

School Year: 2020-21



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pathways Charter Academy	51 10512 0140152	December 7, 2020	December 11, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Charter School Plan

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pathways Charter Academy will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students and most at-risk students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and will be aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.



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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

PCA utilized surveys to collect data from stakeholders to develop our Learning Continuity and Attendance Plan and our 2020 School Plan for Student Achievement. Because we are a small school, we were also able to meet with stakeholders face-to-face to gather input for our plan. Stakeholder surveys focused on: Career and College Readiness, Graduation goals, meeting rehabilitation plans, going back to the comprehensive school if desired, MTSS needs, family supports, school culture, ISP goal setting and planning.

PCA developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan draft was reviewed by the school's School Site Council on November 19, 2020. In school year 2019-2020, as PCA was planning the opening process as a new school, we initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and learning gaps identified by staff through assessments. Throughout the 2019-2020 planning process, a focus on planning for assessment, attendance and discipline data was reviewed and discussed in the creation of the 20-21 SPSA. In Fall 2020, the draft of the 2020-2021 plan was presented to stakeholders through School Site Council and Staff Meetings and for further input and adjustments. The revised draft was reviewed and approved with input from SSC and Staff in November 2020. Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates. PBIS was introduced and surveys from staff and students helped to drive the work around behavior and truancy.

The needs assessment identified the need to provide a comprehensive curricular platform that included Math with areas of focus such as foundational concepts, English with writing skills, and Science with virtual laboratory activities, reports, and presentations. The need to increase parent involvement was also heavily discussed, with a variety of suggestions and strategies to be implemented in 20-21. It was determined that continued support in Math, ELA and Science was needed to increase rigor, student engagement, and task alignment to the common core standards.

Additionally the California Healthy Kids Survey is implemented annually. School will administer in 2021 for new data. Panorama surveys will be administered during the 20-21 school year to all students to gather more data for review.

Overall, parents staff and students are satisfied with the PCA program. Parents have communicated that they are appreciative of all the efforts PCA makes to improve students access, learning and that we include a focus on MTSS as well as career readiness for after high school. Students acknowledge a difficulty in working at their highest ability so have communicated that they would like more support in improving as students

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

PCA did not open until the 2020-2021 school-year and has only one teacher. Therefore, our teacher participates in a professional learning community with Feather River Academy staff. Last year, through the implementation of Positive Behavioral Interventions and Supports (PBIS), and PLC training. Currently, our PCA teacher is on track to be observed informally multiple times during the 2020-2021 school-year. Findings to date are: The PCA program is up and running with 17 students and overall, is running well. The ISP program, paperwork and accountability are being conducted at a high level with good positivity. Student engagement is increasing as the current COVID pandemic has provided some challenges for this school year.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

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

PCA utilizes (Renaissance Learning) assessments to identify student learning levels, modify instruction, and improve student achievement. Upon enrollment, or at the beginning of each year, students complete the formal benchmark assessment. Students' results are evaluated and used to prescribe interventions and drive instruction using the My Path curriculum. Each student is provided with an individualized learning plan that appropriately starts at their learning level and progresses to bring them up to grade level or extend their learning to meet their specific goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress is monitored through the My Path component of our curriculum. In addition to monitoring progress toward the prescribed learning path, students retake benchmark assessments each trimester to monitor progress, adjust learning paths, and modify interventions/extentions.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

PCA currently has one teacher on staff, who is highly qualified and appropriately credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

As mentioned above, PCA's teacher is appropriately credentialed. We have also purchased curriculum specific professional development based on teacher input and our teacher participates in professional development opportunities with Feather River Academy staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to content standards through curriculum-specific professional development. Professional development is aligned to staff's professional needs by including staff in the planning and selection of professional development. Monitoring student progress by utilizing a standards based assessment system provides us with data to target areas where students need improved support. By including a discussion of students' needs during our professional development planning process, we are able to align some professional development to students' needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

PCA partners with the Sutter County Superintendent of Schools (SCSOS) Office to provide ongoing instructional assistance and support for our teacher. SCSOS provides academic specialists as well as social-emotional support specialists who are available to support PCA staff as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration within the school is not possible because we only have one teacher. However, because of our relationship with Feather River Academy and the Sutter County Superintendent of Schools office, our teacher is able to regularly collaborate with peers. Currently, PCA staff collaborates with peers at FRA weekly through staff meetings, PD, and PLC meetings.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

PCA completed a formal adoption process to ensure our curriculum and materials are aligned to content standards. Through this process, we selected Edgenuity with My Path and Renaissance Learning software. We also utilize professional development, including the teacher evaluation process, to align instruction to performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PCA meets the recommended instructional minutes for reading/language arts and mathematics. Because PCA is an independent study program, students earn credit based upon work completion.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

PCA utilizes Edgenuity's pacing guide features as well as My Path to ensure appropriate pacing schedules and sufficient intervention exists for students. Through weekly meetings between the student and teacher, goals are constantly being set and followed through the Edgenuity platform. Students have the flexibility to complete the required work, or to work beyond what is expected and complete more class work for more credits leading to graduation. Edgenuity has built in intervention programs which are utilized by the student through guidance from the classroom teacher.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

PCA purchased sufficient curriculum and instructional materials to ensure that all student groups have appropriate standards-based instructional materials available.

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

PCA completed our adoption process to ensure our instructional materials, including intervention materials, are standards-aligned and high school students have access to standards-aligned core courses. We adopted the Edgenuity Curriculum that is supported with My Path and Renaissance Learning.

## **Opportunity and Equal Educational Access**

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

In addition to individualized learning plans, an individualized success plan is developed to ensure all students receive the services necessary to meet standards. Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, 1:1 tutoring, and core support classes in Edgenuity. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), ILP program in Edgenuity, Renaissance benchmark testing resources and supports, target meetings, goal setting meetings, and MTSS supports through counseling and outreach coordinators. Staff is also undergoing training in both PLC for academics and PBIS for behavior management.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to get involved in their child's learning by attending scheduled parent student meetings, participation in a decision-making group, or attending school events. Parents stay informed on upcoming events and school activities through the dissemination of parent handbooks, annual notifications, and regularly connect with parents via written announcements and school messenger announcements. FRA has a shared School Site Council with Pathways Charter Academy that advises the administration on a variety of issues and approves expenditures for state and federal programs at the school. At each meeting, school progress is discussed, suggestions and ideas are taken are used to guide activities, concerns, and questions are addressed. Parents are one of the many groups involved in the development of the SPSA; members review the plan and review student data. The review process is most active in the Spring and Fall, evaluated, and the plan is revised to address student achievement based on data.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and the combined Parent Advisory Committee meets several times a year determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, and advisory committees monitor the school's SPSA. Staff and other school personnel also meet weekly and throughout the year discuss the activities and services that will be implemented to support all students' academic achievement and needs. Staff meetings occur weekly and any concerns or needs to adjust the plan are addressed at these weekly meetings as well.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Currently, PCA does not receive state categorical funding through the Consolidate Application.

Fiscal support (EPC)

NA

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Consultation with parents, students, teachers and staff is an ongoing part of the planning process as is conferring with county personnel.

Input gathered to create the Learning Continuity and Attendance Plan was also used in the planning process for this SPSA/Annual Review and Update. Gathering input included: Attendance concerns,

MTSS needs, family connectivity, student engagement and success, Career and College planning, graduation requirements and goal setting.

The Parent Advisory Committee was consulted at Meetings on September 3, September 17, November 19, December 7 in the fall of 2020.

Parents were consulted through surveys on March 26, April 2, 16 and 30, May 7, 14 and 21, August 12 and 27, September 3 and 17, October 1, 15, and 29, November 5, 12 and 19. Input from parents was also gathered through phone calls and home visits occurring on a minimum of a weekly basis between March and now. Parents were also contacted weekly or several times a week to gather input for school support for their students.

Students were consulted through surveys on October 1, 8, 15, 22, 27, and 29, November 2, 3, 5, 9, 10, 12, 16 and 17. Input from students was also gathered through conversations on a weekly basis between March and now.

School faculty and staff were consulted through surveys on September 1 and 15, October 6, and 20, and November 3 and 17. Input from faculty and staff is also gathered through an agenda item at weekly staff meetings.

Multiple SCSOS departments (Business, SELPA, Special Education, ROP/CTE, Curriculum and Instruction, Student Support and Outreach) met to plan on July 7, July 28, August 11, September 3, October 15, November 5, and November 12.

All Districts served by SCSOS were consulted at a regular weekly Zoom Conferences from March to now.

The community was also encouraged to attend board meetings and provide input on September 9 and September 23.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the comprehensive needs assessment from our existing sister-county community school determined the need to focus on greater support for students who struggle to meet the requirements for high school graduation and the need to increase college and career readiness. A greater emphasis on social emotional learning, conflict mediation, and mentoring is also needed, as students continued to be suspended for fighting and possession/under the influence of marijuana. Due to the COVID pandemic that our students are currently experiencing and the transition to distance learning, there is a need to provide adequate technology and connectivity to bolster student success.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	%			
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	%	%	%			
Pacific Islander	%	%	%			
White	%	%	%			
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>						

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20

### Conclusions based on this data:

1. No prior-year data exists for PCA
2. Based on current year data, a need exists for a quality independent study county community school program.
3. Based on current year data, younger students are looking for an independent study county community school based program.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20

### Conclusions based on this data:

1. No prior-year data exists for PCA.
2. Based on current enrollment that includes English Learner students, PCA will need to provide a high-quality English Language Development program.
3. PCA will need to Ensure the ELPAC is administered barring any COVID delays for the Spring 2021.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Based on our analysis, for the greatest success, we need to identify each student's level of learning and create individualized learning paths for each student.
2. PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based decision making.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Based on our analysis, for the greatest success, we need to identify each student's level of learning and create individualized learning paths for each student.
2. PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based decision making.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

**Conclusions based on this data:**

1. No prior-year data exists for PCA. However, there are English Learner students currently enrolled at PCA. Based on current enrollment and an analysis of data from the school where most students previously attended, we need to implement a quality English Language Development program to meet students' individual needs.
2. PCA needs curriculum that provides for effective integrated and designated ELD.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

### Conclusions based on this data:

1. No prior-year data exists for PCA. However: 82% of current students are socio-economically disadvantaged; 29% are Hispanic; 5.88% are Asian; 5.88% are Black/African American; 41.18% are White; and 5.88% are "Multiple"
2. Based on current enrollment: our curriculum must be relative to students from differing races/ethnicities; our climate must be conducive to success for students from various races/ethnicities; and teachers must be skilled in providing equitable access to learning for students from various races/ethnicities.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Based on our analysis, suspensions are a concern, so behavior management development should be brought in to help staff deal with difficult students
2. We will need to watch for a trend in suspensions and implement early efforts to address the root cause for increased suspensions.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

#### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Test scores that were captured showed that most students were well below standard in English, so we need a high quality English Language Arts curriculum that allows us to identify each student's level of learning and create individualized ELA learning paths for each student.
2. PCA should identify supports needed by socioeconomically disadvantaged students to help them achieve success.
3. PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based instructional planning for ELA, and staff should receive curriculum specific professional development to help ensure curriculum is used properly to support student learning in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

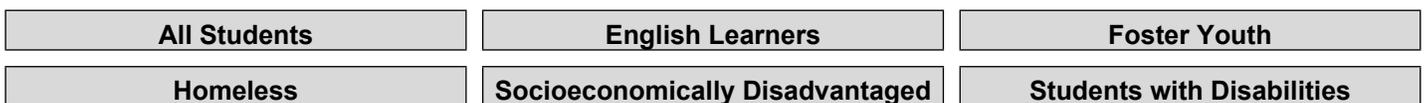
This section provides number of student groups in each color.

### 2019 Fall Dashboard Mathematics Equity Report



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Performance for All Students/Student Group



### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners



#### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Due to the lack of completed assessments, there was not enough data to make conclusions with confidence. One assumption is that less mathematics assessments were completed because students struggled more in mathematics. Therefore, we need a strong curriculum
2. PCA should identify supports needed by socioeconomically disadvantaged students to help them achieve success.
3. PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based instructional planning for Mathematics, and staff should receive curriculum specific professional development to help ensure curriculum is used properly to support student learning in Mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, but there was not enough data to confidently draw conclusions. With this in mind, the fact that we have English-Learner Students leads us to conclude that we must provide a high quality program for English Language Development.
2. PCA must also evaluate staff's ability to provide quality English Language Development instruction and provide appropriate professional development to support student success.

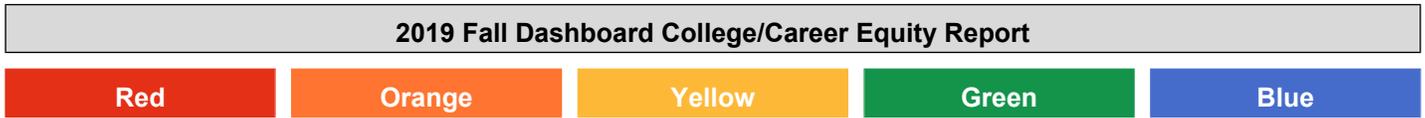
# School and Student Performance Data

## Academic Performance College/Career

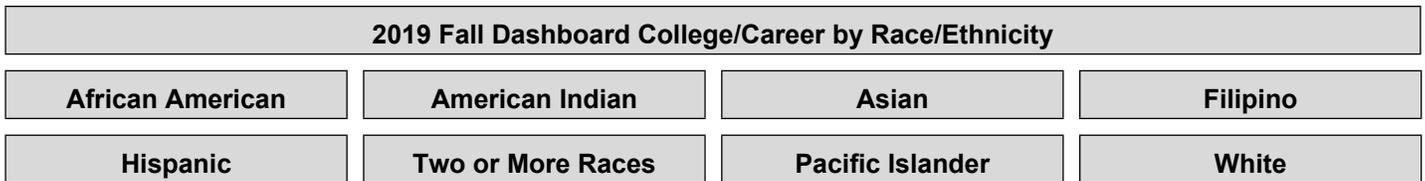
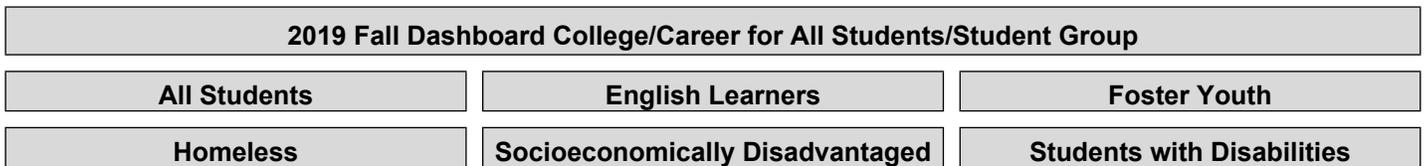
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

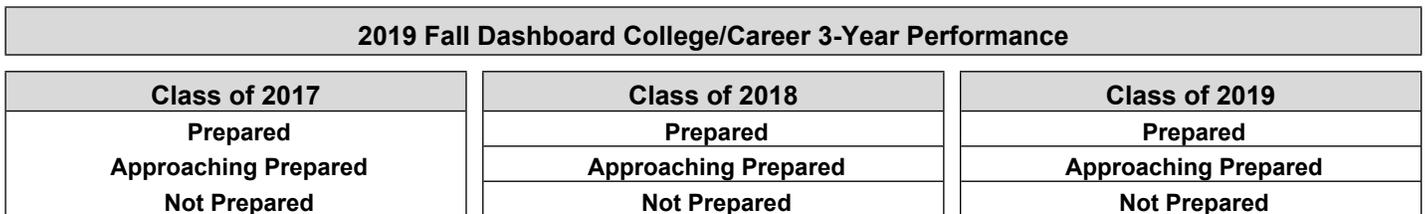
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that the number of students identified as "prepared" is increasing.
2. County Community School students are interested in college/career pathways.
3. College/career interests can be leveraged to help students find meaning in school and become more successful.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that enough data does not exist to confidently draw conclusions. However, an analysis of local data shows that attendance is an issue.
2. PCA should look into supports needed by students to arrive at school on time and ready to learn.

# School and Student Performance Data

## Academic Engagement Graduation Rate

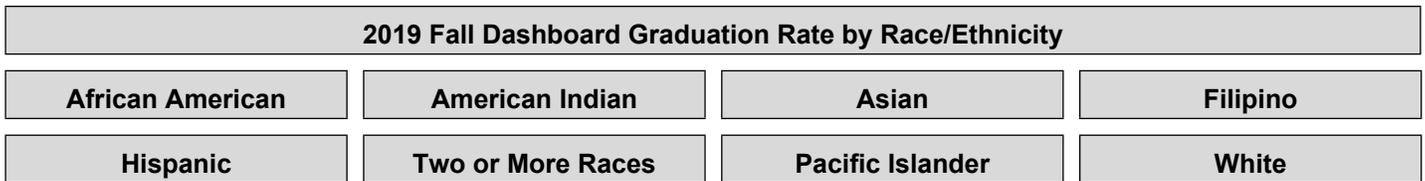
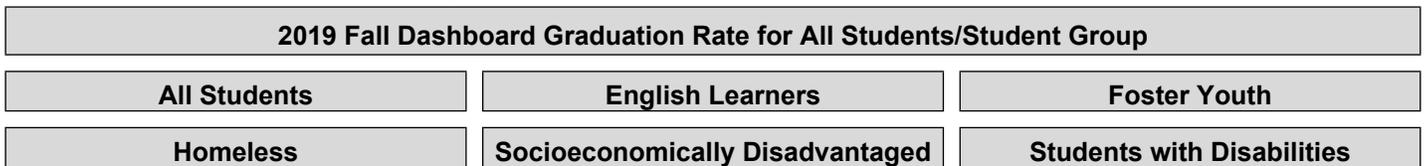
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

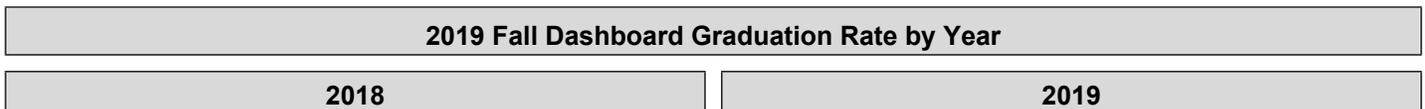
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that graduation rates decreased.
2. Students need more support to help increase graduation success.
3. PCA should make goal setting a priority so students can see exactly what they need to do to graduate, and students should receive supports to help them meet their goals.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

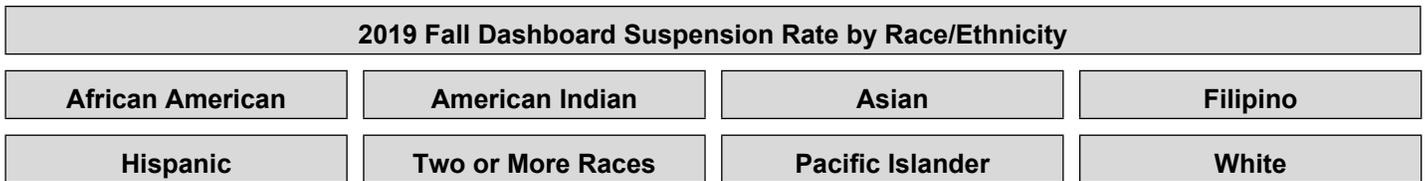
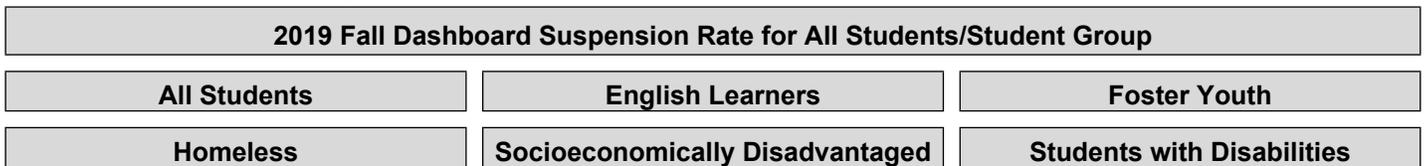
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



This section provides a view of the percentage of students who were suspended.



### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that suspensions more than doubled.
2. Teachers need professional development to help improve the conditions, climate, and suspension rates at PCA.
3. Behavior management and issues surrounding the reasons why students are being suspended needs to be looked at from a data perspective.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Conditions of Learning related to graduation, and Career and College Readiness

## LEA/LCAP Goal

PCA is a new school and does not yet have an LCAP.

## Goal 1

Ensure that all students are college and career ready by providing rigorous, relevant, high quality instruction.

## Identified Need

What data did you use to form this goal?

Since PCA is a new school, we looked at FRA data since many of the students at PCA came from FRA. The California Department of Education Dashboard indicate that 6.3% of FRA students were career and college ready. This is an increase of 6.3% from the previous year.

Surveys with students indicate that they have a lack of understanding on what career and college ready means, and how to access opportunities after high school. Families are often

lacking understanding as well and are unable to support students in these opportunities.

What data did you use to form this goal?

Because previous year data was not available for PCA, we used data from the school where most students previously attended (Feather River Academy):

- CASSPP assessment in ELA for 11th grade.
- Algebra 1/integrated Math 1 passing rates Renaissance Learning Assessments

What were the findings from the analysis of this data?

Based on assessments in Renaissance Learning, Edgenuity and teacher created assessments, almost all students are struggling to achieve grade level in all content areas.

Students likely scored below "Standard Met" on their previous CAASPP English Language Arts/Literacy Assessment and experienced learning loss due to COVID-19.

Students likely scored below "Standard Met" on their previous CAASPP Mathematics Assessment and experienced learning loss due to COVID-19.

The number of students that met standards increased by 2.4-3.0% in both ELA and Math. However, many students still scored below "Standard Met".

The number of students passing Algebra 1/Integrated Math needs to improve.

It is difficult to analyze Renaissance Learning data due to the high mobility of students and a very small sample size.

Assessments need to be administered more frequently and consistently.

Assessment will now be administered at the end of new student orientation.

How will the school evaluate the progress of this goal?

Analysis of CAASPP Assessment results in both ELA and Mathematics

Increase in the number of students who successfully transition back to their home schools or graduate successfully from PCA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Assessment results	Establish a baseline	The baseline score for "all students" and all significant subgroups will be equal to or greater than the corresponding countywide average scores for county community schools.
CAASPP Mathematics Assessment results	Establish a baseline	The baseline score for "all students" and all significant subgroups will be equal to or greater than the corresponding countywide average scores for county community schools.
ELPAC Assessment results	Establish a baseline	The baseline score for will be equal to or greater than the corresponding countywide average scores for county community schools.
Dashboard College/Career for All Students/Student Groups	Establish a baseline	The baseline score for "all students" and all significant subgroups will be equal or greater than the corresponding countywide average scores for county community schools.
Dashboard Academic Engagement & Graduation Rate	Establish a baseline	The baseline score for "all students and all significant subgroups will be equal or greater than the corresponding countywide average scores for county community schools.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide all students with highly-qualified teacher(s) in each subject area.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47,688	LCFF 1000-1999: Certificated Personnel Salaries Teacher Salary
3,205	Other 3000-3999: Employee Benefits Teacher Salary
10,000	LCFF 3000-3999: Employee Benefits Teacher Benefits

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide all students with California Common Core Standards aligned curriculum in all core subjects.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies Edgenuity Curriculum, Star Integration, My Path

### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide all students with opportunities to enroll in career education courses and to explore career interests.  
Students have the choice of enrolling either in CTE course in the Edgenuity platform or they may enroll in SCSOS ROP course.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Edgenuity and ROP courses are offered .

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

**Strategy/Activity**

Provide English Language Learners with effective English Language Development instruction to support reclassification within three years.  
Staff will be offered the opportunity to participate in PD to support both integrated and designated instruction in ELD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide all students with technology to successfully engage the curriculum

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,753

Source(s)

CRF - Learning Loss Mitigation  
4000-4999: Books And Supplies

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve instruction for all students by providing staff with professional development focusing on best instructional practices and curriculum specific training.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

CRF - Learning Loss Mitigation  
5000-5999: Services And Other Operating  
Expenditures  
Edgenuity PD

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No Analysis is needed because the school is in the first year of implementing the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Conditions of Learning Related to School Conditions and Climate

## LEA/LCAP Goal

PCA is a new school and does not yet have an LCAP.

## Goal 2

Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community

## Identified Need

Since PCA is a new school, data was gathered from each student's prior school of enrollment. Suspension rates are too high and attendance rates are too low. Student engagement is not at an appropriate level. These findings are based on the CDE dashboard as well as local data.

What data did you use to form this goal?

- CDE Dashboard data
- Individual Learning Plans (ILP)
- Suspension data, attendance data and CHKS (California Healthy Kids Survey).

Based on analyses indicated above:

- Students likely have a history of chronic absenteeism, which may have been exacerbated by the effects of the COVID-19 pandemic.

How will the school evaluate the progress of this goal?

- Monitor local suspension data through Aeries.
- 6 week intervention check to ensure ILP is being followed.
- Stakeholders Meeting Reports
- Students transitioning back to their home school District's without loss of credits.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Equity Report	Establish a baseline.	The baseline score for "all students" and all significant subgroups will be equal to or "higher performing" than the corresponding countywide average scores for county community schools.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension Rate Equity Report	Establish a baseline.	The baseline score for "all students" and all significant subgroups will be equal to or "higher performing" than the corresponding countywide average scores for county community schools.
Panorama survey Report	Establish a baseline.	The baseline score for "all students" and all significant subgroups will be equal to the corresponding countywide average scores for county community schools.
Healthy Kids Survey Report	Establish a baseline.	The baseline score for "all students" and all significant subgroups will be equal to the corresponding countywide average scores for county community schools.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Improve the school climate for all students by providing staff with professional development focusing on Positive Behavioral Interventions and Supports (PBIS).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1000

#### Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Professional Development to include (Travel & Conference)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Improve the school climate for all students by providing counselors and staff to supply multi-tiered systems of support.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,762	LCFF 0001-0999: Unrestricted: Locally Defined Counselor Salary
14,558	LCFF 1000-1999: Certificated Personnel Salaries Principal Salary
8,940	LCFF 2000-2999: Classified Personnel Salaries School Secretary Salary
20,812	LCFF 3000-3999: Employee Benefits Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No Analysis is needed because the school is in the first year of implementing the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Facilities

## LEA/LCAP Goal

PCA is a new school and does not yet have an LCAP.

## Goal 3

Provide modern, safe school facilities that support student success.

## Identified Need

PCA is a new school opening up on a limited budget to spend on improvements to facilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Facilities Inspection Tool	Establish a baseline.	PCA facilities will be identified as in "Good Repair" on the FIT.
Williams Complaints	Establish a baseline.	There will be no unresolved complaints.
Annual Surveys	Establish a baseline.	The majority of students, parents, and staff will "agree" or "strongly agree" that PCA facilities are clean, safe, and support learning.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide staff to ensure PCA facilities are safe and clean.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials and supplies to ensure PCA facilities are safe and clean.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No Analysis is needed because the school is in the first year of implementing the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$147,218.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CRF - Learning Loss Mitigation	\$17,253.00

Subtotal of additional federal funds included for this school: \$17,253.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$126,760.00
Other	\$3,205.00

Subtotal of state or local funds included for this school: \$129,965.00

Total of federal, state, and/or local funds for this school: \$147,218.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
CRF - Learning Loss Mitigation	17,253.00
LCFF	126,760.00
Other	3,205.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	23,762.00
1000-1999: Certificated Personnel Salaries	62,246.00
2000-2999: Classified Personnel Salaries	8,940.00
3000-3999: Employee Benefits	34,017.00
4000-4999: Books And Supplies	16,753.00
5000-5999: Services And Other Operating Expenditures	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CRF - Learning Loss Mitigation	16,753.00
5000-5999: Services And Other Operating Expenditures	CRF - Learning Loss Mitigation	500.00
0001-0999: Unrestricted: Locally Defined	LCFF	23,762.00
1000-1999: Certificated Personnel Salaries	LCFF	62,246.00
2000-2999: Classified Personnel Salaries	LCFF	8,940.00

3000-3999: Employee Benefits	LCFF	30,812.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00
3000-3999: Employee Benefits	Other	3,205.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,146.00
Goal 2	69,072.00

# 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:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: Parent Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 12/7/2020.

Attested:



Principal, John Kovach on 12/7/2020