

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
Accelerated Charter Elementary (ACES)	19-64733-0100743	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)

Accelerated Charter Elementary School (ACES) 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.

ACES 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 492 students in grades TK-6 with student demographics that include:

- 0.2% African American
- 97% Hispanic
- 18.2% Students with Disabilities (SWD)
- 25.6% English Learners
- 0.4% Foster Youth
- 0.9% Homeless Youth
- 98% Socioeconomically Disadvantaged

The school’s leadership team comprised of the Principal, 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, SRI for reading.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	None	None	Green	Yellow
English Learners	Orange	Blue	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	Green	Yellow
Students with Disabilities	Red	Blue	None	None	None	None
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	Green	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

ACES received an overall red performance level for Chronic absenteeism and for the following numerically significant student groups: Socioeconomically Disadvantaged, Hispanic and Student with Disabilities; and orange for the English Learner student Group.

ACCELERATED CHARTER ELEMENTARY							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	476	31	6.5%	SCHOOLWIDE	484	68	14.0%
HISPANIC	467	30	6.4%	HISPANIC	482	67	13.9%
EL	219	8	3.7%	EL	221	18	8.1%
SOC. ECON DISADV.	466	30	6.4%	SOC. ECON DISADV.	471	62	13.2%
SWD	39	7	17.9%	SWD	57	13	22.8%

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, CA School Dashboard, assessment results including NWEA (reading/math), iReady ELA & Math, and Illuminate assessments that were administered in 2019-20 school year.

Basic Need Support: The staff at ACES understands that learning cannot occur if basic needs are not available in the home. Because of this the staff came together in the spring to develop a vision statement for ACES around distance learning that includes teaching with compassion and collectively working with families. As a result, we continue to check in on families and students to ensure that they have food and shelter. This is done through surveys and teacher contact. If parents indicate they are in need of food or shelter, a staff member is informed who then begins working with families to find necessary resources for the family. Our staff conducted outreach via phone calls to all 500 families to communicate and provide updates on the transition to distance learning.

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 Accelerated Charter Elementary School

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE’s Combined Daily Participation and Weekly Engagement Template (Education Code (EC) Section 43504)

Students are expected to attend all synchronous whole group and small group instruction daily and complete their asynchronous learning program/assignments.

Accelerated Charter Elementary School has developed a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

1 Day Absent	<p>Intervention</p> <ol style="list-style-type: none"> 1) After a single absence, support staff will call home 2) Document reason for absence and expected date of return 3) Verify accuracy of contact numbers and update accordingly 4) Upon student return, Support Staff will follow up accordingly to clear absences 	<p>Role/Responsibility</p> <ol style="list-style-type: none"> 1) Support Staff 2) Support Staff 3) Support Staff 4) Support Staff
3- 4 Days Absent	<p>Intervention</p> <ol style="list-style-type: none"> 1) Run weekly report 2) Initial Attendance Support Letter #1 sent home for students with 3 or more unexcused absences 3) Place student on “Support Intervention List” 	<p>Role/Responsibility</p> <ol style="list-style-type: none"> 1) Main Office 2) Main Office 3) Main Office
6-7 Days Absent	<p>Intervention</p> <ol style="list-style-type: none"> 1) Run Weekly report 2) Attendance Support Letter #2 should be sent home to parent requesting Zoom Conference to review record and develop intervention plan for excused absences, investigate health issues or other reasons for absence 3) Zoom Conference to complete attendance intervention form 	<p>Role/Responsibility</p> <ol style="list-style-type: none"> 1) Main Office 2) Main Office 3) Advisor/Counselor
8-9 Days Absent	<p>Intervention</p> <ol style="list-style-type: none"> 1) Run Weekly Report 2) Advisor/Counselor will monitor students with excessive absences through contract/weekly report 3) Inform Admin Team and staff as needed regarding tracking, case management and relevant issues contributing to student’s absences 4) Follow Up Mandatory Parent Zoom Meeting for parents/guardians of students with excessive absences 	<p>Role/Responsibility</p> <ol style="list-style-type: none"> 1) Main Office 2) Advisor/Counselor 3) Advisor/Counselor 4) Advisor/Counselor
10 + Days Absent	<p>Intervention</p> <ol style="list-style-type: none"> 1) Run Weekly Report 2) Doctor’s notes required for all absences 3) Virtual Home Visit/SSPT 	<p>Role/Responsibility</p> <ol style="list-style-type: none"> 1) Main Office 2) Mentor Teacher, Parent, Counselor and administrator (and/or SPED Admin if necessary)

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	481	1	1	0.2%	100%	0.0%
HISPANIC	472	1	1	0.2%	100%	0.0%
ELL	222	1	1	0.5%	100%	0.0%
SOC. ECON DISADV	470	1	1	0.2%	100%	0.0%
SWD	39	1	1	2.6%	100%	0.0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	487	0	0	0.0%	0.0%	0.0%
HISPANIC	485	0	0	0.0%	0.0%	0.0%
ELL	223	0	0	0.0%	0.0%	0.0%
SOC. ECON DISADV	474	0	0	0.0%	0.0%	0.0%
SWD	57	0	0	0.0%	0.0%	0.0%

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 ACES 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

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	-18.1	-3.2	-40.6	-27.3
EL	-38.8	-22.3	-52.8	-42.6
SED	-18.7	-3.3	-41.2	-27.3
SWD	-76.5	-70.5	-84.9	-80.4
HISPANIC	-18.9	-2.6	-40.4	-27.1

A comparison of the Spring 2018 to Spring 2019 ELA and Math CAASPP performance (using Scale Scores) demonstrates an overall scale score growth for ELA and Math CAASPP schoolwide and across all student groups as evidenced above, however performance remains below standards met (Level 3).

ACES students will engage in daily synchronous instruction and asynchronous learning. Morning Community Circle meetings are designed to establish safe and supportive spaces that increase school connectedness and support students’ social-emotional well-being. Students will receive asynchronous Physical Education, Science, and Social Studies. Embedded in the schedule are stretch breaks, mini-lessons for English Language Arts and Math and reviewing class objectives and goal setting which is essential for all students.

For the 2020-21 school year, our staff designed a structured distance learning schedule to provide continuity for students and families. For students in grades K-6, 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. 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, Engage NY/Eureka Math, Inspire Science, NewsELA, BrainPop, Buzz math, Reading Horizon, ST Math, Scholastic, NearPod, Raz Kids, and Clever.

Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology. For students with low-technology access, teachers conduct such assessments via phone. To address this need for students with no access to technology, teachers will conduct home-school visits following appropriate protocols.

ACES teachers will utilize the CDE's Combined Daily Participation and Weekly Engagement Template or an equivalent online electronic attendance process. Teachers will provide daily live synchronous instruction with students using various online tools, Google classroom and Zoom.

Student attendance and participation will be monitored and documented daily during synchronous instruction, asynchronous instruction participation or verified daily assignment completion. Online learning platforms include Google Classroom, and Clever that provide data documenting time on task, assignment completion and course completion.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

An **intervention specialist** will provide additional academic support for students with unique needs including Unduplicated Pupils (Low income, English learners, foster youth) based on student performance on internal and benchmark assessments. English learners will receive increased support in small reading groups from an additional instructional assistant.

For K-6, EL students have a separate block of time for designated ELD support. A focus for the year is to provide teachers with professional development around both designated and integrated ELD strategies.

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. Special Education (RSP) and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students.

During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.

PUPIL LEARNING LOSS

Ever since the transition to distance learning in March 2020, Accelerated Charter Elementary 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), In English Language Arts (ELA), our key organization wide goal is to support students in bi-literacy. Our goal is to ensure that students that begin with us in K, exit 2nd grade reading at grade level. Therefore, there is a strong emphasis in early literacy skills in the K-2 grades. Teachers are administering reading conferences with students to be able to gather data on the reading skills that students

are strong in and skills they need support in. This will inform lesson design during small group instruction. Our teachers have studied and are implementing Daily Five literacy centers. These centers focus on phonemic awareness, phonics and reading comprehension. At the 3-6 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-6, 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.

Assessment As Feedback to Me - ACES will be administering assessments in English Language Arts, Spanish Language Arts and Math throughout the year. In addition to establishing assessment windows we have also designated time in professional development to analyze student data to inform our planning. Daily lessons will be reflective of student needs and Common Core State Standards.

Collaborative Culture- Based on Michael Fullan's work around drivers that move a school forward, this year ACES teachers will be focused on cultivating a collaborative culture that moves instruction forward for all students. Collaborative work at ACES this year will focus on learning, building capacity and ensure that we have a measurable impact on student learning. This will ensure equity in the instruction that all students get across grade levels.

For Math: Across K-6, 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-6 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.

- Number Talks - Math instruction will begin with numbers talks. At ACES we will be working on supporting students in developing accuracy, flexibility and efficiency. In addition, we are continuing to focus on John's Hattie mind frame of "Dialogue over monologue". Which means that during number talks will promote an exchange of ideas around mathematical ideas.

- Assessment As Feedback to Me - ACES will be administering assessments Math throughout the year. In addition to establishing assessment windows we have also designated time in professional development to analyze student data to inform our planning. Daily lessons will be reflective of student needs and Common Core State Standards.

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-6 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 and/or EL Achieve, 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.

PROGRAM EVALUATION

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

- Summer School
- Literacy Coach
- Instructional Aide (4)
- Learning A-Z
- Scholastic Reading Inventory (SRI)
- Learning Ovarions
- Reading Horizon
- Bridges Intervention

For 2019-202 Title I funded programs focused improving student attendance, and student academic outcomes in ELA and mathematics. Based on Spring 2019 CAASPP Assessment, 31.52% of students overall did not meet grade level standards in English Language Arts, and 35.16% of students overall did not meet grade level standards in mathematics. To address student learning gaps and accelerate student learning the Literacy Coach was hired to provide teachers with coaching, on evidence based strategies to improve ELA instruction, lesson planning and feedback. Unfortunately, the literacy coach unexpectedly retired in the month of September.

To gain a clearer understanding of our student's reading development, we administered the Scholastic Reading Inventory (SRI) Assessment for grades 2-6. This provides each student with a Lexile level. In the 2019-20 school year, student Lexile level were used to implement small group instruction for reading intervention. Additionally, A2i assessments from Learning Ovarions were used to monitor each student's reading progress and growth for grades K-2. This assessment provides students with a grade level equivalency that educators can use to identify for a guided reading level. The Instructional Aides were provided reading instruction using Fountas and Pinnell Guided Reading; and utilizing leveled reading books from Learning A-Z for grades 2-6. These interventions were launched in October 2019. We monitored and measured progress using the SRI assessment, which was administered twice (BOY/MOY). The Spring 2020 assessment was not administered due to COVID-19 school closure which resulted in all students transitioning to distance learning. Students that were identified as reading at least one year below grade level advanced in their Lexile levels as follows:

- Grade 3: 38%
- Grade 4: 78%

- Grade 5: 78%.

Our teachers administered the Interim Comprehensive Assessment (ICA) in January 2020 in order to obtain a snapshot on student progress with the Common Core ELA State Standards. Teachers and school leaders analyzed this data in combination with our internal/interim assessments and developed a strategic plan for Tier 1 instruction as well as Tier II supports. Students were identified to participate in tier II interventions if they had not met the standards as measured with the ICA. The plan was to have our teachers implement Bridges Math Intervention and Guided reading to Tier 2 identified students. As a result of school closure this plan was placed on hold.

In response to the academic and instructional challenges presented in Spring 2020, with the shift to distance learning, ACES designed a summer school program that would be offered remotely to students in grades K-6, based on their Lexile reading level and recommendations by their teachers based on the student's math performance.

In addition to our academic focus we also needed to improve student attendance rates. First we started with recognizing students with perfect attendance on a monthly basis. Students were also recognized for outstanding performance in academics in order to motivate students to take ownership of their learning and engage in the process. Monthly assemblies took place to recognize and reward students for positive attendance and academic performance.

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 Aides*** (3) will provide targeted Guided Reading instruction for struggling readers performing below grade level. Students will be identified for support based on the SRI Lexile reading levels; iReady reading assessment, and the running records completed by teachers. (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-6 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)

- ***Scholastic Reading Assessment (SRI)*** is an interactive computer adaptive assessment designed to measure how well students read literature and expository text of varying difficulties. This psychometrically valid evidence-based assessment instrument can be used as a diagnostic tool to place students at the most

appropriate level in the program in order to excel in reading. SRI Assessments are administered 3 times per year, providing reading Lexile levels for each student and measuring their progress over time. (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, SRI Lexile Reading Levels and math performance. A total of 132 students were identified and 100% participated; with an addition 6 students (based on parent request) for a total of 138. Students received instruction by our educators in a virtual platform. (Title I)

- **Summer School 2021** will be provided as an academic intervention to address the learning gaps as a result of the impacts of distance learning, to further mitigate learning loss and accelerate student learning. Students will be identified based on SRI Lexile Reading Levels and math performance, iReady assessment, and Spring 2021 CAASPP & ELPAC Summative results. (Title I)

- **Bridges Intervention** provides targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support. The small-group instruction and ongoing progress monitoring are consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework. Intended to complement regular math instruction, Bridges Intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence—starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused, 30-minute session is matched to student needs. (Title I)

- **Math Intervention teachers** (2) will provide daily small group differentiated instruction for students struggling in mathematics in grades 3-6 as identified with iReady assessments, formative assessments, and student work. This will take place from January 2021 – June 2021. Effectiveness of this program will be measured using iReady student progress/performance and CAASPP performance on an annual basis. (Title I)

- **Rosetta Stone** will be used only for our English Learners to provide personalized language learning through the Adaptive Blended Learning Model, while incorporating scaffolded instruction and Speech Recognition Engine technology. Individualized learning paths empower students to take ownership of their own language development. (Title III)

- **EL Achieve** will be used as supplemental ELD instructional materials for use in daily designated ELD. It is a comprehensive approach for developing English proficiency which is essential to ensure the academic achievement of ELs. (Title III)

These programs will be used to increase the percentage of ELs making progress towards English Language Proficiency (ELPI Indicator)

- **Spring Intervention** is an intensive 2-week reading and math intervention for 100 students that continue to be identified as academically low-performing based on SRI, iReady and ICA assessments. (Spring 2020 CAASPP assessments were not administered) Students will participate in daily guided reading and Math intervention using the Bridges Intervention program. (Title I)

- **Math Solutions Consultant** (Houghton Mifflin) will continue to provide our educators with a robust evidence-based ongoing professional development on number talks (an area of focus and schoolwide initiative), in order to improve the quality and delivery of instruction and improve student academic outcomes. (Title II)

- **Literacy Consultant** that will provide extensive professional development and coaching for our Kindergarten teachers on evidence-based strategies to improve reading instruction through guided reading structures. (Title II)

- A total of 3 teachers in grades 4-6 will attend the **UCLA Math Project Professional Development** strengthening the delivery of Math instruction including evidence-based strategies to increase rigor and differentiate; conduct classroom observations; co-teach (learn by doing); and will model lessons. The UCLA Math Project is part of a statewide program that strives to make a positive impact on TK-12 educators, students, communities in the Los Angeles basin, in order to provide rich and transformative Mathematical experiences in urban schools. (Title II)

- **California Association for Bilingual Conference** (CABE Conference): A teacher from each grade level will attend the CABE Conference that provides extensive training on a wide range of strategies and supports for English Learners including GLAD Strategies, EL Roadmap, and engaging families of EL to support their child academically with language acquisition. (Title III)

- **EL Achieve Symposium**: A total of 4 teachers (2 from the lower grades, 2 upper grades) will attend the EL Achieve Symposium to gain insight and professional development on EL Achieve (Systematic ELD) curriculum that has been adopted at our school to strengthen designated ELD instruction and support our EL with English Language acquisition. Teachers will share strategies learned from the symposium with the entire teaching staff for professional development. (Title III)

- 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

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.

ACES surveyed stakeholders and major findings include:

Teacher Survey findings:

- 100% of staff believe there are high standards and instructional practices in place for students.
- 80% of staff believe the school involves teachers as decision making partners.
- 84% of staff believe the school maintains a positive school culture.

Parent Survey Findings:

- 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 Findings:

- 100% of 6th grade students polled believe the school maintains a positive school culture.
- 100% of 6th grade students polled believe the school involves students as decision making partners.
- 91.7% of 6th grade students polled plan to go to college or university after they graduate.

In addition, Parent surveys are given at the end of each parent meeting or training to determine the effectiveness of the content shared and any additional needs or support that parents feel they may need.

There is a need to implement an evidence-based survey on an annual basis of stakeholders (parent, student, teachers) to gather input/feedback on school climate, connected, school safety and satisfaction in order to measure the effectiveness of our program, and identify areas for growth and to report annually on the school's LCAP.

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 designed to meet the needs of all 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.

We have also designated mentor teachers who are providing support for other teachers who struggle with 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 distance/hybrid learning and continued areas for improvement. 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:** ACES provides significant student academic, social and emotional support built into the instructional day. However, with distance learning, students/families are struggling f 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. ACES has invested significantly on professional development to improve the quality and delivery of instruction 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 implement internal/local verified data assessment system schoolwide as universal screeners and to measure student progress throughout the year in ELA/Reading and Math to guide targeted instruction, academic supports for students, and inform instruction. There is a need to report all student achievement data by grade level, student group(s), to share with stakeholders to clearly identify students for tiered support; and deliver those supports in a timely manner and monitor student progress and develop monthly/annual growth outcomes for each student.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	-3.2 DFS	+5 point Scale Score growth
CAASPP Math	-27.3 DFS	+5 point Scale Score growth
Attendance Rates	95.1% (2019-20)	>95%
Chronic Absenteeism	14% (2018-19)	12%
% 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 Scale Score	-13.3 DFS	+5 point Scale Score growth
Suspension Rate	0%	<2%
Expulsion Rate	0%	<1%
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

Instructional Aides (3) will provide targeted Guided Reading instruction for struggling readers performing below grade level. Students will be identified for support based on the SRI Lexile reading levels; iReady reading assessment, and the running records completed by teachers.

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)

\$58,401

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

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-6 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)

\$19,776

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

Scholastic Reading Assessment (SRI) is an interactive computer adaptive assessment designed to measure how well students read literature and expository text of varying difficulties. This psychometrically valid evidence-based assessment instrument can be used as a diagnostic tool to place students at the most appropriate level in the program in order to excel in reading.

SRI Assessments are administered 3 times per year, providing reading Lexile levels for each student and measuring their progress over time.

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)

\$8,500

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

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 Assessments, SRI Lexile Reading Levels and math performance. A total of 132 students were identified and 100% participated;

with an addition 6 students (based on parent request) for a total of 138. Students received instruction by our educators in a virtual platform.

Summer School 2021 will be provided as an academic intervention to address the learning gaps as a result of the impacts of distance learning, to further mitigate learning loss and accelerate student learning. Students will be identified based on SRI Lexile Reading Levels and math performance, iReady assessment and Spring 2021 CAASPP & ELPAC Summative 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)

\$58,352

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 Student

Strategy/Activity

Bridges Intervention provides targeted instruction and assessment for essential K–5 mathematics skills within a tiered system of support. The small-group instruction and ongoing progress monitoring are consistent with a Response to Intervention (RTI) or Multi-Tiered System of Support (MTSS) framework.

Intended to complement regular math instruction, Bridges Intervention is ideal for small groups and can also be used with individuals. Students work with models that spur thinking and build confidence—starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Each focused, 30-minute session is matched to student needs.

Math Intervention teachers (2) will provide daily small group differentiated instruction for students struggling in mathematics in grades 3-6 as identified with iReady assessments, formative assessments, and student work. This will take place from January 2021 – June 2021.

Effectiveness of this program will be measured using iReady student progress/performance and CAASPP performance on an annual basis.

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)

\$82,989.56

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Rosetta Stone will be used only for our English Learners to provide personalized language learning through the Adaptive Blended Learning Model, while incorporating scaffolded instruction and Speech Recognition Engine technology. Individualized learning paths empower students to take ownership of their own language development.

EL Achieve will be used as supplemental ELD instructional materials for use in daily designated ELD. It is a comprehensive approach for developing English proficiency which is essential to ensure the academic achievement of ELs.

These programs will be used to increase the percentage of ELs making progress towards English Language Proficiency (ELPI Indicator)

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)

\$15,000

Title III

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

Spring Intervention is an intensive 2-week reading and math intervention for 100 students that continue to be identified as academically low-performing based on SRI, iReady and ICA assessments. (Spring 2020 CAASPP assessments were not administered) Students will participate in daily guided reading and Math intervention using the Bridges Intervention program.

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)

\$26,640.44

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	47.1% (Medium)	50%
EL Reclassification Rate	5.6%	10%
% 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 Teachers: 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)

\$1,981,212

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

Math Solutions Consultant (Houghton Mifflin) will continue to provide our educators with a robust evidence-based ongoing professional development on number talks (an area of focus and schoolwide initiative), in order to improve the quality and delivery of instruction and improve student academic outcomes.

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)

\$16,000

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

Literacy Consultant that will provide extensive professional development and coaching for our Kindergarten teachers on evidence-based strategies to improve reading instruction through guided reading structures.

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)

\$10,000

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

A total of 3 teachers in grades 4-6 will attend the **UCLA Math Project Professional Development** strengthening the delivery of Math instruction including evidence-based strategies to increase rigor and differentiate; conduct classroom observations; co-teach (learn by doing); and will model lessons. The UCLA Math Project is part of a statewide program that strives to make a positive impact on TK-12 educators, students, communities in the Los Angeles basin, in order to provide rich and transformative Mathematical experiences in urban 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)

\$450

Title II

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

California Association for Bilingual Conference (CABE Conference): A teacher from each grade level will attend the CABE Conference that provides extensive training on a wide range of strategies and supports for

English Learners including GLAD Strategies, EL Roadmap, and engaging families of EL to support their child academically with language acquisition.

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)

\$4,000

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

EL Achieve Symposium: A total of 4 teachers (2 from the lower grades, 2 upper grades) will attend the EL Achieve Symposium to gain insight and professional development on EL Achieve (Systematic ELD) curriculum that has been adopted at our school to strengthen designated ELD instruction and support our EL with English Language acquisition. Teachers will share strategies learned from the symposium with the entire teaching staff for professional development.

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)

\$1,558

Title III

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

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)

\$1,950.00

Source(s)

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	\$302,00
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	\$ 2,283,212

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	\$238,091
Title II	\$26,406
Title III	\$20,935
Title IV (transfer to Title I)	\$16,568
	\$

Subtotal of additional federal funds included for this school: \$ 302,000

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	\$1,981,212
	\$
	\$

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

Subtotal of state or local funds included for this school: \$1,981,212

Total of federal, state, and/or local funds for this school: \$2,283,212

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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