

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 |
|------------------------------|-----------------------------------|--|---------------------------|
| The Accelerated School (TAS) | 19-64733-6112536 | N/A per Section 70 of SB820 | 12/10/2020 |

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)

The Accelerated School is a Title I Schoolwide Program.

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 2020-21 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.

The Accelerated School will meet ESSA requirements in alignment with the LCAP, Learning Continuity Plan, SPSA and Federal Funding. In addition, the actions outlined in this plan provide a description of how our school will support low performing student groups (English Learners, Socio-economically Disadvantaged, Hispanic).

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 used for the Learning Continuity and Attendance Plan in EC43509(b) for the adoption of their SPSA for the 2020-21 school year.

Accelerated Charter Elementary School (ACES) has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, a focus on tiered intervention support for students who need additional social-emotional and/or academic support.

- March 2020: Parent survey to assess student technology and connectivity needs (Gr TK-6)
- March – June: Outreach and stakeholder engagement took place via weekly robocalls, daily phone calls, weekly Remind App notifications and (3) Parent Townhall meetings.
- April – June: Approximately 75% of Parents and students participated in online surveys which focused on: food insecurity, shelter/housing, mental health needs, technology and connectivity needs, school reentry preferences (in-person/hybrid versus distance learning), school safety and childcare needs. April/May: 72% participation rate; June 78% participation rate.
- Summer 2020: Reentry committee was developed composed of teachers, parents and classified employees used these survey results to begin planning for the beginning of the school year. As the reentry team built schedules for the school, teachers had an opportunity to provide feedback through email or online meetings.
- During the summer, our school surveyed families to identify their educational model preference for the 2020-21 school year (In-person/hybrid versus Distance Learning).
- July 29th: a parent meeting was held to review the plans for the beginning of the school year. Each time, parents were able to ask questions. Administration used the questions as a source of feedback to continue to provide support for families and make adjustments where needed. Town Halls were held in both English and Spanish.
- August 5th: Hosted a parent town hall for new families to provide information on resources: technology, Grab and Go meals.
- August – September: Grade level parent meetings were held to review the distance learning schedules, upcoming assessments and how to access supports and resources.
- Parents are informed of upcoming meetings, town halls, SSC/ELAC via the Remind App and Robocalls.

To ensure equity of voice for all communities of English Learners, administrators will 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.

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?

Accelerated Charter Elementary is a direct funded Charter School that serves approximately 753 students in grades TK-8 with student demographics that include:

- 0.1% African American
- 99% Hispanic
- 12% Students with Disabilities (SWD)
- 41% English Learners
- 0.1% Foster Youth
- 87% qualify free/reduced lunch
- 93% Socioeconomically Disadvantaged

The school’s leadership team comprised of the Director of Elementary Education, Director of Curriculum & Instruction, CEO, CFO, SPED Administrator, 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 (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

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

The Accelerated School (TAS) received an overall red performance level for Chronic absenteeism and for and for all numerically significant student groups.

| THE ACCELERATED SCHOOL | | | | | | | |
|----------------------------------|-------------|-------|-------|----------------------------------|-------------|-------|-------|
| 2017-18 CHRONIC ABSENTEEISM RATE | | | | 2018-19 CHRONIC ABSENTEEISM RATE | | | |
| | ELIG ENROLL | COUNT | RATE | | ELIG ENROLL | COUNT | RATE |
| SCHOOLWIDE | 774 | 65 | 8.4% | SCHOOLWIDE | 770 | 143 | 18.6% |
| AFRICAN AMERICAN | 17 | 1 | 5.9% | HISPANIC | 750 | 137 | 18.3% |
| HISPANIC | 754 | 64 | 8.5% | EL | 263 | 54 | 20.5% |
| EL | 321 | 37 | 11.5% | SOC. ECON DISADV. | 746 | 137 | 18.4% |
| SOC. ECON DISADV. | 766 | 65 | 8.5% | SWD | 80 | 24 | 30.0% |
| SWD | 74 | 13 | 17.6% | | | | |

With the transition to distance learning in Spring 2020, our school continued to struggle with daily attendance and participation but in this case it was due to trauma and the impact of the pandemic on households in addition to distance learning. Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning.

2020-21 school year: Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the TAS administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- **Mindfulness** - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.

- **Culture Building Activity** – teachers are utilizing community circles, virtual journaling, world check-ins, story building

We will continue to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. We will work closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that support mental health, online engagement, and diversity and inclusion

- Ongoing family readiness surveys
- All stakeholders represented on Site Level Reentry Committees
- Creating a centralized feedback system for families
- Providing education for families around supporting children on non-physical learning days
- Establishing home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensuring all families stay “connected” to The Accelerated Schools

The Administrative team also contacts families/students as part of the tiered reengagement strategies, to maximize student attendance during distance learning. The Administrative Team also prepares and analyzes student achievement data reports that are presented to teachers for review, reflection, analysis and to inform instruction.

Support Staff is used in various capacities. Our supervision staff is supporting our attendance policy, making daily phone calls for students who are marked absent from class. Supervision staff were trained in parent outreach including strategies to provide families with resources to participate in distance learning classes. Other **non-certificated staff** roles were modified to support the school with the attendance policy and with family and student outreach, providing tech support, and resources for families.

SUSPENSION RATE

The following chart outlines the total number of suspensions, suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

| 2017-18 SUSPENSION RATE | | | | | | |
|-------------------------|------------|---------|-------------|------|------------------|----------------------|
| ETHNICITY | CUM ENROLL | TOTAL # | UNDUP COUNT | RATE | % STUD. W/1 SUSP | % STUD. W/MULT. SUSP |
| SCHOOLWIDE | 784 | 3 | 3 | 0.4% | 100% | 0% |
| AFRICAN-AMERICAN | 18 | 0 | 0 | 0% | 0% | 0% |
| HISPANIC | 762 | 3 | 3 | 0.4% | 100% | 0% |
| ELL | 325 | 1 | 1 | 0.3% | 100% | 0% |
| SOC. ECON DISADV | 774 | 3 | 3 | 0.4% | 100% | 0% |
| SWD | 74 | 0 | 0 | 0% | 0% | 0% |

| 2018-19 SUSPENSION RATE | | | | | | |
|-------------------------|------------|---------|-------------|------|------------------|----------------------|
| ETHNICITY | CUM ENROLL | TOTAL # | UNDUP COUNT | RATE | % STUD. W/1 SUSP | % STUD. W/MULT. SUSP |
| SCHOOLWIDE | 775 | 2 | 2 | 0.3% | 100% | 0% |
| AFRICAN-AMERICAN | * | * | * | * | * | * |
| HISPANIC | 755 | 2 | 2 | 0.3% | 100% | 0% |
| ELL | 266 | 2 | 2 | 0.8% | 100% | 0% |
| SOC. ECON DISADV | 751 | 2 | 2 | 0.3% | 100% | 0% |
| SWD | 80 | 0 | 0 | 0% | 0% | 0% |

School-Based Mental Health: We will continue to provide mental health support to students and staff through the use of our counselor as well as outside licensed therapists. Our counselor will provide one-on-one and small group counseling services. Social-Emotional Learning (SEL) curriculum will be incorporated at all grade levels. Following a Multi-Tiered System of Support (MTSS), school staff will identify and refer via our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically-absent students will occur frequently.

For students suffering from loss due to death in the family, our school has partnered with Our House, that provides grief counseling services for children.

Behavior Support Systems: To promote a positive school climate, on-ground or virtually, students will be given a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices will be implemented specifically at the secondary level, for prevention and targeted intervention to support students.

ACADEMIC INDICATOR

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

| CAASPP | ELA | | MATH | |
|--------------|----------|----------|----------|----------|
| | 2018 DFS | 2019 DFS | 2018 DFS | 2019 DFS |
| All Students | -15.7 | -16.5 | -67.1 | -60.3 |
| EL | -40.4 | -36.4 | -84.5 | -73.2 |
| SED | -16.1 | -16.6 | -67.6 | -60.1 |
| SWD | -96.9 | -80.3 | -147.3 | -134.3 |
| HISPANIC | -17.6 | -16.4 | -67.2 | -60.1 |

A comparison of the Spring 2018 to Spring 2019 ELA and Math CAASPP performance (using Scale Scores) demonstrates mixed student group growth; a decline in ELA and an almost 7 point growth for Mathematics. However, overall and student group performance remains significantly below standards met (Level 3) with significant achievement gaps among Students with Disabilities and non-SWD.

The Accelerated School has established a systematic Cycle of Assessments that will be administered in-person/distance learning which includes the following for Fall Semester and several of which will continue Spring 2021 Semester.

- A2i Reading Assessment: Grades K-2, 4 times/year
- Interim Comprehensive Assessments (ICA): Mid-Year
- iReady ELA: Gr. 3-5, 3 times/year
- iReady Math: Gr. K-5, 3 times/year
- NWEA MAP Reading and Math, Gr. 6-8, 3 times/year
- Heggerty Phonemic Awareness, Gr. K-2, 2 times/year
- Running records, Gr. K-2

With the understanding that The Accelerated School would continue with distance learning in the 2020-21 school year, our staff staff designed a structured distance learning schedule to provide continuity for students and families. For students in grades K-5, the school day starts with a Morning meeting/social emotional learning block; and then transitions to English Language Arts, Math and PE, all taught via synchronous instruction. For students in grades 6-8, the learning platform will be Summit Learning for all core instruction (ELA, Math, Science, Social Studies). Spanish courses are also offered online for all students regardless if the student is participating in in-person or distance learning. All students are assigned to a mentor who will continue to support them in meeting their academic goals.

All students will participate in daily live (synchronous) instruction; and asynchronous instruction.

Our students will utilize the following online platforms: Wonders ELA, Study Sync, My Math, Inspire Science, Kami, BrainPop, NearPod, Raz Kids, Clever, Summit Learning.

With the transition to distance learning in March 2020, The Accelerated School has been implementing actions to further **mitigate learning loss**. This includes the implementation of our Summer School (extended school year program); the Pilot of our distance learning program for 2020-21 over the summer with select students; the design of our daily instructional day, strategically placing 2 teachers in classrooms; and Instructional Assistants to support the academic needs of our students.

For English Language Arts (ELA), K-1 instruction focuses primarily on phonological awareness with added reading comprehension skills and writing skills. At the 2nd grade level, students are beginning to transition so that more of the ELA instruction is beginning to focus on comprehension skills and writing as students are working to become fluent readers. At the 3-5 level, students focus primarily on reading comprehension and analysis as well as developing longer pieces of writing, with students who are still struggling with phonics and decoding receiving intervention supports during small group time. Across K-5, there are several instructional features that are present in daily live interaction:

Learning Outcome and Success Criteria- Teachers and students will know or be able to reference their learning outcomes and success criteria for the lesson. Teachers will have students reflect on these before, during, and after the lesson.

Sentence Frames and Graphic Organizers – Many students who are ELs need support to participate in discussion so teachers are accustomed to providing sentence frames to students

Student Dialogue - Teachers will focus on dialogue in their lessons. Last year's Professional Development and coaching centered on student-to-student dialogue. Students will often participate, discuss, and share out in groups as they are moving toward the day's success criteria. Teachers utilize Zoom breakout rooms to place students in small groups to support dialogue.

For Math: Across K-5, teachers are working on developing students' conceptual understanding, procedural skills and fluency. Therefore, a typical math block will include these components at different levels. Instructional features on the K-5 math program are:

Learning Outcome and Success Criteria- Teachers and students will know or be able to reference their learning outcomes and success criteria for the lesson. Teachers will have students reflect on these before, during, and after the lesson.

Procedural Skills and Fluency – Teachers are using choral counting to support this daily

Math Mini-Lessons - Teachers spending a few minutes sharing samples, videos, and reflecting on the learning from the day prior. This is typically short and directed instruction

Conceptual Development and Student Dialogue – Teachers utilize word problems with paired instructional routines. Students are using manipulatives, drawings, and dialogue to work through these word problems. Teachers might also use Number Talks or Which One Doesn't Belong to support conceptual development, and students again, know hand signals and routines to match the activity. Teachers will also often have students work in small groups on a more complex problem, sending them to Zoom breakout rooms with assigned roles such as Facilitator, Recorder, Reporter, and Timekeeper to ensure that all students are participating and on

task. These groups are often student run, with the teacher floating through rooms to ask questions or provide support.

For ELD: Depending on the grade level, ELD might include all students in the class or only students who are classified as English learners (ELs). Grade levels discuss which students might benefit from participating in ELD even if they are not ELs. All teachers across K-5 have been trained, at varying levels, in Project GLAD strategies to support their ELs.

In their ELD block, teachers are focusing on specific ELD standards to work on with students depending on their ELD level. As with math and ELA, there is an established learning outcome and success criteria. Some teachers choose to use the Wonders ELD program, which compliments their ELA program, whereas others use self-designed lessons.

Usually, ELD will focus on writing, listening, and speaking, and again, provide opportunities for student dialogue in a small group. Teachers often have students make connections between what they are doing in ELD and what they are learning in ELA time. They might use a text that is connected in topic or from the same unit as their ELA.

For English Learners: Our English Learners will receive integrated English Language Development (ELD) across all disciplines; and designated ELD daily using Wonders ELD curriculum for K-5; and Study Synch for grades 6-8 that includes an online platform with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supports long-term English Learners (LtELs). To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction. The ELD curriculum will also be paired with online platforms that include but are not limited to: Flipgrid, NearPod, Kahoot, Padlet, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

For Students with Disabilities: Our Students with Disabilities will receive instruction through push-in and pull-out models. The pull out program is a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher work together to plan lessons and provide accommodations for SWD. The co-teaching model utilize breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continue to provide push in support for students. A focus for the year is to provide both IAs and general education teachers training in how to provide effective support online.

PROGRAM EVALUATION

As part of the annual program evaluation on the use of Title I funded programs which included for the 2019-20 school year.

- Academic Advisor
- Math Coach
- Literacy Coach

- Professional Tutors of America
- Teacher tutoring hours

As a result of these actions/programs in 2019-20 school year, we evidenced the following:

- Improvement in overall attendance (including during distance learning)
- Increased and improved communication with parents when students are struggling academically
- Improved home and school connection
- More consistent communication between the Academic Advisor and families
- Intervention Aides received data on their performance
- Implemented a systematic approach with RtI /MTSS in identifying student areas for growth
- Increase and improvement with teachers providing small group instruction
- Need to develop and implement specific guided programs for students who need support
- Professional tutors of America was ineffective because it was short. There is a need to establish a systemic, formalized and comprehensive schoolwide intervention program.

COMPREHENSIVE NEEDS ASSESSMENT

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.

- ***Instructional Coach/TOSA*** (Credential teacher) will provide push in support for struggling readers in grades K-5 during the instructional day during synchronous and asynchronous instruction. (Title I)

- ***NWEA MAP Assessments*** (Reading & Math) will be administered 3 times/year for grades 6-8 to measure and monitor student academic progress. Results will be used to inform instruction and/or identify student academic needs, learning gaps, and provide targeted academic supports. (Title I)

- ***iReady Assessments*** are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. iReady is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. iReady assessments in reading and math will be administered to all students in grades TK-5 and disaggregated by student group and grade level and shared with teachers to inform instruction and areas for growth and with parents/students to communicate their child's strengths, areas of need and goal setting. (Title I)

- **Saturday School** was provided as an academic intervention for students to increase fluency in certain skills and provide evidence-based academic interventions for students with persistent learning needs. Our Saturday school program was intentional, formalized and flexible providing small group, one-on-one and intensified support. (Title I)

-**ARC Learning Labs** were implemented to provide small learning groups with hands-on, experiential learning opportunities. Students work on critical thinking, creativity, collaboration and communication through a project-based instructional approach using individualized learning strategies. Leadership development and social-emotional learning lessons are also part of the curriculum. (Title I)

- **Summer School 2020** was provided as an academic intervention to address the learning gaps based on the school's transition to distance learning in Mid-March as a result of COVID-19 school closure and the anticipated summer learning loss. Students were identified based on Spring 2019 CAASPP performance, iReady Reading & Math assessment results; and students who did not participate consistently during Spring 2020 distance learning. (Title I)

- **Summer School 2021** will be provided as an academic intervention for student reading below grade level and struggling academically in Math as measured by iReady assessment, Spring 2020 ELPAC Summative, and Spring 2020 CAASPP results. (Title I)

- **Panorama Surveys** are a valid and reliable feedback on a wide range of topics including student perceptions of teaching and learning, school culture and climate, as well as the student experience in the classroom and at school. Panorama reports are used to identify students' academic and social-emotional needs during distance and hybrid learning. Panorama Teacher Survey is a feedback survey that collects data on teacher perceptions of school climate, professional development and a range of other topics. The Family-School Relationships Survey collects feedback from parents, guardians, and community members to build stronger relationships with schools. (Title I)

- **Brain Pop** is an interactive evidence-based (moderate) tool that fosters learning. It offers hundreds of animated educational videos accompanied by interactive quizzes, activities and games that check for student understanding. Content is intended for students in grades 3+ and covers ELA, Math, Science, Social Studies, Health, Art and Technology. (Title I)

An independent study on the effectiveness of Brain Pop in grades 3, 5 & 8, concluded that students in classes regularly using BrainPop showed substantially greater gains in the areas of reading, language comprehension, and science compared with students in classes not using BrainPop

- Nancy Fetzer Consultant that will provide extensive **professional development** for all teachers on evidence-based strategies for implementing **small group reading and writing instruction**, and phonemic awareness during distance learning especially targeting low-performing student groups: English Learners, and Students with Disabilities. Our students continue to struggle with reading comprehension and are reading significantly below grade level. (Title II)

- The Accelerated School 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)). (Title II)

- **Whetstone** is an observation tool that helps schools support teachers during distance learning by enabling virtual coaching on distance learning. Whetstone provides an easy-to-use interface for capturing virtual observation notes, sharing feedback and tracking next steps. With this tool, administrators can provide feedback on asynchronous and synchronous lessons over Zoom or Skype. (Title II)

- Provide all administrators with **professional development** on Vision Training: 3-day training for administrators that includes (Title II):

1. A one day training on Visible Learning - John Hattie
2. One day dedicated to developing our concept of what makes TAS & ACES a community schools, we have contracted out with the Education Cooperative to help us guide our work around the vision for how we serve our community
3. One day dedicated to working on the components of how we serve the community centered around:
 - A. Data Management/Analysis
 - B. Instruction/Standards
 - C. Goal Setting Conferences for Math/ELA
 - D. Mitigating Learning Loss

- **Instructional Aide for ELD** will provide push in support for English learners who are struggling to access academic content during synchronous and asynchronous instruction. (Title III)

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.

The Accelerated School surveyed stakeholders and findings include:

Teachers Survey Findings:

- 87% of staff believe there are high standards and instructional practices in place for students.
- 61% of staff believe the school involves teachers as decision making partners.
- 68% of staff believe the school maintains a positive school culture.

Parent Survey Finding:

- 71.1% of parents polled believe the school maintains a positive school culture.
- 68% of parents polled believe the school involves students as decision making partners.
- 81.4% of parents believe the school has strong school-family communications systems.

Student Survey Results:

- 76% of 4-8th grade students polled believe the school maintains a positive school culture.
- 57.3% of 4-8th grade students polled believe the school involves students as decision making partners.
- 79% of 4-8th grade students polled plan to go to college or university after they graduate.

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?

Administrators conduct informal classroom observations on a weekly/bi-weekly basis utilizing the Collaborative Consensus Committee (C3) Framework. This newly implemented classroom observation tool is used in collaboration with the teacher, administrator and colleague. There are 3 cycles of observations that take place by the end of the school year. Upon completion of the classroom observation, teachers receive immediate feedback using the Whetstone Program and debriefing takes place virtually via Zoom, as a result of school closure due to the COVID-19 pandemic.

ACES has held two Collaborative Learning Rounds to date, which included the Director, CEO, administrators and teachers.

Major trends include:

- 11 out of 14: TAS & ACES classrooms made use of learning outcomes from the outset of the lesson.
- 13 out of 14: TAS & ACES classrooms leveraged teacher-to-student discourse throughout the lesson.
- 14 out of 14 TAS & ACES teachers used instructional strategies to support cognitive engagement--this included but it not limited to graphic organizers, TPR activities, guided whiteboard activities, hand signals to communicate with the class, songs, echo-repeat routines, visual aids in lessons.
- 9 out of 14 TAS & ACES classrooms demonstrated student-to-content interaction--this includes but it not limited to finding items in the house, using a whiteboard to reflect and share information--leading to higher level of rigor and engagement.
- 5 out of 7 of TAS & ACES classrooms, there were opportunities for students to have a check for understanding and remain focused on learning task.

- All classrooms have demonstrated a notable shift from routines and procedures to quality engagement and learning experiences for students via zoom.

Areas of Focus:

- How might we make use of different distance learning tools in order to promote greater student-to-student interaction and dialogue?

- This year we have made a shift to learning outcomes and success criteria in lessons and planning. How might we make this shift clear for students, explicitly making the connection from 'objectives' to learning outcomes and success criteria in lessons.

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)?

Accelerated Charter Elementary School is committed to providing ongoing support, guidance and resources for all teacher to maintain high quality distance learning programs for students. All teachers participated in 1-week of Summer Professional Development that focused on curriculum, online platforms including zoom, NearPod, Google suites, and how to effectively delivery engaging and rigorous lessons via distance learning. All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator will facilitate and lead training for all general education teachers and support staff on Trauma Informed Practices (TIPs) designed to meet the needs of our students during distance learning; and with the expanded roles of non-certificated staff, this is an essential training to ensure the needs of our students are being met. The Social-emotional Counselors, School Psychologist/Special Education Administrator will also facilitate professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

TAS has designated mentor teachers to provide support for their peers (teachers) who struggle with the use of technology during distance learning.

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 lack inclusion as a result of distance learning. 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:** There is a need for educators to continue to implement academic rigor with academic discourse across all grade levels.

- **Student Supports & Intervention:** TAS provides significant student academic, social and emotional support built into the instructional day. However, with distance learning, students/families are struggling 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. TAS has invested significantly on professional development to improve the quality and delivery of instruction schoolwide initiatives in reading, writing and mathematics, and build capacity among its teachers, that will result in positive student academic outcomes, engagement, participation and attendance.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Develop and establish systems in place for the collection, disaggregation and analysis of student achievement and local school data to inform instruction, that will support student academic outcomes and measure program effectiveness.

Identified Need

There is a need to use the multiple types of internal assessment as universal screeners, identify and develop mid-year and annual student growth goals, and measure student progress throughout the year in ELA/Reading and Math to inform instruction, the need for academic supports, and inform instruction areas for teacher growth. There is a need to disaggregate and report all student achievement data by grade level, student group(s), to share with stakeholders in a timely manner to clearly identify students for tiered targeted support; develop action plans, monitor student progress assess effectiveness of schoolwide initiatives in order to improve student outcomes.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|------------------------------------|-----------------------------|
| CAASPP ELA | -16.5 DFS | +5 point Scale Score growth |
| CAASPP Math | -60.3 DFS | +5 point Scale Score growth |
| Attendance Rates | 95% (2019-20) | >95% |
| Chronic Absenteeism | 18.6% (2018-19) | 15% |
| % Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study: | 100% | 100% |
| CA Science Test (CAST) Gr. 5 & 8 (Scale Score) | GR 5: -10.5 DFS GR 8: -21.9 DFS | +5 point Scale Score growth |
| Suspension Rate | 0.3% (2018-19) | <2% |
| Expulsion Rate | 0% | <1% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------|-------------------------|------------------|
| Middle School Dropout Rate | 0% | <1% |

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

ARC Learning Labs will be implemented to provide small learning groups with hands-on, experiential learning opportunities. Students work on critical thinking, creativity, collaboration and communication through a project-based instructional approach using individualized learning strategies. Leadership development and social-emotional learning lessons are also part of the curriculum.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|--------------|-----------|
| \$207,320.00 | Title I |

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

Saturday School will provide opportunities for students to receive tutoring services for students in grades K-8 identified for additional academic support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$9,760.00

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Coach/TOSA (Credential teacher) will provide push in support for struggling readers in grades K-5 during the instructional day during synchronous and asynchronous 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)

\$108,500

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Accelerated School has implemented and will continue to administer the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org)

NWEA MAP Assessments (Reading & Math) will be administered 3 times/year for grades 6-8 to measure and monitor student academic progress. Results will be used to inform instruction and/or identify student academic needs, learning gaps, and provide targeted academic supports.

- **iReady Assessments** are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. iReady is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. iReady assessments in reading and math will be administered to all students in grades TK-5 and disaggregated by student group and grade level and shared with teachers to inform instruction and areas for growth and with parents/students to communicate their child’s strengths, areas of need and goal setting.

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)

\$19,745

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- **Summer School 2020** was provided as an academic intervention to address the learning gaps based on the school’s transition to distance learning in Mid-March as a result of COVID-19 school closure and the anticipated summer learning loss. Students were identified based on Spring 2019 CAASPP performance, iReady Reading & Math assessment results; and students who did not participate consistently during Spring 2020 distance learning.

- **Saturday School** was provided as an academic intervention for students to increase fluency in certain skills and provide evidence-based academic interventions for students with persistent learning needs. Our Saturday school program was intentional, formalized and flexible providing small group, one-on-one and intensified support.

- **Summer School 2021** will be provided as an academic intervention for student reading below grade level and struggling academically in Math as measured by iReady assessment, Spring 2020 ELPAC Summative, and Spring 2020 CAASPP results.

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)

\$55,324

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Panorama Surveys are a valid and reliable feedback on a wide range of topics including student perceptions of teaching and learning, school culture and climate, as well as the student experience in the classroom and at school. Panorama reports are used to identify students' academic and social-emotional needs during distance and hybrid learning. Panorama Teacher Survey is a feedback survey that collects data on teacher perceptions of school climate, professional development and a range of other topics. The Family-School Relationships Survey collects feedback from parents, guardians, and community members to build stronger relationships with schools.

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)

\$5,000

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Brain Pop is an interactive evidence-based (moderate) tool that fosters learning. It offers hundreds of animated educational videos accompanied by interactive quizzes, activities and games that check for student understanding. Content is intended for students in grades 3+ and covers ELA, Math, Science, Social Studies, Health, Art and Technology.

An independent study on the effectiveness of Brain Pop in grades 3, 5 & 8, concluded that students in classes regularly using BrainPop showed substantially greater gains in the areas of reading, language comprehension, and science compared with students in classes not using BrainPop

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)

\$2,950

Title I

Goal 2

Continue to design and implement a comprehensive, coherently focused, schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation and evidence based strategies, to address the diverse learning needs and learning gaps of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

Identified Need

There is a need for educators to improve the quality and delivery of instruction through strategies such as differentiate/scaffold, to support the diverse learning needs and learning gaps of our students, in order to close the achievement gap among student groups. There is a need to provide educators (teachers, paraprofessionals, administrators) with ongoing robust professional development on using formative and internal assessments to check for understanding that will inform instruction.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|------------------|
| % EL making progress towards English Language Proficiency | 43.3% (Low) | 46% |
| EL Reclassification Rate | 7.4% | |
| % Teachers appropriately credentialed and assigned: | 100% | 100% |
| % 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, Health, 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 Teacher salaries to provide in-person (hybrid)/distance learning platform

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)

\$3,263,273

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

Nancy Fetzer Consultant that will provide extensive **professional development** for all teachers on evidence-based strategies for implementing **small group reading and writing instruction**, and phonemic awareness during distance learning especially targeting low-performing student groups: English Learners, and Students with Disabilities. Our students continue to struggle with reading comprehension and are reading significantly below grade level.

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)

\$3,887

Title II

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The Accelerated School 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)

\$18,000

Title II

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Whetstone is an observation tool that helps schools support teachers during distance learning by enabling virtual coaching on distance learning. Whetstone provides an easy-to-use interface for capturing virtual observation notes, sharing feedback and tracking next steps. With this tool, administrators can provide feedback on asynchronous and synchronous lessons over Zoom or Skype.

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)

\$2,340

Title II

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Instructional Aide for ELD will provide push in support for English learners who are struggling to access academic content during synchronous and asynchronous 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)

\$32,000

Title III

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development for Administrators: 3-day training for administrators that include:

A one day training on Visible Learning - John Hattie

One day dedicated to developing our concept of what makes TAS & ACES a community schools, we have contracted out with the Education Cooperative to help us guide our work around the vision for how we serve our community

One day dedicated to working on the components of how we serve the community centered around:

- A. Data Management/Analysis
- B. Instruction/Standards
- C. Goal Setting Conferences for Math/ELA
- D. Mitigating Learning Loss

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)

\$2,600

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 | \$494,145 |
| 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 | \$3,757,418 |

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 | \$395,243 |
| Title II (Transfer partial funds to Title I) | \$41,504 |
| Title III | \$30,888 |
| Title IV (Transfer funds to Title I & Title III) | \$26,510 |
| | \$ |

Subtotal of additional federal funds included for this school: \$494,145

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 | \$3,263,273 |
| | \$ |
| | \$ |

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

Subtotal of state or local funds included for this school: \$3,263,273

Total of federal, state, and/or local funds for this school: \$3,757,418

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/>

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