



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	New Day Academy
Address	214 West 1st Street ALTURAS
County-District-School (CDS) Code	45-70169-0137117
Principal	Laura Blachman
District Name	New Day Academy

SPSA Revision Date	N/A
Schoolsite Council (SSC) Approval Date	9-10-2020
Local Board Approval Date	9-17-2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission Statement

“The mission of New Day Academy (NDA) is to provide an innovative personalized learning program that honors parental choice. The School supports students through a wealth of educational resources, a commitment to excellence, and a desire to nurture the unique nature of every child.”

Educational Vision

NDA is based on the belief that each student should be supported with the appropriate resources to realize his/her full potential. The governing board, administrative staff, teachers, support staff, parents and students will work from the understanding that:

- Strong core competency skills are critical to successful lifelong learning.
- All students have different learning styles, abilities, and background experiences. As important as “what” a student learns is “how” a student learns.
- Parents, supported by trained educators with effective, standards based curriculum, are capable of providing an excellent education to their children.
- Developing an educational plan tailored to meet a student’s learning style, abilities, strengths, and areas of need allows them to flourish.
- Students need to become self-motivated, organized, competent, lifelong learners, able to use different sources of information and complete tasks.
- Powerful teacher-student relationships are a motivating factor toward success.
- Opportunities for distance learning and online education are encouraged and supported to move students into the age of technology.
- Beyond core courses, providing a variety of elective course options allows students to find their individual path, passions, and life goals.

School Profile

New Day Academy (NDA) began serving students grades TK-12 in August of 2018. The charter school is sponsored by Whitmore Union Joint Elementary School District. NDA served 386 students in the 19-20 school year. NDA's fall enrollment is 110 students. NDA did not close during the 19-20 COVID-19 pandemic so the school will not receive federal or state funds available to schools that closed.

NDA provides a Personalized Learning program that follows California Independent Study law and regulations, including state independent study attendance accounting. To facilitate success, each NDA student is assigned a credentialed teacher that works with the parent/guardian and student to create a learning program based on student strengths, skills, needs, and interests. The school provides standards based curriculum that emphasizes the development of strong core learning competencies necessary to lead a fulfilled and successful life. Particular attention is devoted to English/Language Arts, Mathematics, Science, and Social Studies. Additional resources and instruction are offered in the areas of Visual and Performing Arts, Physical Education, Technology, as well as a variety of elective subjects using vendors, computer software programs, and community college concurrent enrollment.

In addition to their Assigned Credentialed Teacher, students are supported by NDA staff to include the Director, Librarian/Curriculum Specialist, a Reading Specialist, a Writing Specialist, a Math Committee, Subject Specific Tutors, a High School Coordinator/Academic Advisor, and extracurricular vendor opportunities.

In addition to assisting our students as they complete all course work required to receive a high school diploma, the staff prepares each student to become a successful contributing member of society. This is accomplished by equipping the student to pursue appropriate career and educational choices after high school.

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

NDA consulted the following stakeholders in the planning process for the 20-21 School Plan for Student Achievement (SPSA).

Parents

NDA parents are in constant communication with their assigned NDA Teacher. A formal learning period meeting occurs every 20 school days and the teacher discusses student progress, work completed by the student, services offered by the school, curriculum and any other topics that the parents would like to discuss. This process allows the school to consistently gauge its success serving students throughout the year.

There are four parents on the NDA Advisory Council. The information needed for SPSA was a discussion item at each of the four council meetings each year. The council did an outstanding job reviewing goals and action items and suggesting new actions to meet goals in the 20-21 school year.

The NDA Board of Directors has 2 parents on the board and the information needed for SPSA was reviewed and discussed at each monthly meeting. This group also reviewed progress gave input to goals and action items for the 20-21 school year.

NDA held three schoolwide parent meetings aimed at evaluating SVA's education program. At each meeting parents discussed the program, gave input to goals, discussed the school's strengths and offered suggestions for improvement. Parents completed the annual survey in March 2020. Survey results were critical to the SPSA Review and Analysis process.

Students

NDA students meet with their assigned Teacher consistently throughout the school year. The Teacher discusses their personalized program, reviews their work, tutors the student as needed and has the opportunity to hear what the students think about the program. There are two high school students on the school Advisory Council. As stated above, school planning and improvement was a discussion item at each meeting and suggestions were recorded in the meeting minutes.

High school students and students grades 5-8 completed the annual surveys in March 2020. Survey results were an important part of the SPSA process.

Staff

NDA staff meets together as a staff a minimum of one day per month. School plans for student achievement and progress were reviewed at each meeting and suggestions were recorded for creation of the new document.

NDA staff completed the annual staff survey in March 2020. Survey results were used in the LCAP Annual Review and Analysis process.

The SPSA document was reviewed and approved by the Advisory Council on September 10, 2020 and approved by the NDA Board of Directors on September 17, 2020.

NDA certificated staff does not belong to the California Teacher's Association Union.

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	%	1.69%	2.54%		8	10
African American	%	1.06%	1.02%		5	4
Asian	%	1.69%	1.52%		8	6
Filipino	%	%	0.51%			2
Hispanic/Latino	%	6.77%	9.39%		32	37
Pacific Islander	%	%	0%			0
White	%	80.34%	74.11%		380	292
Multiple/No Response	%	2.33%	8.12%		11	11
Total Enrollment					473	394

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		45	28
Grade 1		37	40
Grade 2		47	34
Grade3		31	37
Grade 4		39	22
Grade 5		33	34
Grade 6		20	26
Grade 7		52	18
Grade 8		33	38
Grade 9		42	22
Grade 10		39	30
Grade 11		30	27
Grade 12		25	38
Total Enrollment		473	394

Conclusions based on this data:

1. NDA student enrollment decreased in the 19-20 school year because our organization began operating a second school, Shasta View Academy. Shasta View Academy served 100 students who were previously enrolled with NDA.

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
English Learners		8	1		1.7%	0.3%
Fluent English Proficient (FEP)		4	6		0.8%	1.5%
Reclassified Fluent English Proficient		0	2		0.0%	25.0%

Conclusions based on this data:

1. NDA had one English Learner enrolled in the 19-20 school year. The student made progress toward proficiency.

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
Grade 3			29			28			28			96.6
Grade 4			38			38			38			100
Grade 5			29			28			28			96.6
Grade 6			17			16			16			94.1
Grade 7			46			46			46			100
Grade 8			33			32			32			97
Grade 11			30			29			29			96.7
All			222			217			217			97.7

* 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
Grade 3			2465.			28.57			46.43			14.29			10.71
Grade 4			2496.			39.47			28.95			13.16			18.42
Grade 5			2533.			21.43			53.57			17.86			7.14
Grade 6			2541.			18.75			43.75			18.75			18.75
Grade 7			2592.			19.57			50.00			26.09			4.35
Grade 8			2596.			21.88			40.63			34.38			3.13
Grade 11			2660.			48.28			34.48			10.34			6.90
All Grades	N/A	N/A	N/A			28.57			42.40			19.82			9.22

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
Grade 3			39.29			50.00			10.71
Grade 4			39.47			47.37			13.16
Grade 5			35.71			64.29			0.00
Grade 6			31.25			43.75			25.00
Grade 7			30.43			58.70			10.87
Grade 8			28.13			65.63			6.25
Grade 11			41.38			48.28			10.34
All Grades			35.02			54.84			10.14

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
Grade 3			21.43			64.29			14.29
Grade 4			28.95			57.89			13.16
Grade 5			21.43			60.71			17.86
Grade 6			25.00			56.25			18.75
Grade 7			36.96			54.35			8.70
Grade 8			28.13			50.00			21.88
Grade 11			55.17			34.48			10.34
All Grades			31.80			53.92			14.29

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
Grade 3			25.00			64.29			10.71
Grade 4			31.58			57.89			10.53
Grade 5			17.86			71.43			10.71
Grade 6			31.25			56.25			12.50
Grade 7			30.43			56.52			13.04
Grade 8			28.13			62.50			9.38
Grade 11			34.48			62.07			3.45
All Grades			28.57			61.29			10.14

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
Grade 3			25.00			67.86			7.14
Grade 4			23.68			55.26			21.05
Grade 5			25.00			71.43			3.57
Grade 6			25.00			62.50			12.50
Grade 7			30.43			65.22			4.35
Grade 8			34.38			59.38			6.25
Grade 11			44.83			51.72			3.45
All Grades			29.95			61.75			8.29

Conclusions based on this data:

1. NDA began serving students in the 18-19 school year and the baseline data is shown above. With no state assessments in the 19-20 school year, we have no ability to compare scores.
2. NDA had a high participation rate for state assessment at 97.7%.

3. NDA's English Language Arts/Literacy scores are well above the state average.

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
Grade 3			29			28			28			96.6
Grade 4			38			38			38			100
Grade 5			29			28			28			96.6
Grade 6			17			16			16			94.1
Grade 7			46			46			46			100
Grade 8			33			32			32			97
Grade 11			30			29			29			96.7
All			222			217			217			97.7

* 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
Grade 3			2449.			21.43			32.14			39.29			7.14
Grade 4			2462.			10.53			31.58			31.58			26.32
Grade 5			2495.			10.71			25.00			39.29			25.00
Grade 6			2495.			12.50			18.75			18.75			50.00
Grade 7			2557.			21.74			19.57			34.78			23.91
Grade 8			2530.			12.50			15.63			31.25			40.63
Grade 11			2578.			6.90			31.03			24.14			37.93
All Grades	N/A	N/A	N/A			14.29			24.88			32.26			28.57

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
Grade 3			28.57			35.71			35.71
Grade 4			21.05			42.11			36.84
Grade 5			14.29			50.00			35.71
Grade 6			18.75			18.75			62.50
Grade 7			28.26			30.43			41.30
Grade 8			15.63			37.50			46.88
Grade 11			6.90			37.93			55.17
All Grades			19.82			36.87			43.32

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
Grade 3			39.29			57.14			3.57
Grade 4			21.05			44.74			34.21
Grade 5			7.14			71.43			21.43
Grade 6			6.25			50.00			43.75
Grade 7			23.91			65.22			10.87
Grade 8			12.50			59.38			28.13
Grade 11			24.14			51.72			24.14
All Grades			20.28			57.60			22.12

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
Grade 3			32.14			60.71			7.14
Grade 4			15.79			47.37			36.84
Grade 5			7.14			71.43			21.43
Grade 6			12.50			56.25			31.25
Grade 7			26.09			52.17			21.74
Grade 8			9.38			59.38			31.25
Grade 11			20.69			55.17			24.14
All Grades			18.43			56.68			24.88

Conclusions based on this data:

1. While NDA student scores in mathematics are above the state averages, attention will be given to improving scores in the 20-21 school year.
2. NDA staff recognizes a need to provide math intervention and instruction aimed at helping students gain grade level standards mastery at all grade levels.

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
Grade 3		*		*		*		*
Grade 4		*		*		*		*
Grade 5		*		*		*		*
Grade 8		*		*		*		*
Grade 9		*		*		*		*
Grade 12		*		*		*		*
All Grades								6

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
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*		*

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
All Grades		*		*		*		*

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
All Grades		*		*		*		*

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
All Grades		*		*		*		*

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
All Grades		*		*		*		*

Conclusions based on this data:

1. English Learner numbers for NDA are so low that the state does not report scores as seen above.
2. 6 EL students were given the ELPAC assessment in the 18-19 school year. All students made progress and 3 out of 6 progressed to level 4 and were reclassified as English Language Proficient.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
473	46.3	1.7	0.2
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
English Learners	8	1.7
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	219	46.3
Students with Disabilities	55	11.6







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1
American Indian	8	1.7
Asian	8	1.7
Hispanic	32	6.8
Two or More Races	29	6.1
White	380	80.3

Conclusions based on this data:

1. NDA's largest subgroup is Socioeconomically Disadvantaged (46.3%) and the second subgroup is Students with Disabilities (11.6%). Both groups benefit from our personalized learning model.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>No Performance Color</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>No Performance Color</div>	
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. NDA began serving students in the 2018-2019 school year. NDA has assessment data for the 18-19 school year but does have performance colors due to the cancellation of the 19-20 spring CAASPP assessments as seen above.

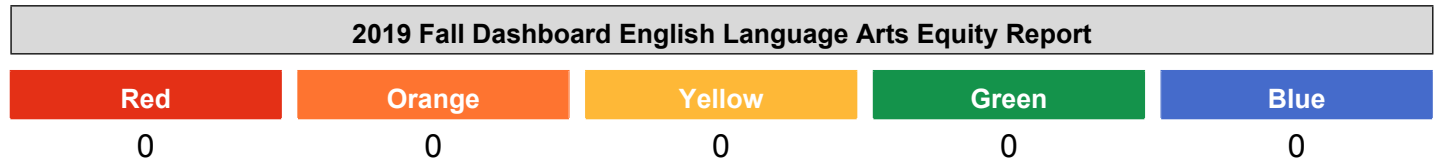
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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	
 No Performance Color 38.9 points above standard 208		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 32.8 points above standard 91		 No Performance Color 20.7 points below standard 31	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 26.7 points above standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 No Performance Color 37.4 points above standard 169

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
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 3	39.9 points above standard 200

Conclusions based on this data:

- Students with disabilities performed 20.7 points below standard. This is an area of concern.
- All other student subgroups performed above standard.

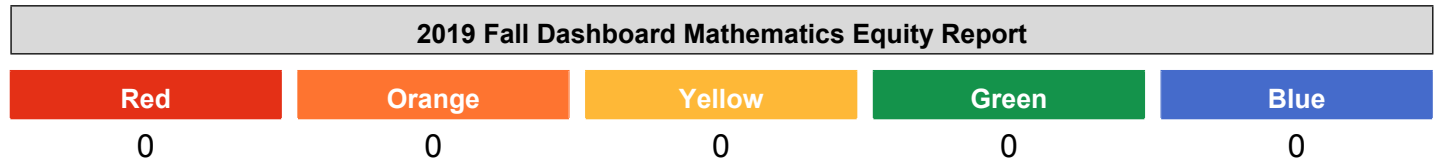
School and Student Performance Data

Academic Performance Mathematics






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









This section provides number of student groups in each color.



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		
All Students	English Learners	Foster Youth
 No Performance Color 24.5 points below standard 208	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 25.9 points below standard 91	 No Performance Color 72.3 points below standard 31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 44.6 points below standard 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 No Performance Color 25.2 points below standard 169

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

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 3	24.5 points below standard 200

Conclusions based on this data:

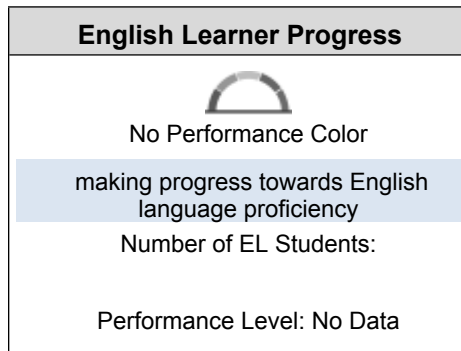
- Students performed 24.5 points below standard in mathematics. This is an area of concern.
- Students with disabilities performed 72.3 points below standard in mathematics. This is an area of major concern.

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



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

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. N/A

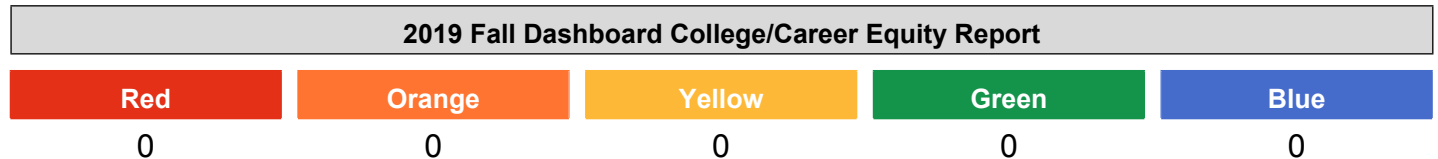
School and Student Performance Data

Academic Performance College/Career







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











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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color <div>66.7</div> <div>24</div>	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>2</div>	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color <div>53.8</div> <div>13</div>	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy <div>5</div>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 76.5 17

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	66.7 Prepared
Approaching Prepared	Approaching Prepared	12.5 Approaching Prepared
Not Prepared	Not Prepared	20.8 Not Prepared

Conclusions based on this data:

1. NDA high school senior data showed 20.8% were not prepared. This is an area of concern.
2. NDA staff and the High School Coordinators are receiving training to understand the elements needed for students to be considered prepared. Information gained will be used to assist students with course selection, enrollment in CTE Pathways, college course enrollment, and preparation for the 11th grade CAASPP assessment.

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:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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
 No Performance Color <div>2.2</div> 370	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color <div>4.5</div> 176	 No Performance Color <div>2</div> 50

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic  No Performance Color <div>16.7</div> 36	Two or More Races  No Performance Color <div>0</div> 29	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  No Performance Color <div>0.7</div> 290

Conclusions based on this data:

- Chronic absenteeism data indicates that this is not an issue of concern for NDA students.

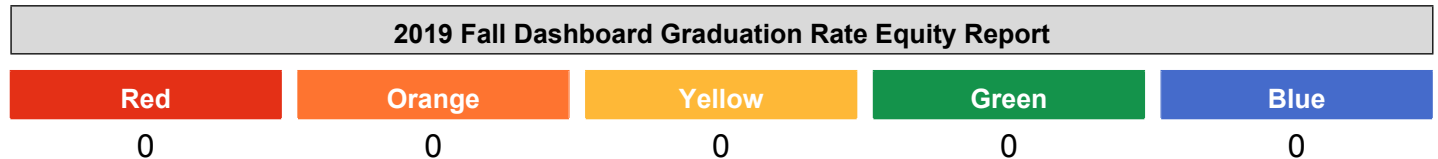
School and Student Performance Data

Academic Engagement Graduation Rate







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











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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>91.7</p> <p>24</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>0 Students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>84.6</p> <p>13</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 94.1 17

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
	91.7

Conclusions based on this data:

1. NDA's graduation rate in 19-20 was 100% so graduation rate is not an area of concern.

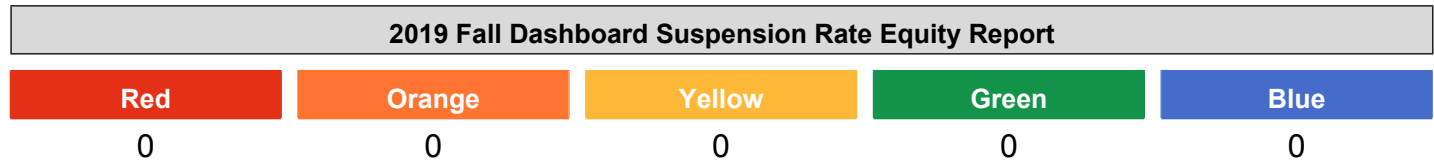
School and Student Performance Data

Conditions & Climate Suspension Rate







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



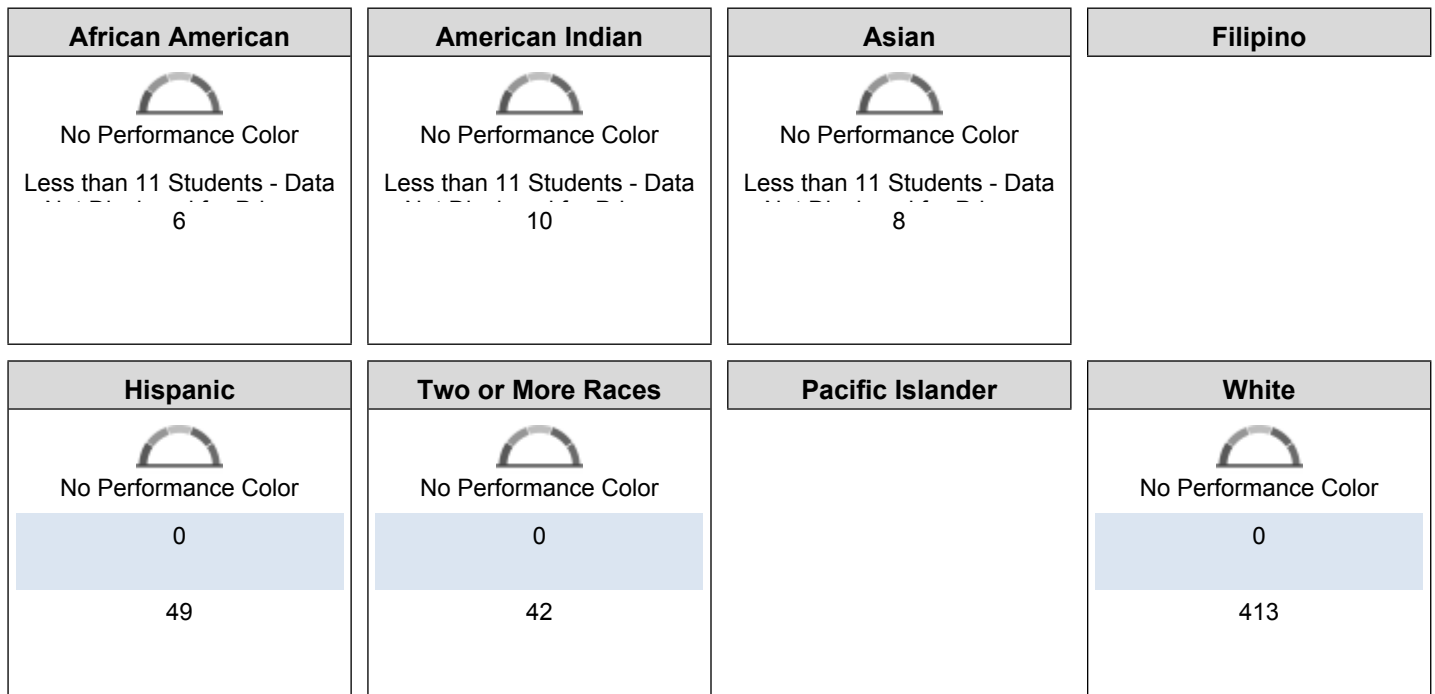
This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<div></div> <div>No Performance Color</div> <div>0</div> <div>528</div>	<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not</div> <div>8</div>	<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not</div> <div>2</div>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not</div> <div>1</div>	<div></div> <div>No Performance Color</div> <div>0</div> <div>255</div>	<div></div> <div>No Performance Color</div> <div>0</div> <div>72</div>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
		0

Conclusions based on this data:

1. NDA had zero suspensions in the 19-20 school year so suspensions is not an area of concern.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Conditions of Learning - Basic Services

Goal Statement

Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

LCAP Goal

Students will have access to highly qualified teachers, standards aligned materials, a broad course of study and a resource center that is safe and clean.

Basis for this Goal

NDA is committed to student success and academic progress. The goal ensures that students have the elements needed to be successful to include: qualified teachers, standards based curriculum and materials, a broad course of study and a clean and safe environment for learning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC Scores	Baseline SBAC scores to be reported when the state releases the school wide data for spring 2019.	SBAC The percent of students school wide scoring Standard Met and Standard Exceeded will increase by a combined minimum of 2% annually.
Graduation rate	NDA's 19-20 graduation rate was 99.4%.	TBD when graduating students have been enrolled at NDA for three or more years.
EL proficiency	6 EL students were given the ELPAC assessment in the 18-19 school year. All students made progress and 3 out of 6 progressed to level 4 and will be reclassified as English Language Proficient.	EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.
Grade level promotion	In the 19-20 school year, 99% of NDA students promoted one grade level.	98 percent of NDA students will promote at least one grade level.
UC a-g course completion	In the 19-20 school year, 99% of high school students enrolled in a UC a-g course completed and passed the assigned course.	In the 20-21 school year, this metric will be changed and reported in goal 2.
Internal assessment (i-Ready, DIBLES)	Beginning of the year i-Ready Math scores fall 2019: 26% at or above grade level 45% one grade below 29% two or more grade levels below	School initiated assessment results will show a three percent increase of students performing at or above grade level from the beginning of the year to the end of the year.

Metric/Indicator	Baseline	Expected Outcome
	<p>End of the year i-Ready Math scores spring 2020: 40% at or above grade level 42% one grade below 18% two or more grade levels below</p> <p>Beginning of the year i-Ready Reading scores fall 2019: 47% at or above grade level 33% one grade level below 21% two or more grade levels below</p> <p>End of the year i-Ready Reading scores spring 2020: 62% at or above grade level 25% one grade below 12% two or more grade levels below</p>	
Access to standards-aligned instructional materials.	In the 19-20 school year, 100% of students has access to standards-aligned instructional materials.	Every pupil in the school district will have sufficient access to standards-aligned instructional materials.
Highly qualified teachers	In the 19-20 school year, all teachers were highly qualified.	100% of the NDA teachers will be appropriately assigned and fully credentialed for the pupils they are serving.
Broad course of study	In the 19-20 school year, 100% of students had access to a broad course of study.	100% students will have access to a broad course of study.
Implementation of academic content and performance standards	In the 19-20 school year, academic content and performance standards were implemented for all students.	Academic content and performance standards will be implemented for all students.
English Learner access to CCSS and ELD standards	In the 19-20 school year all English Learners had access to CCSS and ELD standards.	100% of English Language Learners will have access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.
School facility maintenance and safety	In the 19-20 school year all school facilities were well maintained and safe.	Completed parent surveys will indicate that parents consider the school facilities clean, safe, and in good repair.

Planned Strategies/Activities

Strategy/Activity 1

Employ, supervise, and evaluate highly qualified teachers (Teacher salaries-excluding Reading, Mathematics and Writing Specialists and Special Ed staff).

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the 20-21 school year.

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	203,104
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	General Education Teacher Salaries
Amount	73,741
Source	LCFF - Base
Budget Reference	3000-3999: Employee Benefits
Description	General Education Teacher Benefits

Strategy/Activity 2

Provide staff professional development opportunities that target the following areas:
 CTE Pathway implementation and oversight
 Mathematics curriculum and instruction
 ELA curriculum and instruction
 Special Education Services
 Tiered intervention for students performing below grade level in ELA and Math
 Use of Google Classroom and Zoom for virtual instruction
 Mandated/required training for compliance

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development
Amount	9,644

Source	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development

Strategy/Activity 3

Purchase state adopted standards based curriculum and materials for all grade levels.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	12,500
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Standards based adopted curriculum
Amount	10,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies
Description	Standard based adopted curriculum

Strategy/Activity 4

Update the CA State Standards aligned a-g approved course list (including online courses).

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	6,488
Source	LCFF - Base

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part of the HS Coordinator salary
Amount	2,350
Source	LCFF - Base
Budget Reference	3000-3999: Employee Benefits
Description	Part of the HS Coordinator benefits

Strategy/Activity 5

Provide a wide array of academic and enrichment opportunities through the school's approved enrichment course instructors/vendor list.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	44,806
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Educational Enrichment Vendors
Amount	14,500
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Educational Enrichment Vendors

Strategy/Activity 6

Ensure that all NDA sites are safe and clean through the following actions:
 Create and follow a site safety plan for the Alturas Office, Mtn. View Resource Center and the Innsbruck Site.
 Create a maintenance contract with the Innsbruck site landlord.
 Create and use a daily checklist for resource center cleanliness and maintenance.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year.

Person(s) Responsible

Site Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Janitorial and grounds maintenance.

Strategy/Activity 7

Employ, supervise, and evaluate highly qualified and credentialed special education staff.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	12,413
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated special education personnel salaries

Amount	3,546
Source	Special Education
Budget Reference	3000-3999: Employee Benefits
Description	Certificated special education personnel benefitis

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Pupil Outcomes

Goal Statement

Improve student achievement and performance. Prepare students to be college and career ready.

LCAP Goal

Improve student achievement and performance. Prepare students to be college and career ready.

Basis for this Goal

NDA is dedicated to student achievement and would like to have an increase in the number of students scoring Standard Met and Standard Exceeded on the state assessments in Language Arts and Mathematics.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC scores	Baseline SBAC scores to be reported when the state releases the school wide data for spring 2020.	SBAC The percent of students school wide scoring Standard Met and Standard Exceeded will increase by a minimum of 2% annually.
Graduation rate	In the 19-20 school year, 99.4% of 12th grade students met NDA's requirements for high school graduation.	TBD when graduating students have been enrolled at NDA for three or more years.
ELPAC results	In the 19-20 school year, one student completed the ELPAC assessment. That student showed progress toward English Proficiency.	EL proficiency: 90% of EL students will show a scale score increase annually on the ELPAC.
Grade level promotion	In the 19-20 school year, 99% of all students promoted one grade level.	98 percent of students will promote at least one grade level.
UC a-g course completion	In the 19-20 school year, 98% of students enrolled in UC a-g course completed and passed the course.	Does not apply. Metric changed to College and Career Indicator Performance Levels.
Local Indicator - Reading Diagnostic Results (DIBELS, i-Ready)	Beginning of the year i-Ready Reading scores fall 2019: 47% at or above grade level 33% one grade level below 19% two or more grade levels below End of the year i-Ready Reading scores spring 2020:	Percentage of students achieving grade level proficiency on internal reading diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).

Metric/Indicator	Baseline	Expected Outcome
	63% at or above grade level 25% one grade below 12% two or more grade levels below	
Local Indicator - Math Diagnostic Results (DIBELS, i-Ready)	Beginning of the year i-Ready Math scores fall 2019: 28% at or above grade level 45% one grade below 27% two or more grade levels below End of the year i-Ready Math scores spring 2020: 44% at or above grade level 39% one grade below 17% two or more grade levels below	Percentage of students achieving grade level proficiency on internal math diagnostic assessments will increase 3% across all grade levels (beginning to end of the year).
Local Indicator - Progress reports for parents	In the 19-20 school year, 100% of students and their parents received diagnostic reports throughout the year showing progress in reading and math.	100% of students and their parents will receive diagnostic reports throughout the year showing progress in reading and math.
Local Indicator -Standards aligned curriculum	In the 19-20 school year, all students had access to standards-aligned curriculum.	All students will have access to standards-aligned curriculum.
Local indicator - Annual survey outcomes regarding academic achievement	In the 19-20 school year, annual school surveys (parents, high school students, students grades 5-8) indicated that: 95% of students were satisfied with their academic achievement. 95% of parents were satisfied with their children's progress.	Annual School Surveys (parents, high school students, students grades 5-8) collected will indicate that: 95% of students are satisfied with their academic achievement. 95% of parents are satisfied with their children's progress.
College and Career Indicator Performance Levels	In the 19-20 school year: 79.2% of the graduating high school seniors were prepared	The percent of graduating high school seniors that meet the "Prepared" standard (as established by the California Dashboard) will increase by 5% annually.

Planned Strategies/Activities

Strategy/Activity 1

Develop and monitor individual learning plans for each student, including appropriate materials and interventions to ensure satisfactory progress toward grade level promotion and graduation.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

NDA Academic Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,661
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated General Education salaries
Amount	3,407
Source	LCFF - Base
Budget Reference	3000-3999: Employee Benefits
Description	Certificated General Education benefits

Strategy/Activity 2

Purchase internal assessment program licenses for all grade levels. Conduct assessments at the start of the school year and as needed throughout the year to assess student academic growth and mastery of grade level standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	1,749
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	License fees for i-Ready assessment tools.

Strategy/Activity 3

Continue to improve NDA's tiered intervention process to track and assist students performing below grade level.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director and NDA academic staff.

Proposed Expenditures for this Strategy/Activity

Amount	135,403
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	40% of teacher salaries to serve unduplicated students.
Amount	49,161
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	40% of teacher benefits to serve unduplicated students.

Strategy/Activity 4

Provide virtual grade level math classes and math intervention sessions for students grades 4-12.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Math Specialist and the Academic Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,604
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipends
Amount	212
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Teacher stipend benefits

Strategy/Activity 5

Fund .2 FTE Reading Specialist to assess, instruct, provide oversight to reading intervention program.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	23,506
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part of the Reading Specialist Salary
Amount	7,701
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Part of the Reading Specialist Benefits

Strategy/Activity 6

Fund .2 FTE Mathematics Specialist to implement school wide math program.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year.

Person(s) Responsible

Mathematics Specialist

Proposed Expenditures for this Strategy/Activity

Amount	22,606
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part of the Mathematics Specialist Salary
Amount	7,521
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Part of the Mathematics Specialist Benefits

Strategy/Activity 7

Fund .8 FTE High School Coordinator to serve Shasta, Lassen, Tehama and Modoc Counties providing the following student services:

Academic advising

High School course planning

Train teachers and students in the use of the 7 CTE Pathways

Encourage students to include CTE Pathways in their personalized learning plans

Staff assistance and guidance with course and curriculum selection

Communication with parents and students regarding high school activities and opportunities

College outreach (course development and student tours)

Development and oversight of a full a-g course list

Annual Career Choices classes in Shasta and Modoc Counties

Create and teach a high school leadership class

Annual Beyond High School Class

Develop a service learning program

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year.

Person(s) Responsible

High School Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	55,651
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part of High School Coordinator Salary

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part of High School Coordinator Salary

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part of High School Coordinator Salary

Description	Part of High School Coordinator Salary
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Amount	20,288
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Part of High School Coordinator Benefits

Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Part of High School Coordinator Benefits

Budget Reference	3000-3999: Employee Benefits
Description	Part of High School Coordinator Benefits

Description	Part of High School Coordinator Benefits
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Strategy/Activity 8

Provide teacher training and student exposure to implement Career Technical Education Pathways for high school students.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year.

Person(s) Responsible

High School Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	25,000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	High School Coordinator and Teacher Salaries
Amount	5,000
Source	LCFF - Base
Budget Reference	3000-3999: Employee Benefits
Description	High School Coordinator and Teacher Benefits

Strategy/Activity 9

Purchase laptops, Chromebooks, iPads, and hotspots for student checkout and use.

Students to be Served by this Strategy/Activity

All students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director and Office Manager

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title IV
Budget Reference	4000-4999: Books And Supplies
Description	Laptops for student use and instruction.

Strategy/Activity 10

Administer Home Language Survey and ELPAC for any new student who indicates on the Home Language Survey that English is not their native language. Notify all parents of its responsibility for ELPAC testing and of ELPAC results.

Students to be Served by this Strategy/Activity

All Students

Timeline

During designated assessment windows.

Person(s) Responsible

ELPAC Assessment Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	4,760
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part of Assessment Coordinator Salary
Amount	952
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Part of Assessment Coordinator Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Wide Engagement

Goal Statement

Improve and develop systems to support school attendance, connectivity, participation, and communication.

LCAP Goal

Improve and develop systems to support school attendance, connectivity, participation, and communication.

Basis for this Goal

To improve school attendance, connectivity, participation, and communication.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance rate	In the 19-20 school year, NDA had a 98.58% attendance rate at P-2.	Maintain a School Attendance rate of 95% or better.
Chronic Absenteeism rate for grades TK-12	In the 19-20 school year, NDA had a school wide chronic absenteeism rate of 5%.	Maintain a schoolwide Chronic Absenteeism rate lower than the state average.
Expulsion Rate	In the 19-20 school year, NDA's expulsion rate was 0%.	Maintain an expulsion rate lower than 1%.
Drop out rate for high school students	In the 19-20 school year, NDA's drop out rate was 0%.	Maintain a high school drop out rate below 1%.
Drop out rate for middle school students	In the 19-20 school year, NDA had zero middle school drop outs.	Maintain a middle school drop out rate below .5%.
Suspension rate	In the 19-20 school year, NDA had zero suspensions.	Maintain a suspension rate below 1%.
Local Measure: Parent Survey Results	In the 19-20 school year, parent survey indicated that 100% of parents would recommend NDA to others.	The number of parents that would recommend NDA to others will be 95% or better.
Annual Parent Survey results regarding school wide communication.	In the 19-20 school year, parent survey indicated that 100% of parents use the Parent Square portal for communication.	98% of NDA parents will report that they use the Parent Square portal for communication.
Parental participation in programs for individuals with exceptional needs.	In the 19-20 school year, 100% of parents with exceptional needs students reported that they participated in their children's education on a daily basis.	100% of parents with exceptional needs students will participate in their children's education on a daily basis.

Planned Strategies/Activities

Strategy/Activity 1

Implement the use of the School Pathways Student Information System to track student attendance, CALPADS compliance, and academic progress.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase School Pathways Program

Strategy/Activity 2

Maintain NDA website including pages that contain links and activities, math and writing information pages, parent/student handbook, high school course guide, parent resources, and school calendar.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director and Academic Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	1,200
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Website Management Company

Strategy/Activity 3

Organize and offer a parent informational meeting in August to introduce families to our program.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2020

Person(s) Responsible

Executive Director

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Meeting Supplies

Strategy/Activity 4

Purchase and implement Parent Square communication system license to ensure that all stakeholders are aware of all opportunities, activities and important school information throughout the school year.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Executive Director, Site Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Purchase Parent Square Communication Program

Strategy/Activity 5

Offer schoolwide events such as a Talent Show and a STEAM Expo to highlight student talents and achievements virtually or in person following COVID-19 guidelines.

Students to be Served by this Strategy/Activity

All Students

Timeline

Throughout the year.

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and Materials
Amount	500
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Venue Rental Fees

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	91,794
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	805,524.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	405,307.00
LCFF - Supplemental	282,464.00
Lottery	10,000.00
Special Education	15,959.00
Title I	72,150.00
Title II	9,644.00
Title IV	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	510,196.00
3000-3999: Employee Benefits	173,879.00
4000-4999: Books And Supplies	33,250.00
5000-5999: Services And Other Operating Expenditures	88,199.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	245,253.00
3000-3999: Employee Benefits	LCFF - Base	84,498.00
4000-4999: Books And Supplies	LCFF - Base	13,250.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	62,306.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	195,814.00
3000-3999: Employee Benefits	LCFF - Supplemental	70,401.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	16,249.00
4000-4999: Books And Supplies	Lottery	10,000.00
1000-1999: Certificated Personnel Salaries	Special Education	12,413.00
3000-3999: Employee Benefits	Special Education	3,546.00
1000-1999: Certificated Personnel Salaries	Title I	56,716.00
3000-3999: Employee Benefits	Title I	15,434.00
5000-5999: Services And Other Operating Expenditures	Title II	9,644.00
4000-4999: Books And Supplies	Title IV	10,000.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Laura Blachman	Principal
Jolene Lader	Classroom Teacher
Valerie Taylor	Other School Staff
Sonia Johnston	Parent or Community Member
Alicia Dannenberg	Parent or Community Member
Shawna Bennett	Parent or Community Member
Kinzie Klein	Secondary Student
Hannah Gartin	Secondary Student

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

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
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 9-10-2020.

Attested:

Principal, Laura Blachman on 9-10-2020
SSC Chairperson, Jolene Lader on 9-10-2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program