

# Maidu Virtual Charter Academy

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Maidu Virtual Charter Academy
<b>Street</b>	332 Finley St
<b>City, State, Zip</b>	Auburn, CA 95603
<b>Phone Number</b>	530-885-8401
<b>Principal</b>	Trent Wilson
<b>Email Address</b>	twilson@puhsd.k12.ca.us
<b>Website</b>	puhsd.k12.ca.us
<b>County-District-School (CDS) Code</b>	31668940138081

Entity	Contact Information
District Name	Placer Union High School District
Phone Number	530-886-4400
Superintendent	Dr. George Sziraki
Email Address	gsziraki@puhsd.k12.ca.us
Website	puhsd.k12.ca.us

## School Description and Mission Statement (School Year 2019-20)

The Maidu Virtual Charter Academy is committed to providing a creative and supportive environment where students and staff are given opportunities to discover purpose, seek resources, and create experiences for learning and personal growth in an engaging and rigorous environment, enabling students to become self-motivated, competent lifelong learners.

### MVCA Vision Statement:

Our vision is to continue as a leader in regards to pioneering 21st Century learning. MVCA provides a two-stranded set of options for our students. The “Base Strand” is built on access to a-g online curriculum, dual enrollment opportunities, and a competency-based approach to course and curriculum completion. The “Personalized Strand” is more individualized and meets the students at their level of need and be based upon a Personalized Education Plan (PEP). Support through Personalized Education Plans, access to dual enrollment with our Community College partners, potential to complete and explore career pathways and access to a-g qualifying courses in an online environment, will be the focus of our vision.

We maintain a nurturing, yet challenging educational environment that permits, motivates, and encourages students to reach their full potential in learning, creativity and citizenship, with a special focus on 21st Century skills. Dedicated, innovative educators work together with school families to maintain a community committed to high achievement and to fostering cognitive, creative, motivated, and enthusiastic life-long learners.

Maidu Virtual Charter Academy offers a dynamic secondary education program integrating 21st century skills with independent study and online instructional modalities. Students are encouraged to be advocates for their own education as they develop and practice the skills necessary to be lifelong learners. The totality of the Charter School curriculum is aligned with California Common Core State Standards and Curriculum Frameworks as well as CAASPP assessments and will be approved by the PUHSD Board of Trustees.

Online computer technology is the vehicle of content delivery in the MVCA course of study. Courses are offered online via the internet using curriculum developed by the staff of the Charter School. Canvas is used as the Learning Management System with potential curricular support from Edmentum’s Plato, NROC, as well as a-g approved curriculum already in place in the PUHSD.

Students are issued a Chromebook and have access to the PUHSD Google Suite including email, Google Docs, Sheets, Slides and more. Meetings between students and teachers are, at a minimum, once a week, unless it is deemed necessary to meet more often.

In the interest of increasing the ways that students access content and expand their opportunities to demonstrate understanding of content, the Charter School delivers most curriculum in an online format. Blended learning opportunities will supplement subject area coursework, and support student assessment and learning. Web-based, interactive curriculum precisely differentiated according to individual student’s skill levels, allows students to work at their own pace, addresses multiple intelligence and learning styles, and quickly provides rich data that informs the focus and pace of classroom instruction (Schorr & McGriff, 2011).

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	10
Grade 10	22
Grade 11	28
Grade 12	33
<b>Total Enrollment</b>	<b>93</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.2
Hispanic or Latino	15.1
White	79.6
Two or More Races	3.2
Socioeconomically Disadvantaged	34.4
English Learners	1.1
Students with Disabilities	6.5
Foster Youth	1.1
Homeless	1.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	6	7		
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners			
<b>Total Teacher Misassignments*</b>			
<b>Vacant Teacher Positions</b>			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** 2017-12

Core curriculum textbooks are up-to-date, California standards-aligned and District Board adopted. The English-language arts and Integrated math textbooks are also California State Board of Education (SBE) adopted. There are sufficient textbooks available for each student to have his or her own book. Textbooks are purchased with Instructional Materials Funding Realignment Program (IMFRP) state categorical funds. IMFRP funds are also used to purchase supplemental curriculum materials.

Pursuant to the Williams Act, the Placer Union High School District Board of Trustees certified by resolution on September 17, 2013, that each school had sufficient textbooks, instructional materials, and/or science laboratory equipment (in core subjects). All students, including English Learners, are required to have their own textbook and/or instructional materials (in core subjects) for each assigned course, for use in the classroom and to take home when necessary. All textbooks and instructional materials purchased and used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Trustees. Maidu High School currently utilizes standards aligned textbooks and materials in all core classes. Maidu textbooks are all adopted by resolution by the Board of Trustees. Supplemental materials are directly tied to the adopted text for each core class.

The Board of Trustees adopted texts between 2004-2017 and on an as-needed basis. For a complete list of adopted textbooks in core subjects, please visit the district website at [www.puhsd.us](http://www.puhsd.us) or contact 530-886-4406.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Mathematics</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Science</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>History-Social Science</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Foreign Language</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Health</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0
<b>Visual and Performing Arts</b>	All materials aligned with the standards and approved by the District Board of Trustees	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

This section should be kept to 1-2 paragraphs.

The Placer Union High School District makes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Instruction. Inspections have been continuous. The results of this survey are available at the District Office at 13000 New Airport Road. In the spring of 2014, and again in 2015, a team of district administrators, members of the Board of Trustees, parents and students conducted a "Facility Walk," ensuring the facility met expected criteria. This practice will continue to occur on a regular basis.

Maidu teaching and support staff are on campus at 8:00 AM and custodial assistance is on campus nightly until 9:00 PM. The staff is diligent about monitoring visitors to the campus.

Routine checks of the campus facilities take place to determine when repairs are necessary. District maintenance staff is able to maintain and repair minor gas leaks, the heating system, ventilation system, fire sprinklers, or air conditioning systems, electrical power failures, sewer line stoppages, broken windows or exterior doors or gates that will not lock and that pose a security risk, and structural damage creating a hazardous or uninhabitable condition.

Major pest or vermin infestation or abatement of hazardous materials is addressed through outside contractors. Maintenance and custodial staff also ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner to ensure that students are provided with a clean, safe, and functional learning environment.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 2019 - 4

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)		48	75	69	50	50
Mathematics (grades 3-8 and 11)		0	46	38	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	29	87.88	12.12	48.28
Male	13	10	76.92	23.08	40.00
Female	20	19	95.00	5.00	52.63
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	24	22	91.67	8.33	54.55
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	29	90.63	9.37	0.00
Male	12	10	83.33	16.67	0.00
Female	20	19	95.00	5.00	0.00
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	24	22	91.67	8.33	0.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners					
Students with Disabilities					
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

Placer Union High School District offers sequenced CTE courses that create clear CTE programs at each District high school. These programs are supported by the four core academic areas: English, math, science, and social studies. District CTE programs address the eleven industry sectors identified by CDE. Maidu High offers Career Cruising to help with facilitation of career choices for students.

As an Independent Study School Maidu does not offer CTE classes, however we do have students co-enrolled at other district campuses and the County Office of Education in ROP classes.

CTE classes offered through ROP, and/or Adult Education, may be eligible for college credit through the District's Tech Prep articulation with the local Community College. In addition, a coherent sequence of courses allows students to move through foundation, intermediate, capstone, and related courses in an organized manner; this facilitates student mastery of standards, and allows students to select related courses from another program in the industry sector.

The District CTE representative is Mr. Gregg Ramseth.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	72.45
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

The Maidu Virtual Charter Academy recognizes the role of parents as the primary educators of their children. One goal of the Charter School is empowering parents as educational partners. Parent participation at the Charter School influences the development of the total school and its components.

MVCA has a Site Council and an Advisory Committee made up of parents, students and staff, that meets on a regular basis. The purpose of this Advisory Committee is to review and propose policies and goals of the MVCA (subject to the approval of the District's Board of Trustees), monitor the MVCA's academic and operational performance, and help develop, adopt a set of parent involvement policies and strategies and share the information with the Site Council.

In addition to the School Site Council and Advisory Committee membership, all parents are encouraged to participate in the daily life of the Charter School. Parents have the opportunity to participate in a variety of meaningful ways, including school events, LCAP (Local Control and Accountability Plan) meetings, and annual district LCAP meetings.

The Charter School encourages parental involvement, but shall notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement to, or continued enrollment at, the Charter School. [Ref. Education Code section 47605(n).]

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions			0.0	5.2	4.3	4.0	3.6	3.5	3.5
Expulsions			0.0	0.6	0.3	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

MVCA has a comprehensive School Safety Plan in accordance with California State Education Code. The latest plan was adopted in the spring 2019 by the School Site Council and the elected members of the Board of Trustees of the Placer Union High School District. The Safety Plan is reviewed annually. This review with the planning committee includes annual goal setting. MVCA as part of Placer High School's campus, has adopted a joint school Safe Schools Plan. The School Safety Plan addresses all aspects required by the Education Code, including ingress and egress, identification of students and staff, procedures for fire drills and lock-down situations, secondary gathering places in emergency situations, communication capabilities, and first aid procedures.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English									7	13		
Mathematics									3	2		
Science									5	7		
Social Science									9	8		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	116.3

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,841	\$757	\$12,085	\$79,022
District	N/A	N/A	\$9,662	\$76,898.00
Percent Difference - School Site and District	N/A	N/A	22.3	2.7
State	N/A	N/A	\$7,506.64	\$79,737.00
Percent Difference - School Site and State	N/A	N/A	46.7	-0.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Supplemental, Career and Technical Education, Special Education, Carl Perkins Act, Federal/ State & Local Funding

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,854	\$48,684
Mid-Range Teacher Salary	\$67,995	\$78,920
Highest Teacher Salary	\$93,554	\$99,844
Average Principal Salary (Elementary)	\$0	\$137,288
Average Principal Salary (Middle)	\$0	\$135,905
Average Principal Salary (High)	\$140,433	\$134,157

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$218,828	\$185,654
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The focus of all professional development is to improve student achievement as supported through the Professional Learning Community (PLC) model of ongoing formative assessment and targeted instruction. Maidu's ongoing focus is to increase a-g qualified student graduated, increase CAASPP assessment scores in English-language arts, and mathematics. Maidu has engaged in ongoing professional training and coaching on effective teaching strategies. In spring 2009, Maidu began implementing the PLC (Professional Learning Community ) collaborative process as a means to standardize course content and assessments in order to more effectively monitor student achievement and engage in targeted instruction when necessary. PLC meetings take place most Monday afternoons with training throughout the year offered through the Placer County Office of Education (PCOE) and the Placer Union High School District (PUHSD). PLCs focus on identification of essential learning outcomes expected of all students, common core assessments including formative assessments which are used to identify student learning deficits and effectively target these for intervention instruction. The PLC process is designed to effectively identify student strengths and weaknesses and also are used to identify strong teaching strategies. The PLC process is data driven and focused on student achievement.

**Focus:**

Currently, Maidu staff is working on implementing structured collaborative discussions with students in order to ensure student centered learning, facilitate conversations, and promote student collaboration. This need was established from data on the CAASPP which showed a need for growth in the areas of listening and speaking and is also supported at the district level. Maidu is working on two additional focus areas: literacy strategies and student engagement. These needs were established through staff collaboration in meetings as well as data from writing samples (an all school write). Further, Maidu will be undergoing restructuring. There will be a two-stranded program with one strand working in a truly independent structure, operation asynchronously, online in a blended learning environment. The second strand will be a personalized approach that will be guided by Personal Learning Plans (PLPs) and will reflect the academic, emotional, and health needs of the individual students. Both strands will be guided by a school charter.

**Methods:**

Professional development is delivered to teachers at all day district in-service days as well as Professional Learning Community (PLC) meetings.

**Support:**

Teachers are supported both in a group setting (PLCs) and individually through the help of the “Curriculum and Instruction” (C&I) coordinator. District “Instructional Coaches” are also available for one-on-one coaching support.