

School Year: **2021-22**

# 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
ATLAS Learning Academy	31 66951 0139246	December 1, 2021	December 21, 2021

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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).

ATLAS is in its third year of operation. ATLAS has become the main mechanism for providing distance learning after COVID. ATLAS will be conducting surveys and soliciting input from all stakeholders through the school year. In addition, ATLAS will be exploring WASC certification.

## Classroom Observations

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

ATLAS is an independent study based program. However, high school students are able to attend additional courses both at PHS and LHS. Throughout the district, all certificated staff are observed formally every other year and are responsible to prepare their goals and objectives each 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)

ATLAS is in its third year with a CDS code. The past couple of years, ATLAS has experienced significant disruption due to COVID. As a result, ATLAS has not yet participated in the California Dashboard which impacts the determination of baseline data.

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

ATLAS utilizes weekly credit sheets to analyze total number of credits earned each week. In addition, ATLAS utilizes online curriculum to monitor progress and then assign and pace the completion of homework and tests. A tiered re-engagement plan has been established for students who may struggle as required by AB130.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All courses are supervised and taught by Highly Qualified Teachers within each designated core subject area or grade level.

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

All teachers have access to adopted instructional materials, professional development and training whenever possible.

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

The district provides ongoing professional development workshops, conferences, and training that address specific student and program needs.

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

Teachers are able to utilize district instructional coaches in the areas of English, math, science, and history. In addition, teachers periodically collaborate with staff at the comprehensive high school.

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

ATLAS participates in professional learning communities every Monday. This time is used to analyze student performance and develop ongoing program/instructional strategies to better address the learning needs of every student.

## Teaching and Learning

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

All core curricular content areas are aligned with content standards and have received a-g certification (as applicable).

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

ATLAS operates as an independent study program. All K-8 students are assigned the minimum instructional minutes in reading/language arts and mathematics and are expected to log on electronically everyday and complete assignments remotely.

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

In addition to the regular weekly meetings with a teacher, extra tutoring time is available and provided onsite for students in need.

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

All instructional materials are aligned with common core standards and are available to all students.

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

ATLAS utilizes Odysseyware and Edgenuity as its core instructional materials for high school courses.

## **Opportunity and Equal Educational Access**

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

All students and their parents meet with the coordinating teacher as part of the enrollment process. In addition, all students must meet individually with their case management teacher at least once per week and complete a minimum of 20 hours of school each week.

Evidence-based educational practices to raise student achievement

All students have the opportunity to meet with subject-specific teachers to receive additional assistance throughout the week. Pacing guides are used to help students plan homework/credit completion.

## **Parental Engagement**

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

All parents are required to participate in an orientation at the beginning of the school year. In addition, parents have the opportunity to meet with the case-managing teacher during their child's appointment every week.

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)

ATLAS formed its first school site council during the 2019-2020 school year. The school site council developed goals for ATLAS as part of its initial school plan. During the 2020-2021 school year, the school was impacted by COVID. All meetings were held remotely.

## **Funding**

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

Fiscal support (EPC)

## 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

The first site council was held during the 2019-2020 school year. The school site council encourages input from students, parents and staff.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	3.0%		0	1
African American	%	7.5%	6.1%		3	2
Asian	%	0%	3.0%		0	1
Filipino	%	0%	%		0	
Hispanic/Latino	%	15%	12.1%		6	4
Pacific Islander	%	2.5%	%		1	
White	%	65%	66.7%		26	22
Multiple/No Response	%	7.5%	3.0%		1	1
<b>Total Enrollment</b>					40	33

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 8		5	
Grade 9		2	4
Grade 10		7	3
Grade 11		12	14
Grade 12		14	12
<b>Total Enrollment</b>		40	33

Conclusions based on this data:

1.

# 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

College & Career Readiness

## LEA/LCAP Goal

All students will graduate from high school college and career ready.

## Goal 1

All students will meet or exceed grade level standards in core academic areas.

## Identified Need

Many students need additional academic support outside of their weekly independent study meeting with a case management teacher.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (ELA & Math SBAC)	Due to COVID, baseline data has not yet been established	Meet the district average for the number of students who achieve Standard Met or Standard Exceeded on state testing
Graduation Rate Indicator	Due to COVID, baseline data has not yet been established	Achieve a graduation rate greater than 67%

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

Staff will attend the California Consortium on Independent Study conference to enhance their knowledge of best practices and collaborate with others who teach in similar programs. In addition, staff will remain current on AB 130 legislative requirements.

### 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)

1000.00

Source(s)

LCFF-Supplemental (Site Fund)

Professional Development costs

## 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

Develop and utilize course outlines and pacing guides that establish dates for completing assignments and tests.

### 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 3

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

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

All students

Strategy/Activity

Examine areas of need through WASC self-study accreditation process.

### 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)

# 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

School & Community Engagement

## LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

## Goal 2

All students will be safe and actively engaged at school.

## Identified Need

Focus on addressing the social-emotional needs of students especially after the disruption to schools due to COVID.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Indicator	Due to COVID, baseline data has not yet been established	Achieve a graduation rate above 67%
Academic Indicator (ELA & Math SBAC)	Due to COVID, baseline data has not yet been established	Meet the district average for the number of students who achieve Standard Met or Standard Exceeded on state testing.

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

Organize and conduct regular outdoor education field trips

### 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)

599.00

Source(s)

LCFF-Supplemental (Site Fund)

Student fieldtrips

### 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

Continue to define the role of ATLAS as an option for students especially with the recent passing of AB 130.

#### 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 3

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

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

All students

Strategy/Activity

Conduct regular orientation meetings to provide an overview of the school.

#### 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 4

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

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

All students

Strategy/Activity

Utilize social media and other electronic formats to communicate with students and parents.

#### 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)

# 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
LCFF-Supplemental (Site Fund)	1,599	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	1,599.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF-Supplemental (Site Fund)	599.00
	LCFF-Supplemental (Site Fund)	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,000.00
Goal 2	599.00

# 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:

School Principal

Classroom Teachers

Name of Members	Role
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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 .

Attested: