

School Year: 2020-21

School Plan for Student Achievement (SPSA)

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
LA's Promise Charter High #1	19-10199-0135582	N/A per Section 70 of SB820	December 3, 2020

Purpose and Description

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

LA's Promise Charter High #1 is a Title I Schoolwide Program as of the 2020-21 school year.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. Describe how the school will support priority areas and/or specific student groups in need and how the school selected evidence-based interventions to support priority areas and/or student groups.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

LAPCHS will meet ESSA requirements in alignment with the LCAP, Learning Continuity Plan, and Federal Funding. In addition, the actions in this plan outline how our school will support low performing student groups (English Learners, Socio-economically Disadvantaged, Hispanic).

LA's Promise Charter High School's Leadership Team researched the following sites to ensure adoption and implementation of evidence-based interventions for the school's SPSA plan which included:

- EvidenceforESSA.org website
- What Works Clearinghouse website
- Research studies that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate or promising evidence (Tiers of Intervention 1-3).
- U.S. Department of Education Resources to Support Next Generation High Schools: Using evidence to create next generation High Schools

- U.S. Department of Education: Using Evidence to Strengthen Education Investments (Non-regulatory guidance)

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

Section 70 of SB820 requires charter schools to use the stakeholder engagement process for the learning continuity and attendance plan in EC43509(b) for the adoption of their SPSA for the 2020-21 school year.

LA's Promise Charter High School #1 has implemented multiple strategies and opportunities for students, families, staff, teachers and governing board to provide input in our school's Learning Continuity & Attendance Plan. This process has been ongoing since the school's transition to distance learning in mid-March. All announcements and documents sent to families via email, U.S. Mail and on our website are translated to Spanish (based on the 15% Language group Data). They include the following:

- May 2020: Annual school climate and culture survey (Panorama Ed) was administered to families, staff and students.
- April to August: Families were surveyed 3 times to assess the percentage of parents/students who would opt for in-person versus distance learning for Fall 2020. (email, U.S. Mail, and ParentSquare.
- June 2-26: Student Distance Learning and Well-Being/SEL Survey
- June 2-26: Parent Community Needs Survey
- April – August: Parent Townhall Community Meetings – for outreach and identify student & parent needs
- March – August: Governing Board Presentations
- Leadership team comprised of the Principal, Director of Schools, Lead teachers meets weekly
- The Director of Schools meets with the Principal on a weekly basis
- The Principal meets with the Leadership team and PBIS Team weekly
- Joint Leader meetings take place every other week with the Director of Schools and Principals from both LAP Charter Schools
- Principal and Director of Parent & Community Outreach host monthly TownHall meetings with parents virtually (interpreter services available) and communicate via ParentSquare
- October 29th & December 3, 2020: Schools Committee

To ensure equity of voice for all communities of English Learners, administrators will continue to provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Our stakeholder groups will continue to meet throughout the year with a member of the staff or leadership team to ensure our learning models are enabling success for all our students

Family engagement is at the center of successful distance learning participation. Our school has relied on the zoom platform, and included a call-in (telephone) option; to allow for parents without access to a computer to participate. Based on our most recent parent survey (100% participation), all of our parents have a cell phone, and have identified that Zoom is their platform of preference

Comprehensive Needs Assessment

Data Analysis

Review available data by “All students” and by individual student groups (e.g. 2019 CA Dashboard, local achievement data, etc.). Briefly identify and describe the conclusions of your data analysis, inclusive of all state indicators, including student performance against state determined long-term goals. How are you modifying instruction based on these results?

LA’s Promise Charter High School #1 is a WASC-accredited public charter school serving over 200 students in grades 9-12 with student demographics that include: 28.4% African American, 71.1% Hispanic, 28.9% Students with Disabilities (SWD), 38.7% English Learners (EL), 0.9% Foster Youth, and 87.3% Socioeconomically Disadvantaged.

Our school’s Leadership Team comprised of the Director of Schools, Principal, SPED Teacher, and Lead Teachers collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **needs assessment**. Data analysis included the Fall 2019 California Schools Dashboard (Academic and state indicators), local indicators, CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, NWEA Measures of Academic Progress (MAP) for Reading and Math.

The following chart reflects the Fall 2019 California Schools Dashboard for LAPCHS #1 and received an Orange performance level for the Suspension Rate Indicator.

- 2017-18 Suspension Rate: 4.2%
- 2018-19 Suspension Rate: 5%

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	None	None	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	Orange	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Hispanic	None	Yellow	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

In 2018-19, members of our leadership team participated in the California Association of Supervisors of Child Welfare and Attendance (CASCWA) to learn about strategies to improve student attendance and root causes. An office coordinator was hired to identify, monitor and report to the leadership team,

student attendance rates, and those at-risk for chronic absenteeism. The Leadership Team has implemented strategies recommended by CASCWA which include, daily calls to families, conducting parent meetings with the Principal to identify root causes and develop and implement an action plan, including a SART.

The 2020-21 school year started with all students participating in distance learning. In order to improve student attendance, participation and engagement LAPCHS staff will utilize ParentSquare to send schoolwide, class-level or grade-specific messages. All families will receive weekly announcements via phone call, ParentSquare, our school's website, and Facebook Social Media as requested by families. All announcements are also translated to Spanish based on the 15% minimum language translation requirement.

LAPCHS has developed the following tiered reengagement strategies for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

Tier 1:

- Teachers take daily attendance within 10 minutes of the start of the synchronous period. A roll call can be taken through audio, visual, or typed responses.
- Students attendance is recorded directly through the SIS system, Power School.
- Teachers will document/report students who are present during a synchronous session, but do not actively complete assignments.
- School team members will contact families to alert them of the student absence and consider personalized solutions for re-engagement purposes.

Tier 2:

- Daily attendance and participation data will be reviewed on a weekly basis, by the LAPCHS Attendance Team, consisting of school leaders and support team members.
- Additional follow-up actions will be determined through outreach and intervention (Student Success Team, counseling support).
- Additional academic counseling, intervention, and support provided.

Tier 3:

- Increased follow-up communication by the school team may include personal phone calls, meetings, or home visits.
- Referrals will be made to counselors or outside agencies, to access information and additional mental health resources.
- Parent team can work with families to attain resources within the community.

All teachers will document daily attendance using PowerSchool, Student Information System based on participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the SIS, teachers will assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week.

LAPCHS#1 shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

The SART program remains in effect to target students who are not present/engaged. Interventions are implemented including counseling, increased family outreach, referral to community agencies, and rewards for improvements in attendance and participation. As a result, our school has implemented a School Attendance Review Team (SART) that meets weekly to review student attendance rates, develop and implement action plans, monitor students at-risk, conduct home visits and implement strategies to decrease chronic absenteeism rates, including creating a safe and positive school culture and climate.

LAPCHS#1 will utilize the RTI system to support disengaged learners. These tiers involve the development of a culture focused on the advancement of student learning through targeted, systematic interventions that are tailored to individual student need, and remediation and enrichment that are embedded within the school day.

LAPCHS#1 continues to implement Positive Behavioral Interventions and Supports (PBIS) a proactive approach to improve school safety, promote positive behavior, and decrease suspension rates. Our school's PBIS team continues to participate in PBIS training at LACOE, to implement evidence-based strategies to decrease suspension rates. Our tiered system of supports for students focuses on behavior prevention and intervention.

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	71	4	3	4.2%	66.7%	33.3%
AFRICAN-AMERICAN	35	2	2	5.7%	100.0%	0.0%
HISPANIC	35	2	1	2.9%	0.0%	100.0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SWD	*	*	*	*	*	*

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	120	8	6	5.0%	83.3%	16.7%
AFRICAN-AMERICAN	43	6	4	9.3%	75.0%	25.0%
HISPANIC	73	2	2	2.7%	100%	0%
ELL	30	1	1	3.3%	100%	0%
SOC. ECON DISADV	100	5	5	5.0%	100%	0%
SWD	27	1	1	3.7%	100%	0%

Our school serves a highly vulnerable student population. During our initial years, many of our students demonstrated severe behaviors, and student discipline was at the forefront, as many of our teachers were in their first years in the classroom and lacked the skills and expertise needed to address students' social-emotional needs, in concert with a lack of resources to address serious behaviors. Many of our incoming students were transient, and experienced difficulties in previous years of schooling. Based on the nature of the infractions, and policies in the wording of our first petition requiring, suspension rates were high.

As a social-justice school, we recognized that we needed to implement stronger support systems and other Means of Correction as alternatives to suspension. The school hired a Dean of Student Culture to specifically address behavioral issues through a restorative approach. Appropriate changes have been made to our policies.

Through PBIS, the school has established a positive and supportive climate for high school learners. Over the years, all staff has been actively engaged in the implementation of PBIS, which is integral to improving school climate and culture. In the second year of partnership with LACOE for the PBIS cohort, we have developed a comprehensive Multi-Tiered System of Support to effectively address the needs of staff and students. The success of our PBIS implementation can be seen in all elements of the school. The PBIS program received state-wide recognition from the California PBIS Coalition.

The Dean of Culture leads the PBIS team; monitors tiered reengagement strategies per SB98 (student attendance, engagement and participation). Dean of Culture ensures all teachers are using Kickboard; implements Village Council and ensures the social-emotional and behavioral student needs are met. The Dean of Culture has been highly successful in addressing and deescalating anger management; conducting weekly student recognition, leading PBIS training and meetings in addition to the collection and reporting of data.

LA’s Promise Charter High School has been expanding by one grade level annually. As a result of school closure in March 2020 due to the COVID Pandemic, CAASPP and ELPAC Summative assessments were not administered. Since LAPCHS #1 has not yet graduated a cohort of students (Class 2021), the school does not have Graduation Rate, CA Science Test and CCI Data.

The following chart provides the 2019-20 Fall-to-Winter NWEA MAP assessments in reading and mathematics. All grades have made a one-year growth in reading and mathematics as evidenced below by grade level, English Learners and Students with Disabilities (SWD).

2019-20 NWEA MAP RESULTS: READING														
GRADE LEVEL	FALL 2019			WINTER			WINTER INTERIM 2			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 9	189	183	193	190	183	193	203	194	206	14	11	13	1.62	1.16
GRADE 10	203	188	198	203	188	198	207	186	207	4	-2	9	1.43	0.96
GRADE 11	204	189	193	204	189	193	216	190	208	12	1	15	1.11	1.25
GRADE 12	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2019-20 NWEA MAP RESULTS: MATH														
GRADE LEVEL	FALL			WINTER			WINTER INTERIM 2			MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD					
GRADE 9	208	202	207	208	202	207	215	210	215	7	8	8	2.24	1.10
GRADE 10	215	207	211	215	207	211	221	211	218	6	4	7	2.14	1.16
GRADE 11	219	207	211	219	207	211	224	210	213	5	3	2	1.77	1.15
GRADE 12	--	--	--	--	--	--	--	--	--	--	--	--	--	--

As a result of the dashboard performance levels, and the 2019-20 NWEA MAP Assessments results, there is a need to implement a clear and robust distance learning platform that provides step-by-step instructions on how to participate in distance learning; including norms that must be adhered to and submitting completed assignments. LAPCHS did not administer the CAASPP assessment in Spring 2020 as a result of school closure due to COVID-19.

LAPCHS #1 determined the underlying causes of low-performance by conducting a **root-cause analysis** which identified the following needs:

- Strengthen the quality and delivery of the instructional program and build capacity among our educators by providing a robust evidence-based professional development program with ongoing Instructional Coaching. Teachers are not implementing high quality and rigorous curriculum with fidelity. There is a need to hold all teachers accountable for implementing evidence-based pedagogical strategies during daily instruction and for the Principal to provide teachers with feedback on a regular basis.
- Continue to strengthen and expand our Multi-Tiered System of Supports (academic, behavioral, social-emotional), especially since incoming students are performing significantly below grade level.
- Increase student engagement, and participation especially with distance learning.
- Continue to support and strengthen SPED Program that serves our increasing percentage of Students with Disabilities 28.9%.
- Continue to implement PBIS schoolwide to decrease suspension rates, and improve school culture
- Continue to strengthen Power Hour Academic intervention built into the instructional day
- Continue to expand social-emotional and mental health supports for our highly vulnerable students
- There is a need for Administrative Support to create, implement, and maintain critical systems that support the instructional program.
- There is a need to implement a coordinated community effort to empower all students to make a significant shift in their mindset that focuses on learning rather than work completion as measured by 1-on-1 student conferences, student-led parent conferences, and application of professional learning.
- There is a need for all educators to plan standards-aligned grade level task(s) with scaffolds and implement target skills and knowledge that focuses on what every student should be able to do.

The following are the methods that professional development, instruction and/or operations have been modified as a result of distance learning.

- All core subjects (including electives) are taught daily via synchronous instruction.
- Shift in focus on learning versus work completion. Teachers are providing students with an opportunity to reflect on their learning using the learning logs.
- Use of Call strategies to assist students with Reading
- Training teachers on the use of Call strategies and Learning Logs
- Implementation of Achieve 3000 with fidelity to increase student independent reading levels
- Focus on data analysis
- Utilizing Power Hour for intervention/remediation utilizing set structure & curriculum.
- Intentional student groupings during Power Hour
- Providing protocols and expectations for Promise Time (Advisory).
- Providing Advisory teachers opportunities to meet with students one-on-one to discuss student progress and allow students to reflect on their progress and develop improvement plans.
- Ensure students are involved in Engaging Educational experiences
 - Students should be engaged in a new/different activity every 6-10 minutes
 - Utilize programs: Google Classroom, NearPod, Peardeck, Jamboard, Flipgrid, Kahoot to

engage students and check for understanding.

As a result of our **needs assessment** for the 2020-21 school year, our teachers are implementing targeted small group instruction through guided reading groups, especially with Distance learning. The following includes programs and supports that will be implemented for 2020-21 school year to improve student academic outcomes.

- **Dean of Culture** to improve classroom management, student behavior, lead PBIS and school culture; monitor and implement the tiered reengagement strategies per SB98, attendance and student participation. (Title I, LCFF Base)

- **Teacher Induction:** support teachers participating in high quality educator induction programs (BTSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)) (Title II)

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). What surveys have been administered? Briefly summarize the results/major findings.

LA's Promise Charter High School #2 administered the School Climate and Culture Survey (Panorama) in May for parents, staff, and students. Due to COVID-19, we administered a modified survey with emphasis on student-well-being during the onset of the pandemic. A trend in survey data reflected overall favorability in the school's response to the social-emotional needs of students during a very difficult time period.

Families expressed deep concern regarding the overall emotional safety and academic learning due to conditions outside of the school relating to COVID-19, including food and housing instability and feelings of isolation. We also sent three short surveys to families to assess their comfort level in sending students back to school for in-person instruction through a hybrid model; in May, June, and August around 50% of families were not ready for a return for in-person instruction due to the rates of coronavirus infection in the South Los Angeles Community.

Stakeholder surveys (teachers, parent, student) will be administered at least twice during the year (November & May) to measure school climate, satisfaction and identify areas of concern.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings. Summarize informal classroom observations/walkthroughs. What major trends appear or areas of focus are suggested from these observations?

The Principal and Dean of Culture conduct weekly classroom observations using the Teacher Effectiveness Rubric Indicators and instructional strategies covered in professional development.

The Observation Protocol includes a 15-30 minute observation of instruction, that includes the collection of data as it relates to the focus area.

After a classroom observation, the Principal and/or Dean of Culture debrief, and determine the next steps the teacher will need to take. This is then followed up with another observation to determine mastery and/or whether additional support, training and/or coaching is required.

Findings from classroom observations will inform areas of further focus for professional development.

Professional Development

How does ongoing professional development align to content standards, assessed student performance, and professional needs (ESEA)? How does the LEA ensure ongoing instructional assistance and support for teachers in improving their practice (e.g., use of content experts and instructional coaches)?

LAPCHS#1 provides its teachers and staff with a robust professional development program, that includes 2-weeks of intensive summer professional learning and will continue during the academic school year on a weekly basis for two hours. In addition, professional development has been expanded to include support staff, Instructional Assistants, as a result of the added duties with distance learning to address the needs of our students. The areas of focus include but are not limited to:

- How to maximize aspects of the Learning Management system: Google Suites and the integration of web-based tools for engagement.
- Positive School Culture & Climate: PBIS/SEL
- Effective pedagogical strategies for teaching Students with Disabilities through distance learning
- Effective pedagogical strategies for teaching English Learners through distance learning
- Data Analysis: NWEA MAP, Achieve 3000, ELPAC
- NWEA Overview & planning for diagnostic assessment in preparation for the diagnostic administration
- Special Education: Serving Students with Disabilities who are English Learners (Prof. Lueimo, SDSU)
- CA ELD Roadmap & ELL Compliance

All teachers are trained on an ongoing basis (weekly two hour professional learning blocks, and ongoing coaching) to provide the highest quality instruction through in-person and flipped classroom modalities. Our content team collaboration occurs monthly, with a focus on virtual learning. Our teachers also will receive ongoing coaching and support from the Math and Science Instructional

Coaches; and Coaching from Loyola Marymount University (LMU) CA Reading and Literacy Project (CRLP). These structures are outlined in our Distance learning model which includes the following elements:

1. Relationships
2. Optimal Learning Environments
3. Evidence-based Practices.
4. Foundational Systems.
5. Educational Systems

Resource Inequities

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

During our review process the Leadership team identified the following **Resource Inequities** by looking at ways in which a program may be unfair or lack inclusion. We utilized the toolkit provided by the Alliance for Resource Equity, a collaboration between Education Resource Strategies (ERS) and The Education trust, that developed the Education Resource Equity Framework. Resource inequities identified in our program in connection with our school's needs assessment includes:

- **Positive & Inviting School Culture:** need to continue to strengthen PBIS, and create a positive and welcoming school environment that will impact attendance rates, reduce chronic absenteeism rates, and decrease suspension rates.
- **Empowering Rigorous Content:** Teachers need to implement rigorous content in all disciplines.
- **Student Supports & Intervention:** continue to provide academic intervention built into the instructional day and provide teachers with professional development on differentiation/scaffolding
- **Teaching Quality & Diversity:** Continue to recruit experienced teachers that are appropriately credentialed and assigned that will impact student learning, engagement, participation, and outcomes. Teachers are not receiving regular feedback on their instruction.
- **School Leadership Quality & Diversity:** Provide leadership with professional development and coaching so they can support teachers as instructional leaders.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Develop & implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement data, in order to identify learning gaps in ‘real-time.’ Utilize data to continue to implement a Multi-Tiered System of Supports (MTSS) to identify and provide students with access to academic, social-emotional, and/or behavioral supports to increase student engagement and academic outcomes.

Identified Need

As a result of the vulnerable student populations served at our school, it is critical to measure and monitor academic progress of all students to ensure targeted supports and/or interventions are provided.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP (Grade 11)	CAASPP Suspended 2019-20	Spring 2021 CAASPP Results will serve as a baseline.
Math CAASPP (Grade 11)	CAASPP Suspended 2019-20	Spring 2021 CAASPP Results will serve as a baseline.
% EL making progress towards English Language Proficiency	21.4% (2018-19)	24%
EL Reclassification Rate	4.3% (2019-20)	10%
Attendance Rate	94% (2019-20)	95%
HS Dropout Rate	N/A	2020-21 Dropout rate will serve as a baseline
HS Grad Rate	N/A	2020-21 Dropout Rate will serve as a baseline
% Students satisfy UC A-G	N/A	2020-21 will serve as a baseline
% Students pass AP w/score 3+	N/A	2020-21 will serve as a baseline
% Students prepared for college as measured by EAP	N/A	2020-21 will serve as a baseline
Suspension Rate	5% (2018-19)	<4%
Expulsion Rate	0%	0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%
CA Science Test (CAST) Gr. 12	Spring 2021 CAST will serve as a baseline	N/A

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

Employ a **Dean of Culture** to improve classroom management, student behavior, lead PBIS and school culture; monitor and implement the tiered reengagement strategies per SB98, attendance and student participation.

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)

\$75,000

Title I & LCFF Base

Goal 2

Continue to strengthen professional learning for all educators through ongoing coaching on evidence-based pedagogical strategies, to improve teacher retention, address the diverse learning needs of our student and improve academic outcomes for all students, including English Learners and SWD.

Identified Need

There is a need to provide professional development for teachers in assisting them in meeting the needs of EL and SWD. There is also a need for teachers to implement evidence-based pedagogical strategies to reach and engage all students especially at-risk, low-performing and disengaged students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Teachers appropriately credentialed and assigned:	92% (2019-20)	92% (2020-21)
% Students with access to standards-aligned materials	100%	100%
All teachers will implement the state board adopted academic content and performance standards for all students: (ELA, Math, ELD, History, PE, NGSS, VAPA & World Languages)	100%	100%

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

Principal and Teachers to provide distance learning and in-person instruction.

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)

\$1,560,976

LCFF Base

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

LAPCHS #1 will support teachers participating in high quality educator induction programs (BTSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

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)

\$5,482

Title II

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Not applicable

As a result of SB98, the 2020-21 LCAP was eliminated, therefore charter schools are required to complete a SPSA for the 2020-21 school year.

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

Not applicable

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

Not applicable

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$54,764
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,640,844

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$39,282
Title II	\$5,482
Title IV (Transfer to Title I)	\$10,000
	\$
	\$

Subtotal of additional federal funds included for this school: \$ 54,764

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

State or Local Programs	Allocation (\$)
LCFF Base	\$1,586,080
	\$
	\$

State or Local Programs	Allocation (\$)
	\$
	\$

Subtotal of state or local funds included for this school: \$1,586,080

Total of federal, state, and/or local funds for this school: \$1,640,844

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with *EC* 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

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 make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 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 children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - 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.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. 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).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. 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).
 - F. 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
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
 - G. 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.
 - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
 - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 5 Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019