues across the district. Elementary teachers are also provided one day of professional learning in Writers Workshop during the year. Middle and high school math teachers have 2-5 days of CPM or San Diego County Department of Education training throughout the school year.

2. Ongoing instructional assistance and support for teachers (EPC)
Support providers from the San Diego County Office of Education as well as District teachers on special assignment are available to school sites to support specific school needs. The District Instructional Leader Teacher Team was created with teachers from all school sites to build leadership capacity for the District's Instructional Focus and mentor and model best practices for teachers at each school site. Principals also provide coaching, mentoring and modeling for teachers at their sites. MVA high school staff meet weekly to deepen their understanding of Independent Study practices and to collaborate on cross-disciplinary projects.

Collaboration Time:

1. Teacher collaboration by grade level (grades K-8) and department (grades 9-12) (ESEA)
In addition to the District collaboration time described above, elementary teachers are provided 90 minutes of collaboration and planning weekly to work with grade level colleagues. This time may also be used for vertical teaming and articulation. This time is provided on our weekly Compact Day. MVA Independent Study core academic teachers K-12 have blocks of time on Mondays (and Fridays for elementary teachers) to hold the required 6-week conferences with families, or facilitate field trips in the region. Middle and high school teachers also have preparation and conference times built into the Master Schedule.

Teaching and Learning:

1. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
The District's adopted core curriculum is the New California State Standards (NCSS). Because of the independent study nature of our program, many students progress at an accelerated pace. District adopted textbooks and supplemental materials are aligned to the standards. Our site piloted and adopted new mathematics materials during the 2014-15 school year. In the spring new materials were purchased. HMH *enVision* was purchased for grades K-5 and *Big Ideas Math* was purchased for grades 6-8. For 3-7 Saxon Math (with the *On Core* update) remains an option for our Independent Study families. Grade 9 adopted *College Preparatory Math* for Integrated Math 1, Integrated Math 2 and Integrated Math 3. Sullivan is the publisher for our *Pre-Calculus* text, used as a supplement for Integrated Math 2+ and Integrated Math 3+. Additionally, *College Preparatory Math's Pre-Calculus* book is being piloted 2016-2017 school year. An ELA pilot is planned for the Winter/Spring of 2016/2017. Our current elementary ELA adoption is *A Legacy of Literacy*, (Houghton Mifflin, 2003); at the middle and high school level we use Pearson (2003) *Literature*. Elementary classes are currently using *California Science* (Harcourt, 2008) in Science. Middle school students use *Life Science* and *Physical Science* (Holt, 2008). High school science uses *Modern Earth Science* (Holt, Rinehart & Winston, 2008), *Biology* (Glencoe, 2008), *Chemistry* (Addison Wesley, 2008), and *Conceptual Physics* (Prentice Hall, 2008). Elementary Social Studies uses *Reflections* (Harcourt, 2007). Seventh grade students have *World History* (Holt, 2007), and eighth grade uses *American Journey* (Glencoe, 2007). At high school levels Prentice Hall (2007) *World History*, and McDougal Littell (2007) *The Americans* are used, as well as McGruders' (2007) *American Government*. Spanish classes use Prentice Hall's *Realidades* (2009). We are currently in a transition period toward the implementation of the New California State Standards. Through staff development at the school site and district office, and grade level planning times, teachers continually work to learn and implement the new state standards (2010) in ELA and Mathematics. Professional Learning for the Next Generation Science Standards (NGSS) will be available to teachers this year. Teachers continue to follow the 1997 standards in Social Studies. *Sparks PE* is used in Physical Education classes. Regional optional field trips extend and enhance learning for many students: Astro Camp, Catalina Island Marine Institute, San Juan Capistrano Mission, etc.
2. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC) and 200 minutes of Physical Education every 10 school days
Adequate instructional time on site and at home is allotted based on the recommendations in the California Reading-Language Arts and Mathematics frameworks for all standards-aligned, core instructional programs. This time is given priority, and is protected from interruption. PE minute requirements are met in a variety of ways and logged by students and submitted to their teachers for each attendance period. Teacher led exercises at grades 5 and 7 prepare students for the FitnessGram physical fitness test (PFT).
3. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
Ramona Unified School District follows the California State Department of Education's recommended curriculum/instructional materials adoption/improvement cycle. Instructional materials are identified for school use to correspond to the state Standards, as well as course outlines. Teachers are expected to use the District adopted materials in their classrooms. Additional materials have been purchased to enhance the Independent Study curriculum at Mountain Valley Academy. Lexiled, leveled reading books are available for check out in the school's Library to supplement reading materials while supplementary science materials and access to a science lab classroom are also available to support hands-on lessons. In addition, other District and school site funds are used to purchase supplemental instructional materials to meet the needs of students, such as online research sources. As we move into full implementation of the New California State Standards (NCSS), teachers are utilizing the

publishers' supplemental materials and the District is in the process of investigating additional digital materials for pilot.

4. Use of SBE-adopted and standards aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers in Ramona Unified have access to NCSS standards-aligned support materials through the District Education Services website and curriculum guides, and state adopted materials in mathematics, Science and Social Studies. Intervention programs to support students include Read Naturally, Compass Learning (ELA and math), and a variety of teacher-made interventions.

Services for Underperforming Students:

1. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students currently not performing at grade level are provided a variety of levels of support to aid with their success. The following services are provided:

- Standards based instruction for all academic areas
- Textbooks including online supports for individualization
- Weekly professional Collaboration Time
- Imagine Learning
- Reading Counts!
- Speech and Language Therapist
- Student Study Team Meetings
- Mentor Program
- Community Based Counseling
- High School Tutorial periods for each core academic course
- Math Lab
- Raz-Kids
- DreamBox
- Science A-Z

The following are resources available from family, school, district, and community to assist under-achieving students:

- Teacher Conferences
- Grades Online
- Progress Reports
- Back-to-School Night
- SSC Meetings
- Parent/Student District Handbook
- Student Planners (Gr. 3-6)
- Parent Resource Library & Materials
- Parent Resources Online
- School Messenger
- Parent2Parent Mentors
- Parent Teacher Student Association (PTSA)
- Family Activity Nights
- Translation of all school to home communication
- Phone Calls from teachers and administration
- Teacher Classroom Newsletters
- CAASPP Results mailed home to parents
- High School tutors
- School Accountability Report Card (SARC)

2. Research-based educational practices to raise student achievement

The following researched-based educational practices are used to raise student achievement: Close Reading and annotation, Cornell Notes, collaborative learning, Projects, Writers Workshop, explicit phonics and vocabulary instruction, reading fluency practice, and technology applications such as Read Naturally. Additionally at MVA, Independent Study materials and methods are used to increase student learning.

Parent/Community Involvement:

1. Family, school, district, and community resources available to assist under-achieving students (ESEA)

The Parent/Teacher conference at Mountain Valley Academy is used to assist families in helping their children find success in school. Expectations for parent involvement in their children's education are spelled out in the Independent Study Master Agreement. Expectations for parent involvement are shared at incoming conferences prior to the start of school. After school tutoring is provided at the Ramona Community Library Monday through Thursday from 3:30 to 5:00PM. Our school newsletter often includes articles for parents, as do our site and district Websites. The following technology is available: five carts each holding 20+ Chromebooks; two computer labs, equipped with 27-35 computers. Wireless internet connectivity is available in all parts of the campus and every student has an assigned Google email account. Every classroom is equipped with an LCD projector and a document camera.

Transition into transitional kindergarten, kindergarten, second, fourth, sixth, eighth grade and high school are supported through several means. Supplemental information is also available on our school's Website. Parents of incoming kindergarten students receive a packet of information at the time of registration to assist them in preparing themselves and their child for the start of school. Kindergarten students participate in prescreening to determine their academic level in June prior to the start of school, and return just before the start of school for a classroom orientation. Students and parents transitioning to the next "even grade" level attend a presentation by the staff which reviews policies, procedures, routines, academic expectations, and other aspects of the classrooms. Other transition orientations are offered for students moving to eighth and ninth grade. Students and parents have the opportunity to ask questions during the presentation. In addition, teachers offer parent workshops in math and writing to support strong instruction at home.

Funding:

1. Services provided by categorical funds or supplemental funding that enable underperforming students to meet grade level or content standards (ESEA)

The staff at Mountain Valley Academy believes that all students can and will learn. Our Independent Study philosophy means each staff member is committed to partner with parents to deliver the curricular content to students in a way that meets each student's unique needs. Categorical funds aid school in many ways. The funding supports assistance with underperforming students. Centralized district funds support CELDT testing and Professional Learning.

Supplemental funds are used to purchase appropriate researched-based intervention materials in print and digital formats to support EL and struggling students.

Description of Barriers and Related School Goals

Limited time for professional learning and release time for teacher collaboration may limit our progress. The new state standards are excellent, but require greater content knowledge and instructional pedagogy for which teachers will require ongoing training and support in their implementation.

Ongoing funds for extended school day opportunities (*ie*: before and after school tutoring), materials appropriate for Independent Study (such as Saxon math, or Defined STEM), tutoring, and summer school for at-risk students are lacking.

Mountain Valley Academy continues to encourage parent participation with the school in helping their child meet or exceed grade level standards. Additional before/after school interventions need to be considered and funded as money becomes available.

School and Student Performance Data

Academic Performance by Student Group and Grade Level Yr 1=14-15 Yr 2=15-16 Yr 3=16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>ALL</u> STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	55	70		43	78		46	75		31	19		21	29		33	25		38	47	
Standard Met	%	9	20		29	11		38	19		46	69		47	33		50	50		36	36	
Standard Nearly Met	%	36	0		7	0		8	6		23	6		26	33		17	20		20	12	
Standard Not Met	%	0	10		21	11		8	0		0	6		5	5		0	5		6	5	
# Students Tested	#	11	10		14	9		13	16		34	16		19	21		17	20		108	111	
% of enrolled students tested	%	100	100		100	100		100	100		100	100		100	100		89.4	100		98	100	

Conclusions indicated by the data:

1. Increase of 9% students Meeting or Exceeding Standards.
2. Assignments addressing the New California State Standards (NCSS) prepare students for CAASPP test items.

Action steps indicated by the data

1. Individualized instruction/practice needed for growth
2. Deeper implementation of the New California State Standards (NCSS) materials and strategies needed
3. Share best practices

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>ALL</u> STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	36	70		43	44		31	50		25	31		21	31		39	45		33	47	
Standard Met	%	27	10		36	44		46	38		33	31		47	31		22	35		35	36	
Standard Nearly Met	%	27	10		21	11		15	12		42	25		32	31		33	15		28	12	
Standard Not Met	%	9	10		0	0		8	0		0	12		0	6		6	5		4	5	
# Students Tested	#	11	10		14	9		13	16		13	16		19	16		18	20		108	111	
% of enrolled students tested	%	100	100		100	100		100	100		93.2	100		100	76		89.4	100		98	96	

Conclusions indicated by the data:

1. Increase of 15% students Meeting or Exceeding Standards.
2. Assignments addressing the NCSS prepare students for CAASPP test items.

Action steps indicated by the data

1. Individualized instruction/practice needed for growth
2. Deeper implementation of NCSS materials and strategies needed
3. Share best practices

School and Student Performance Data

Academic Performance by Student Group Grade 11 Yr 1= 14-15 Yr 2= 15-16 Yr 3= 16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>ALL STUDENTS</u>		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	21	63	
Standards Met	%	61	32	
Standards Nearly Met	%	13	0	
Standards Not Met	%	4	5	
Number of students tested % of enrolled students tested	#	23	19	
	%	100	86	

Conclusions indicated by the data:

1. Increase of 13% students Meeting or Exceeding Standards.
2. Assignments addressing NCSS prepare students for CAASPP test items.

Action steps indicated by the data

1. Individualized instruction/practice needed for growth
2. Deeper implementation of NCSS materials and strategies needed

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>ALL STUDENTS</u>		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	9	41	
Standards Met	%	35	35	
Standards Nearly Met	%	39	24	
Standards Not Met	%	17	0	
Number of students tested % of enrolled students tested	#	23	17	
	%	100	77	

Conclusions indicated by the data:

1. Increase of 32% students Meeting or Exceeding Standards.
2. Assignments addressing NCSS prepare students for CAASPP test items.

Action steps indicated by the data

1. Individualized instruction/practice needed for growth
2. Deeper implementation of NCSS Math materials and strategies needed
3. Students in grade 11 need to continue with rigorous math courses

Academic Performance by Student Group and Grade Level Yr 1=14-15 Yr 2=15-16 Yr 3=16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR WHITE STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	55	83		36	78		45	64		25	30		27	36		40	29		38	52	
Standard Met	%	9	0		36	11		36	27		50	60		60	36		40	53		39	34	
Standard Nearly Met	%	36	0		9	0		9	0		25	0		13	21		20	18		19	8	
Standard Not Met	%	0	17		18	11		9	0		0	10		0	7		0	0		4	6	
# Students Tested	#	11	6		11	9		11	11		12	10		15	14		15	17		75	85	
% of enrolled students tested **	%	100	100		78.6	90		84.6	100		92.3	100		78.9	100		78.9	94		86	96.3	

Conclusions indicated by the data:

1. Increase of 9% students Meeting or Exceeding Standards.
2. Assignments addressing NCSS prepare students for CAASPP test items.

Action steps indicated by the data

1. Individualized instruction/practice needed for growth
2. Deeper implementation of NCSS strategies needed.
- 3.

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR WHITE STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	36	67		45	44		36	45		18	20		27	36		47	53		35	44	
Standard Met	%	27	17		36	44		36	45		36	40		60	36		27	35		37	36	
Standard Nearly Met	%	27	0		18	11		18	9		45	20		13	27		20	6		24	12	
Standard Not Met	%	9	17		0	0		9	0		0	20		0	0		7	6		4	4	
# Students Tested	#	11	6		11	9		11	11		11	10		15	11		15	17		74	64	
% of enrolled students tested **	%	100	100		78.6	90		84.6	100		84.6	100		78.9	100		78.9	94		84	96.3	

Conclusions indicated by the data:

1. Increase of 8% students Meeting or Exceeding Standards.
2. Assignments addressing NCSS prepare students for CAASPP test items.

Action steps indicated by the data

1. Individualized instruction/practice needed for growth
2. Deeper implementation of NCSS strategies needed.

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

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Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>WHITE STUDENTS</u>		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	20	67	
Standards Met	%	60	28	
Standards Nearly Met	%	15	0	
Standards Not Met	%	5	6	
Number of students tested % of enrolled students tested**	#	20	18	
	%	87	88.2	

Conclusions indicated by the data:

1. Increase of 15% of students Met or Exceeded Standards from previous year.
2. Implementation of NCSS better prepared students for the test items.

Action steps indicated by the data:

1. Individualized instruction/practice needed for growth
2. Deeper implementation of NCSS materials and strategies needed

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>WHITE STUDENTS</u>		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	10	44	
Standards Met	%	30	38	
Standards Nearly Met	%	40	19	
Standards Not Met	%	20	0	
Number of students tested % of enrolled students tested**	#	20	16	
	%	87	77.	

Conclusions indicated by the data:

1. Increase of 41% of students Met or Exceeded Standards.
2. Integrated Math classes provided preparation for the CAASPP test items.

Action steps indicated by the data

1. Individualized instruction/practice needed for growth
2. Deeper implementation of NCSS Math materials and strategies needed
3. Students in grade 11 need to continue with rigorous math courses

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Academic Performance by Grade Level

Yr 1=14-15 Yr 2=15-16 Yr 3=16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR HISPANIC STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	-	50		50	-		100	100		0	0		0	20		0	0		25	28	
Standard Met	%	-	50		0	-		0	0		100	100		100	40		100	50		50	40	
Standard Nearly Met	%	-	0		50	-		0	0		0	0		0	40		0	50		8	15	
Standard Not Met	%	-	0		0	-		0	0		0	0		0	0		0	0		0	0	
# Students Tested	#	NA	2		2	NA		1	4		1	4		1	5		1	2		6	18	
% of enrolled students tested **	%	-	100		14.3	-		7.7	100		7.7	100		5.3	100		5.3	50		7	92.8	

Conclusions indicated by the data:

1. Hispanic students are not a significant subgroup at MVA
2. 7% less Hispanic students Met or Exceeded Standards.
- 3.

Action steps indicated by the data

1. Examine individual student results for comparison with overall results
2. Individualized instruction/practice needed for growth
3. Deeper implementation of NCSS materials and strategies needed

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR HISPANIC Students																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	-	100		0	-		100	50		0	75		100	33		0	0		33	43	
Standard Met	%	-	0		50	-		0	25		100	0		0	33		100	50		42	18	
Standard Nearly Met	%	-	0		50	-		0	25		0	25		0	0		0	50		0	17	
Standard Not Met	%	-	0		0	-		0	0		0	0		0	33		0	0		0	5	
# Students Tested	#	NA	2		2	NA		1	4		1	4		1	3		1	2		6	15	
% of enrolled students tested **	%	-	100		14.3	-		7.7	100		7.7	100		5.3	100		5.3	50		8	92.8	

Conclusions indicated by the data:

1. Hispanic students are not a significant subgroup at MVA
2. 14% less Hispanic students Met or Exceeded Standards.
- 3.

Action steps indicated by the data

1. Examine individual student results for comparison with overall results
2. Individualized instruction/practice needed for growth
3. Deeper implementation of NCSS materials and strategies needed

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 "of enrolled students tested" for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Academic Performance by Student Group Grade 11 Yr 1= 14-15 Yr 2= 15-16 Yr 3= 16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>HISPANIC STUDENTS</u>		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	-	0	
Standards Met	%	-	100	
Standards Nearly Met	%	-	0	
Standards Not Met	%	-	0	
Number of students tested % of enrolled students tested**	#	3	1	
	%	13	100	

Conclusions indicated by the data:

1. Hispanic students are not a significant subgroup at MVA.

Action steps indicated by the data:

1. Examine individual student results for comparison with overall results
2. Individualized instruction/practice needed for growth
3. Deeper implementation of NCSS Math materials and strategies needed

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR <u>HISPANIC STUDENTS</u>		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	-	0	
Standards Met	%	-	0	
Standards Nearly Met	%	-	100	
Standards Not Met	%	-	0	
Number of students tested % of enrolled students tested**	#	3	1	
	%	13	100	

Conclusions indicated by the data:

1. Hispanic students are not a significant subgroup at MVA.

Action steps indicated by the data

1. Examine individual student results for comparison with overall results
2. Individualized instruction/practice needed for growth

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Academic Performance by Student Group and Grade Level Yr 1=14-15 Yr 2=15-16 Yr 3=16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR ENGLISH LEARNER STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%													*							*	
Standard Met	%													*							*	
Standard Nearly Met	%													*							*	
Standard Not Met	%													*							*	
# Students Tested	#	NA	NA		NA	NA		NA	NA		NA	NA		NA	1		NA	NA			1	
% of enrolled students tested **	%													100							100	

Conclusions indicated by the data:

1. Hispanic students are not a significant subgroup at MVA.

Action steps indicated by the data

1. Examine individual student results for comparison with overall results
2. Individualized instruction/practice needed for growth

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR ENGLISH LEARNER STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%													*							*	
Standard Met	%													*							*	
Standard Nearly Met	%													*							*	
Standard Not Met	%													*							*	
# Students Tested	#	NA	NA		NA	NA		NA	NA		NA	NA		NA	1		NA	NA			NA	1
% of enrolled students tested **	%													100							100	

Conclusions indicated by the data:

1. Hispanic students are not a significant subgroup at MVA.

Action steps indicated by the data

1. Examine individual student results for comparison with overall results
2. Individualized instruction/practice needed for growth.

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR ENGLISH LEARNER STUDENTS		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	NA	NA	
Standards Met	%	NA	NA	
Standards Nearly Met	%	NA	NA	
Standards Not Met	%	NA	NA	
Number of students tested % of enrolled students tested**	#	NA	NA	
	%	NA	NA	

Conclusions indicated by the data:
1. English Learners are not a significant subgroup at MVA

Action steps indicated by the data
1. Examine individual student results for comparison with overall results
2. Employ SDAIE strategies regularly in classroom lessons

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR ENGLISH LEARNER STUDENTS		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	NA	NA	
Standards Met	%	NA	NA	
Standards Nearly Met	%	NA	NA	
Standards Not Met	%	NA	NA	
Number of students tested % of enrolled students tested**	#	NA	NA	
	%	NA	NA	

Conclusions indicated by the data:
1. English Learners are not a significant subgroup at MVA

Action steps indicated by the data
1. Examine individual student results for comparison with overall results
2. Employ SDAIE strategies regularly in classroom lessons

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Academic Performance by Student Group and Grade Level Yr 1=14-15 Yr 2=15-16 Yr 3=16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR SOCIO ECONOMICALLY DISADVANTAGED STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	0	50		50	100		100	100		100	100		0	33		-	0		42	64	
Standard Met	%	100	50		50	0		0	0		0	0		100	0		-	50		42	17	
Standard Nearly Met	%	0	0		0	0		0	0		0	0		0	67		-	25		0	15	
Standard Not Met	%	0	0		0	0		0	0		0	0		0	0		-	25		0	4	
# Students Tested	#	1	2		2	1		1	1		1	1		1	3		NA	4		6	12	
% of enrolled students tested **	%	9.1	100		14.3	50		7.7	100		7.7	100		5.3	100		-	100		7	92.3	

Conclusions indicated by the data:

1. SED students are not a significant subgroup at MVA
2. 19% less SED students Met or Exceeded Standards.

Action steps indicated by the data

1. Identify students who are SED
2. Individualized instruction/practice needed for growth
3. Deeper implementation of NCSS strategies needed

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR SOCIO ECONOMICALLY DISADVANTAGED STUDENTS																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	100	100		50	100		0	0		0	0		0	33		0	25		25	43	
Standard Met	%	0	0		50	0		100	0		100	100		100	33		0	25		58	26	
Standard Nearly Met	%	0	0		0	0		0	100		0	0		0	0		100	25		0	21	
Standard Not Met	%	0	0		0	0		0	0		0	0		0	33		0	25		0	10	
# Students Tested	#	1	2		2	1		1	1		1	1	1	1	3		1	4		7	12	
% of enrolled students tested **	%	9.1	100		14.3	50		7.1	100		7.1	100		5.3	100		2.6	100		8	92.3	

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR SOCIO ECONOMICALLY DISADVANTAGED STUDENTS		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	100	NA	
Standards Met	%	0	NA	
Standards Nearly Met	%	0	NA	
Standards Not Met	%	0	NA	
Number of students tested % of enrolled students tested **	#	1	NA	
	%	100	NA	

Conclusions indicated by the data:

1. SED students are not a significant subgroup at MVA.

Action steps indicated by the data

1. Identify students who are SED
2. Individualized instruction/practice needed for growth
3. Deeper implementation of NCSS strategies needed

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR SOCIO ECONOMICALLY DISADVANTAGED STUDENTS		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	100	NA	
Standards Met	%	0	NA	
Standards Nearly Met	%	0	NA	
Standards Not Met	%	0	NA	
Number of students tested % of enrolled students tested**	#	1	NA	
	%	100	NA	

Conclusions indicated by the data:

1. SED students are not a significant subgroup at MVA

Action steps indicated by the data

1. Identify students who are SED
2. Individualized instruction/practice needed for growth
3. Deeper implementation of NCSS strategies needed

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Academic Performance by Student Group and Grade Level Yr 1=14-15 Yr 2=15-16 Yr 3=16-17

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR STUDENTS WITH DISABILITIES																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	-	100		-	-		-	-		-	-		-	-		-	-		-	100	
Standard Met	%	-	0		-	-		-	-		-	-		-	-		-	-		-	0	
Standard Nearly Met	%	-	0		-	-		-	-		-	-		-	-		-	-		-	0	
Standard Not Met	%	-	0		-	-		-	-		-	-		-	-		-	-		-	0	
# Students Tested		NA	1		NA	NA		NA	NA		NA	NA		NA	NA		NA	NA		NA	1	
% of enrolled students tested**	%	NA	100		NA	NA		NA	NA		NA	NA		NA	NA		NA	NA		NA	100	

Conclusions indicated by the data:

1. Students with Disabilities are not a significant subgroup for MVA

Action steps indicated by the data

- 1.

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR STUDENTS WITH DISABILITIES																				
		Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Overall		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Standard Exceeded	%	-	100		-	-		-	-		-	-		-	-		-	-		-	100	
Standard Met	%	-	0		-	-		-	-		-	-		-	-		-	-		-	0	
Standard Nearly Met	%	-	0		-	-		-	-		-	-		-	-		-	-		-	0	
Standard Not Met	%	-	0		-	-		-	-		-	-		-	-		-	-		-	0	
# Students Tested		NA	1		NA	NA		NA	NA		NA	NA		NA	NA		NA	NA		NA	1	
% of enrolled students tested**	%	NA	100		NA	NA		NA	NA		NA	NA		NA	NA		NA	NA		NA	100	

Conclusions indicated by the data:

1. Students with Disabilities are not a significant subgroup for MVA

Action steps indicated by the data

- 1.

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Level Achieved		ELA ACADEMIC PERFORMANCE DATA BY GRADE FOR STUDENTS WITH DISABILITIES		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	NA	NA	
Standards Met	%	NA	NA	
Standards Nearly Met	%	MA	NA	
Standards Not Met	%	NA	NA	
Number of students tested % of enrolled students tested **	#	NA	NA	
	%	NA	NA	

Conclusions indicated by the data:

1. Students with Disabilities are not a significant subgroup for MVA

Action steps indicated by the data

- 1.

Level Achieved		MATH ACADEMIC PERFORMANCE DATA BY GRADE FOR STUDENTS WITH DISABILITIES		
		Grade: 11		
		Yr 1	Yr 2	Yr 3
Standards exceeded	%	NA	NA	
Standards Met	%	NA	NA	
Standards Nearly Met	%	NA	NA	
Standards Not Met	%	NA	NA	
Number of students tested % of enrolled students tested**	#	NA	NA	
	%	NA	NA	

Conclusions indicated by the data:

1. Students with Disabilities are not a significant subgroup for MVA

Action steps indicated by the data

- 1.

*Indicates fewer than 11 students in a group or subgroup

** Yr 2 “% of enrolled students tested” for subgroups is the actual percentage tested within that subgroup (total enrollment count was used Yr1)

Grades 3-8 English Language Arts Adequate Yearly Progress (AYP)

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AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			Hispanic			African American		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	99.3%	96.1%		96.4%	96.3%		100%	92.9%		NA	NA	
AYP Participation Rate Target	95%	95%										
% Meeting or Exceeding Standards	76%	83%		78%	86%		*	76%		NA	NA	
Annual Attendance Rate	99%	97.4%										
AYP Attendance Rate Target: ES	90%	90%										
Met AYP Criteria	Yes	Yes		Yes			Yes					

AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Asian			English Learner			Socioeconomically Disadvantaged			Students with Disabilities		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	100%	100%		NA	100%		100%	100%		NA	100%	
AYP Participation Rate Target												
% Meeting or Exceeding Standards	*	*		NA	*		*	81%		NA	*	
Annual Attendance Rate												
AYP Attendance Rate Target: ES												
Met AYP Criteria												

Conclusions based on this data:

1. As Independent Study attendance is based on work completion, students who complete their assigned standards-based work are better prepared for the CAASPP assessment
2. *Indicates fewer than 11 students in a group or subgroup
3. **Yr 1 participation for subgroups data is not available

Grades 3-8 Mathematics Adequate Yearly Progress (AYP)

AYP Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			Hispanic			African American		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	99.3%	96.1		**	96.3%		**	92.9%		NA	NA	
AYP Participation Rate Target	95%	95%										
% Meeting or Exceeding Standards	62%	83%		66%	80%		*	61%		NA	NA	
Annual Attendance Rate	99%	97.4%										
AYP Attendance Rate Target: ES	90%	90%										
Met AYP Criteria	Yes	Yes										

AYP Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Asian			English Learner			Socioeconomically Disadvantaged			Students with Disabilities		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	**	100%		NA	100%		**	85.7%		NA	100%	
AYP Participation Rate Target												
% Meeting or Exceeding Standards	*	*		NA	*		*	69%		NA	*	
Annual Attendance Rate												
AYP Attendance Rate Target: ES												
Met AYP Criteria												

Conclusions based on this data:

1. As Independent Study attendance is based on work completion, students who complete their assigned standards-based work are better prepared for the CAASPP assessment
2. *Indicates fewer than 11 students in a group or subgroup
3. **Yr 1 participation for subgroups data is not available

Grade 11 Language Arts Adequate Yearly Progress (AYP)

AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			Hispanic			African American		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	100%	88.2%		100%	88.2%		**	NA		NA	NA	
AYP Participation Rate Target	95%	95%										
%Meeting or Exceeding Standards	83%	95%		80%	95%		*	NA		NA	NA	
Annual Graduation Rate	100%			100%			100%			100%		
AYP Graduation Rate Target	90%			90%			90%			90%		
Met AYP Criteria	Yes			Yes			NA			NA		

AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Asian			English Learner			Socioeconomically Disadvantaged			Students with Disabilities		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	NA	NA		NA	NA		NA	NA		NA	100%	
AYP Participation Rate Target												
%Meeting or Exceeding Standards	NA	NA		NA	NA		NA	NA		NA	*	
Annual Graduation Rate	100%			NA			100%			NA		
AYP Graduation Rate Target	90%			90%			90%			90%		
Met AYP Criteria	NA			NA			NA			NA		

Conclusions based on this data:

1. With a small school population, just one student not graduating or participating in testing counts for a significant percentage.
2. *Indicates fewer than 11 students in a group or subgroup
3. **Yr 1 participation for subgroups data is not available

Grade 11 Mathematics Adequate Yearly Progress (AYP)

Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			Hispanic			African American		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	100%	82.4%		100%	82.4%		100%	NA		100%	NA	
AYP Participation Rate Target	95%	95%										
%Meeting or Exceeding Standards	44%	76%		40%	82%		NA	NA		NA	NA	
Annual Graduation Rate	100%			100%			100%			100%		
AYP Graduation Rate Target	90%			90%			90%			90%		
Met AYP Criteria												

Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Asian			English Learner			Socioeconomically Disadvantaged			Students with Disabilities		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
CAASPP Participation Rate	100%	NA		100%	NA		100%	NA		100%	NA	
AYP Participation Rate Target												
%Meeting or Exceeding Standards	NA	NA		NA	NA		NA	NA		NA	NA	
Annual Graduation Rate												
AYP Graduation Rate Target	90%			90%			90%			90%		
Met AYP Criteria	NA			NA			NA			NA		

Conclusions based on this data:

1. With a small school population, just one student not graduating or participating in testing counts for a significant percentage.
2. *Indicates fewer than 11 students in a group or subgroup
3. **Yr 1 participation for subgroups data is not available

Grade 10 Science Adequate Yearly Progress (AYP)

[October 24, 2016: Data not yet available]

Proficiency Level	SCIENCE PERFORMANCE STUDENT GROUP											
	All Students			White			Hispanic			African American		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Participation Rate	95.5%			95.5%			95.5%			95.5%		
Number At or Above Proficient	21			18			NA			NA		
Percent At or Above Proficient	95%			95%			NA			NA		
AYP Target												
Met AYP Criteria	Yes			Yes			NA			NA		

Conclusions based on this data:

1. Life Science review for students in Chemistry or Global Science is effective

Proficiency Level	SCIENCE PERFORMANCE STUDENT GROUP											
	Asian			English Learner			Socioeconomically Disadvantaged			Students with Disabilities		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Participation Rate	95.5%			95.5%			95.5%			95.5%		
Number At or Above Proficient	NA			NA			NA			NA		
Percent At or Above Proficient	NA			NA			NA			NA		
AYP Target												
Met AYP Criteria	NA			NA			NA			NA		

Conclusions based on this data:

1. Life Science review for students in Chemistry or Global Science is effective

CELDT-California English Language Development Test-Annual Assessment Results

2015-16 Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	***
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (100.0%)

2014-15 Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	*													
Early Advanced														
Intermediate														
Early Intermediate														
Beginning														
Number Tested														0

2013-14 Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	***	***	***	(0.0%)	***	(0.0%)	2 (50.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	4 (36.0%)
Early Advanced	***	***	***	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	3 (27.0%)
Intermediate	***	***	***	(0.0%)	***	(0.0%)	2 (50.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	3 (27.0%)
Early Intermediate	***	***	***	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (9.0%)
Beginning	***	***	***	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	***	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)
Number Tested	1 (100.0%)	1 (100.0%)	1 (100.0%)	(0.0%)	3 (100.0%)	(0.0%)	4 (100.0%)	(0.0%)	1 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	11

Conclusions based on this data:

1. *** Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup.
2. 13-14 levels are for Ramona Community and MVA combined
3. In 14-15 there were no EL students at MVA

Pupil Engagement Rate and School Climate

Attendance Rates

Per California Education Code, as an Independent Study program, Mountain Valley Academy students are not required to attend class. Attendance is based on assignment completion.

	2013-14	2014-15	2015-16
	Present	Present	Present
Annual Average	99%	99%	97.4%
Chronic Absenteeism ≥10%	0%	4.1%	8.8%

Suspension and Expulsion Rates

	2013-14	2014-15	2015-16
Suspensions	0%	.4%	0%
Expulsions	0%	0%	0%

Student Demographics (School Site)

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
TK-K	19
1	7
2	17
3	8
4	9
5	12
6	15
7	19
8	18
9	22
10	25
11	17
12	22
Total	213

2015-16 Student Enrollment by Group		
Group	Percent of Total Enrollment	Number of Total Enrollment
Black or African American	0	0
American Indian or Alaska Native	1.8	4
Asian	.9	2
Filipino	0	0
Hispanic or Latino	11.7	25
Native Hawaiian/Pacific Islander	.5	1
White	82.	175
Two or More Races	2.8	6
Socioeconomically Disadvantaged	9.9	21
English Learner	.5	1
Student with Disabilities	.5	1

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>LCAP GOAL: Goal 1: <i>Improve learning for all students through standards-based instruction which includes targeted interventions and extensions.</i> Goal 2: <i>Engage all students in relevant, personalized learning that integrates communication, critical thinking, collaboration, creativity, civility, and other 21st Century Skills.</i></p> <p>SCHOOL GOAL: Mountain Valley Academy students will Meet or Exceeds Standard, or grow by 6% toward Meet/Exceed Standards, in MAP and/or CAASPP assessments in the area of Mathematics by Spring 2017.</p>

<p>What data did you use to form this goal? CAASPP 2015-2016 results NWEA MAP results (Spring and Fall 2015/2016) Classroom assessments</p>	<p>What were the findings from the analysis of this data? Analyzing the specific claim levels shows: Clear growth (7-12%) in each claim area of the CAASPP Math assessments. An average of 15% of students were “Below Standard” in the area of Mathematical Concepts; An average of 5% of students were “Below Standard” in the areas of Problem Solving/Modeling An average of 5% of students were “Below Standard” in the area of Communication/ Reasoning</p>	<p>How will the school evaluate the progress of this goal? MAP midyear (February) results, common grade level formative assessments, grades</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Below</p>
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STRATEGY: Implement varied, individualized strategies to increase student success in the areas of Mathematical Concepts, Problem Solving/Modeling and Communication/Reasoning.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Individualized practice employing materials appropriate for Independent Study (ongoing)	1. Classroom teachers; parents	1. Parent workshops on tools for extension or remediation within the new math adoption (August/September; as needed)	1. \$2200 for core and supplemental Independent Study instructional materials (<i>i.e.</i> : Saxon math), for both math and ELA. \$1500 to be allocated at \$10/student in grades K-8. (Lottery)
2. Online instruction and practice 1:1 Chromebooks (ongoing)	2. Classroom teachers	2. Online instruction, practice and assessment (ongoing)	2. \$7300 for cart and Chromebooks (Lottery) (Note: Refer to Form F, Budget Planning Tool) 3. \$1000 for graphing calculators (LCF)

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>LCAP GOAL: Goal 1: <i>Improve learning for all students through standards-based instruction which includes targeted interventions and extensions.</i> Goal 2: <i>Engage all students in relevant, personalized learning that integrates communication, critical thinking, collaboration, creativity, civility, and other 21st Century Skills.</i></p> <p>SCHOOL GOAL: Mountain Valley Academy students will Meet or Exceed Standards, or grow by 6% toward Meet/Exceed Standards in MAP and/or CAASPP assessments in the area of English Language Arts by Spring 2017.</p>
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<p>What data did you use to form this goal? CAASPP 2015-2016 Results NWEA MAP Spring and Fall 2015/2016 results DIBELS</p>	<p>What were the findings from the analysis of this data? Analyzing specific claim levels shows: Average increase of 3-11% in all claim areas of CAASPP ELA assessments. An average of 3% of students were “Below Standard” in Reading An average of 3% of students were “Below Standard” in Writing An average of 3% of students in grade 11 were “Below Standard” in Listening An average of 5% of students were “Below Standard” in Research/Inquiry</p>	<p>How will the school evaluate the progress of this goal? MAP midyear (February) results, common grade level formative assessments, DIBELS grades</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Below</p>
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STRATEGY: Implement varied, individualized strategies to increase student success in the areas of Reading, Writing and Research.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. Individualized practice employing materials/ manipulatives appropriate for Independent Study (ongoing)	1. Classroom teachers; parents	1. Small group or individual lessons for students on use of materials; parent workshops on the use of Independent Study materials/manipulatives for extension or remediation (<i>i.e.</i> writing workshops) (August/September; ongoing)	1. \$2200 for core and supplemental Independent Study instructional materials, for both math and ELA. \$1500 to be allocated at \$10/student in grades K-8. (Lottery)

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:

LCAP GOAL:
Goal 2: *Engage all students in relevant, personalized learning that integrates communication, critical thinking, collaboration, creativity, civility, and other 21st Century Skills.*
Goal 4: *Increase college and career readiness by providing a rich variety of relevant course offerings and engaging opportunities for all students.*

SCHOOL GOAL: 100% of Mountain Valley Academy high school students will participate in 2017 Career EXPO.

<p>What data did you use to form this goal? 2012 WASC surveys and Action Plan; 2015/2016 Career EXPO participation</p>	<p>What were the findings from the analysis of this data? Families and society want our students more aware of and prepared for opportunities after high school.</p> <p>100% of MVA high school students participated in 2016 Career EXPO</p>	<p>How will the school evaluate the progress of this goal? 2016 Career EXPO participation rate; Overall student performance on Career EXPO projects</p> <p>Where can a budget plan of the proposed expenditures for this goal be found? Below</p>
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STRATEGY: Provide a multi-disciplinary project that allows students to research college and career opportunities in a field of their choice.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
1. (October-January) Introduce and supervise Career EXPO project	1. Classroom teachers; parents	1. Career EXPO (January 9, 2017)	1. \$50 photocopying forms (Lottery) (Note: Refer to Form F, Budget Planning Tool)

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.

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

- This site does not operate as a targeted assistance school (TAS), or as a school wide program (SWP).**
- This site operates as a targeted assistance school (TAS), not as a school wide 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"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$N/A	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$N/A	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$N/A	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$N/A	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$N/A	<input type="checkbox"/>

<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input checked="" type="checkbox"/>	List and Describe Other State or Local funds (e.g., CTE, etc.) Lottery Purpose: Instructional Materials Site Budget Allocation	\$ 8,395 \$14,425	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$22,820	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (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"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$Centralized	<input type="checkbox"/>
<input checked="" 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	\$Centralized	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$N/A	<input type="checkbox"/>

¹ 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.

<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$N/A	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$0	
Total amount of state and federal categorical funds allocated to this school	\$\$22,820	

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

SPSA Centralized Services Budget 2016-17

State Programs	Allocation
<p>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carry Over Only) <i>Purpose:</i> Help educationally disadvantaged students succeed in the regular education program.</p> <p><i>Description:</i> All EIA funds were exhausted in the 2015-16 school year.</p>	\$0
Federal Programs	Allocation
<p>Title I, Part A: Parent Involvement (1% minimum reservation for Title I, Part A Parent Involvement) <i>Purpose:</i> to 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.</p> <p><i>Description:</i> Survey parents annually and provide parent education nights and workshops both at school and district-wide that support parents in more effectively supporting their children's success in school.</p>	\$5,747.00
<p>Title I Part A For Program Improvement (PI) Schools/Districts Professional Development (10 percent minimum reservation from Title I, Part reservation for schools in PI Year 1 or 2, or districts in PI Year 3 or higher)</p> <p><i>Description:</i> SDCOE contract for continuation of DAIT work based on Visible Learning. Contract for systemic district wide improvement focused on developing all students into self-regulated learners. Contract includes training the ILTT, Lesson Studies, Learning Walks, Principal and site coaching,</p>	\$57,472.00 (PI Set Aside for PD) 28,736.00 (5% PD)
<p>Title II, Part A: Improving Teacher Quality <i>Purpose:</i> Improve and increase the number of highly qualified teachers and principals.</p> <p><i>Description:</i> Provide professional learning for all teachers in the district on the District Instructional Focus, New California State Standards (math, ELA/ELS, NGSS, writing, digital programs, instructional pedagogy, and Equity and Access. Costs include cost of facilitators, conferences, substitute pay and hourly (non-student) salary for training held on none-student days.</p>	\$169,000.00
<p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <i>Purpose:</i> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards.</p> <p><i>Description:</i> EL Funding: Provide language acquisition digital programs for middle and high school students. Provide Professional Development to staff focused on improving the academic success of English Learners. Provide support to English Language Learners at schools with high concentration of EL students.</p> <p>Immigrant Funding: Provide transportation and supplemental materials to immigrant students to support success in school.</p>	\$78,711.00 English Learners \$4,362.00 Immigrant
Total of Federal Funds for Centralized Services	\$344,028.00

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.² 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
Kathryn Gunderson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kelly Hicks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucille Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Zamora	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Christiansen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katie Mehelic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Savannah Foglio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Andrew Russell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Numbers of members in each category	1	2	1	2	2

² EC Section 52852

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)**:

Faculty Council/Kelly Hicks _____ Signature

Parent Teacher Student Assoc/President Casey Lynch _____ Signature

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: October 20, 2016

Attested:

Kathryn Gunderson
Typed name of School Principal

Signature of School Principal

Date

Katie Mehelic
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix A Glossary of Terms

CAASPP	California Assessment of Student Performance and Progress: state/national assessment in Math and English Language Arts administered in the spring in grades 3-8 and 11.
CCSS	Common Core State Standards
CELDT	California English Language Development Test: given annually to students for whom the Home Language Survey response indicates another language is spoken at home
College Preparatory Math (CPM)	Publisher of Integrated Math textbooks (grades 6-12) and Pre-Calculus.
DIBLES	Dynamic Indicators of Basic Early Literacy Skills: a formative assessment of both reading fluency and comprehension skills administered three times a year
EL	English Learner
ELAC	English Learner Advisory Committee
ESEA	Elementary and Secondary Education Act: federal legislation protecting educational equity
EPC	Educational Policies Commission: a partnership between the National Education Assoc. and the American Association of School Administrators, the commission makes recommendations for best practices and policies in public schools
"Flipped" classroom	A learning dynamic where students complete reading and other preparatory assignments before coming to class. In class, the focus is on interactive activities and/or applying the learning.
<i>Illuminate</i>	Data analysis software
Interventions	Extensions or remediation to support student learning
Learning Walk	A professional learning activity that involves groups of teachers and administrators walking through classrooms and interviewing students to monitor indicators of growth toward the RUSD instructional focus.
Lesson Study	A professional learning activity in which a grade level group of teachers designs a lesson, observes the lesson being taught by a member of the group, revises the lesson, observes the revised lesson being taught, and then debriefs and revises the lesson again.
Lexile	A system of assigning reading levels to texts
NCSS	New California State Standards (Common Core)
NWEA MAP	Northwest Evaluation Association Measures of Academic Progress: a formative assessment of reading and math (TK-6) and language (2-6) administered twice a year
PL Slam Week	Professional Learning Slam Week: a variety of training and collaboration opportunities for teachers offered by RUSD in one week during summer
SBE	State Board of Education
<i>School Messenger</i>	Mass school to home messaging system including phone, email and text messaging options
SDAIE	(Specially Designed Academic Instruction in English) SDAIE strategies are best practices used to enhance instruction in content areas for English Learners
<i>6-minute Solution</i>	An intervention addressing reading fluency
SSC	School Site Council
SST	Student Success Team: consisting of General Education Teacher, Parent, Administrator and a consulting General Education Teacher. The SST meets to identify and monitor goals and interventions.
TK	Transitional Kindergarten is an exciting educational opportunity for children who turn five between Sept. 2 and Dec. 2. It is the first phase of a two year Kindergarten program.
Writers' Workshop	Method of teaching the process of writing, including the steps of prewriting, writing/drafting, revision and publishing

Appendix B
Explication of “Action steps indicated by the data”

Individualized instruction/practice needed for growth

In addition to classroom instruction and homework practice opportunities, Mountain Valley Academy offers multiple resources to help each student reach her full potential, whether through extensions or targeted interventions. Online individualized instruction and practice is available through Odyssey/Compass Learning. Compass Learning activities are automatically assigned as a result of student performance on NWEA Measures of Academic Progress testing, administered twice a year. Additional web-based, individualized instruction and practice is offered using Raz-Kids (reading) and DreamBox (math) applications. Our new math adoption also offers additional practice in hard copy and online supports.

As an element of the partnership between home and school that is key to Independent Study, parents and teachers identify additional materials and strategies to support personalized learning. As an example, Mountain Valley Academy families may choose from a variety of learning activities in science and history that match student ability levels and interests. In math, most grade levels have a choice of instructional programs (Saxon math or *enVision* or *Big Ideas*) from which families can choose. Students may also choose outside reading texts that match student ability levels and interests.

Deeper implementation of New California State Standards Materials and Methods

New state standards ask students to demonstrate their understanding in new ways, requiring teachers to use different instructional strategies. RUSD adopted new math textbooks Spring 2015 in grades K-11 to support student learning of Common Core State Standards.

Similarly in English Language Arts instruction, teachers continue to address the shifts in the new state standards: an increase in the use of nonfiction text, text-based evidence, and the analysis of multiple texts that address a topic. In the 2016-2017 school year, RUSD is piloting new materials that address both the ELA and ELD standards.

As instruction more closely supports the ways in which students are asked to demonstrate their learning on standardized tests, we anticipate more students Meeting or Exceeding grade level standards.