

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
Wallis Annenberg High School	19-64733-0100750	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)

Wallis Annenberg High 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.

Wallis Annenberg High 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.

Wallis Annenberg High School 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: Student survey to assess student technology and connectivity needs. 100% participation
- 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 489 Parents and 7 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: 83% participation rate; June 80% participation rate.
- May 7th: Town Hall to address parent concerns regarding school closure and issues related to distance learning
- Spring 2020: Distance Learning: 71% of students were actively participating
- May 27th: Town Hall meeting for the Class of 2020 (students and parents) to address senior issues and graduation activities
- June 3rd: Town Hall meeting took place to welcome incoming 9th graders
- 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.
- August: 90% of students are actively participating during week 1

Our Town Hall meetings take place virtually via Zoom in English and Spanish to accommodate the language needs of our families.

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. During the most recent Town Hall meeting, the Re-entry Committee comprised of teachers, students, parents, and administrators discussed the development of the distance learning plan, daily synchronous participation requirements, and provided resources to support all students and families.

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?

Wallis Annenberg High School (WAHS) is a WASC-accredited, direct funded Charter School that serves approximately 487 students in grades 9-12 with student demographics that include:

- 3.3% African American
- 95.9% Hispanic
- 12.5% Students with Disabilities (SWD)
- 18.5% English Learners
- 1% Foster Youth
- 90.1% Socioeconomically Disadvantaged

Currently, our school does not have any students identified as Homeless.

The school’s leadership team comprised of the Principal, Director of Secondary 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	None	Orange	Green	Orange	Yellow	Orange
English Learners	None	Orange	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	Green	Orange	Yellow	Orange
Students with Disabilities	None	Orange	None	None	None	None
African American	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	Green	Orange	Yellow	Orange
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

WAHS received an overall orange performance level for the Suspension rate, College/Career Indicator (CCI), and Mathematics Academic indicator, schoolwide and across all student groups

- Green performance level for Graduation Rate: schoolwide and all student groups
- Yellow performance level for ELA Academic Indicator schoolwide and across all student groups.

To improve CCI outcomes, our school hired a College Career Readiness and After-School tutoring Director to improve college career readiness and develop strategies that support a college-going culture. A Media Art Pathway has been added, and students have the opportunity to receive a seal of Biliteracy with four years of foreign language. Our school has developed a partnership with LA Trade Tech to provide a college level course for our students every semester (currently virtual). Students also have the option of taking courses at LATT via concurrent enrollment.

In an effort to increase student enrollment in AP courses, all grade 11 students are enrolled in AP U.S. History and AP English; and seniors are enrolled in AP English Literature.

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	518	18	13	2.5%	69.2%	30.8%
AFRICAN-AMERICAN	30	2	2	6.7%	100%	0.0%
HISPANIC	484	16	11	2.3%	63.6%	36.4%
ELL	97	4	3	3.1%	66.7%	33.3%
SOC. ECON DISADV	502	18	13	2.6%	69.2%	30.8%
SWD	61	1	1	1.6%	100%	0.0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	534	18	15	2.8%	80.0%	20.0%
AFRICAN-AMERICAN	23	0	0	0.0%	0.0%	0.0%
HISPANIC	504	18	15	3.0%	80.0%	20.0%
ELL	79	7	7	8.9%	100%	0.0%
SOC. ECON DISADV	517	18	15	2.9%	80.0%	20.0%
SWD	72	6	5	6.9%	80.0%	20.0%

The Social-emotional Counselor provides SEL and behavioral counseling and supports for students. An additional counselor was added in the 2019-20 school which reduced student to counselor ratio. Total number of suspensions decreased in the 2019-20 school year to 4, and in-person instruction was halted in Mid-March 2020. No students were expelled in 2019-20.

CHRONIC ABSENTEEISM RATES

Chronic absenteeism rates is based on the number of students who are absent for 10% or more of the total instructional school days. For example, with 180 instructional days, a student is chronically absent if they miss 18 days or more of instruction. While Chronic Absenteeism rates collected for all students in grades K-12, it is

not reported on the CA Schools Dashboard for high school grade levels, however it does serve as an indicator of school climate, student academic performance which correlate with the College/Career Indicator (CCI).

As evidenced in the following chart, Wallis Annenberg has significantly high percentages of chronic absenteeism rates. In 2017-18 15.1% of enrolled students were chronically absent (n=75 students) and the following year 2018-19 it escalated to 27.8% (n=149 students)

WALLIS ANNENBERG HS							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	496	75	15.1%	SCHOOLWIDE	526	149	27.8%
AFRICAN-AMERICAN	28	8	28.6%	AFRICAN-AMERICAN	23	10	43.5%
HISPANIC	464	66	14.2%	HISPANIC	496	132	26.6%
EL	91	14	15.4%	EL	78	35	44.9%
SOC. ECON DISADV.	483	71	14.7%	SOC. ECON DISADV.	510	139	27.3%
SWD	60	13	21.7%	SWD	71	22	31.0%

The following charts provide results for the past 3 years the total percentage of:

- Seniors who met UC A-G requirements
- High School Dropout Rate
- High School Graduation Rate

Growth/improvement for these indicators has not been consistent as evidenced in the following chart.

UC A-G REQ		HS DROPOUT RATE		HS GRAD RATE	
	TOTAL %		TOTAL %		TOTAL %
2017-18	95.1%	2017-18	8.7%	2017-18	79.6%
2018-19	27.1%	2018-19	5.6%	2018-19	89.7%
2019-20	79.6%	2019-20	10.1%	2019-20	86.6%

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	+37.6	+3.8	-93.2	-113.5
EL	-33.7	-94.7	-151.2	-192.3
SED	36.4	+3.8	-95.5	-113.5
SWD	--	-100.7	--	-207.3
HISPANIC	+41.9	+3.7	-88.2	-109.6

A comparison of the Spring 2018 to Spring 2019 ELA and Math CAASPP performance (using Scale Scores) demonstrates an overall scale score significant decline for both ELA and Math CAASPP schoolwide and across all student groups as evidenced above. In addition, Students with Disabilities have the widest achievement gap in both ELA & Math followed by English Learners for ELA and Math. A Math Intervention teacher was hired to teach a Math intervention (support) course for all incoming 9th grade students, in order to prepare them for advanced level math courses. The Summit Learning Platform is open to all students in grades 9-12 (online) after school credit recovery, where the Math Intervention teacher also provides additional academic support.

The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results which is also incorporated in the College/Career Indicator on the Dashboard. CAASPP/EAP scores are ONE of the multiple measures the CSU utilizes as an indicator of a students' readiness for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU. EAP status is reported by the following levels:

- **Standard Exceeded: (Level 4)** "College Ready" - Students who score at the highest performance level "Standard Exceeded" (Level 4) will enroll in GE English and/or mathematics college level courses upon entering the CSU. Students are encouraged to continue preparation during the twelfth grade.

- **Standard Met: (Level 3)** "Conditionally Ready" - Students who score at the "Standard Met" (Level 3) performance level must complete an approved English and/or mathematics course in the twelfth grade with a grade of "C-" or better. Students will enroll in GE English and/or mathematics college-level courses upon entering the CSU.

- **Standard Nearly Met (Level 2) and Standard Not Met (Level 1)** Students who score at the "Standard Nearly Met" (Level 2) or Standard Not Met (Level 1) performance level will be placed in supported GE English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, High School coursework or high school grade point average).

The following charts reflect the total number and percentage of grade 11 student performance on the CAASPP assessment in ELA & Math by achievement level.

ELA	SPRING 2018		SPRING 2019	
	Total #	Percentage	Total #	Percentage
LEVEL 4	21	22.8%	15	14.3%
LEVEL 3	43	46.7%	43	41.0%
LEVEL 1/2	28	30.4%	47	44.8%

MATH	SPRING 2018		SPRING 2019	
	Total #	Percentage	Total #	Percentage
LEVEL 4	1	1.1%	0	0%
LEVEL 3	15	16.1%	9	8.8%
LEVEL 1/2	77	82.8%	93	91.2%

How did Wallis Annenberg High School students perform in English Language Arts?

- For ELA – In Spring 2018, a total of 21 students were “College Ready”
- For ELA – In Spring 2019, a total of 15 students were “College Ready”
- There was a decline in the total number and percentage of grade 11 students that were identified as “College Ready.”

How did Wallis Annenberg High School students perform in Mathematics?

- For Math – Spring 2018, only 1 student was “College Ready”
- For Math – Spring 2019, No students were “College Ready.”

Currently, our school employs 2 Academic Counselors (approximately 244:1) and an SEL Advisor. Our goal is to continue to improve school culture, student engagement in order to improve students academic performance.

DISTANCE LEARNING

On a daily basis our students will meet with their mentor teacher for an hour and receive feedback on their SMART Goals during self-direction time. Teachers will also host office hours, an opportunity for students to receive small group instruction with their content teachers; and then check-in with their Mentor teacher to complete a self-reflection for the day.

Teachers will collect the following metrics/data on a daily/weekly basis:

- % of students accessing their core curriculum in Summit Learning
- % of students completing content assessments (aligned to lesson plans and project completion)
- % of students will set their first goal on the platform.
- % of students have experienced their first 1:1 mentor check-in.
- % of students have attempted at least one content assessment for a power focus area.
- % of students have passed their first power focus area in each course.
- % of students have submitted their first project in each course.
- % of students have completed NWEA MAP assessment for baseline data

Wallis Annenberg High School has established a systemic **Cycle of Assessments** that will be administered in-person/distance learning that includes but is not limited to (in addition to state mandated assessments):

- Interim Comprehensive Assessment (ICA)
- NWEA MAP Reading and Math, Gr. 9-12, 3 times/year
- Illuminate Assessments: Gr 9-12

Students with Disabilities

Our Students with Disabilities will receive push-in support via distance learning. 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.

English Learners

Our English Learners will receive integrated English Language Development (ELD) across all disciplines; and designated ELD daily that includes an online platform (Summit Learning) and Rosetta Stone, 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: Summit Learning, and NearPod, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

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.

- **Math Interventionist** – upon review of our internal assessments since state-mandated assessments were suspended as a result of COVID-19 school closure, it is unclear whether this position was effective.
- EL Support – resulted in higher reclassification rates of EL's; and an increase in parent engagement and communication among EL parents (effective)
- Summer Program Credit Recovery: was effective and resulted in an increase in UC A-G course passage rates.
- Afterschool program STEAM: was effective in engaging student interest in the areas of STEAM to pursue college majors and careers in STEAM. We gathered feedback from our students who participated. (effective)
- Naviance: (somewhat effective) this was the initial year of implementation and we were unable to fully implement in the 2019-20 school year. However, we plan to fully implement for the 2020-21 school year.

- NewsELA: Our teachers implemented this program to provide students with additional resources targeted at their reading level in order to access course content. Teacher feedback was positive and this program was effective.

- Kickboard was effective as evidenced in the reduction of student disciplinary actions and suspension rates.

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.

- ***Math Interventionist*** will provide math support for all incoming 9th grade students during an intervention block to address learning gaps and prepare all incoming students for college preparatory Algebra. Our incoming students are performing significantly below grade level in mathematics which is further evidenced in grade 11 CAASPP which identified that no student was “college ready” based on EAP (CAASPP) results, an indicator of the 8 State Priorities. All students will be assessed using iReady as a diagnostic assessment. As a college preparatory high school it is critical that all students are College and Career Ready. (Title I)

- ***SEL Counselor*** will provide social-emotional support and individual and group counseling. Our school serves a high proportion of adolescents with Adverse Childhood Experiences (ACE). As part of our Multi-tiered System of Supports (MTSS), addressing the social-emotional and behavioral issues are critical to ensure student needs are met, and that students are engaged and ready to learn. Our school will utilize Panorama SEL surveys as a universal Screener (see Activity 4) and the Panorama Dashboard to assess and monitor student growth and needs. (Title I)

- ***NWEA MAP Assessments*** (Reading & Math) will be administered 3 times/year for grades 9-12 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)

- ***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)

- As a college-preparatory high school our school strives to provide all students with access to AP courses and prepare them for AP examinations. Approximately 90% of our students are identified as Socioeconomically Disadvantaged, and although they are eligible for fee waivers, other families are not. In order to ensure

equity, our school will pay for **AP examination fees** not covered by waives to ensure all students that would like to take the AP examinations are able to. This is also an area for growth as identified in the College & Career Indicator. (Title I)

- **Naviance** is a comprehensive, college, career and life readiness solutions (CCLR) that helps schools with aligning student strengths and interests with post-secondary goals, improving student outcomes and connecting learning to life. (Title I)

- **Kickboard** is a tool for teachers and administrators to collect, analyze and share data regarding their students' academic and behavioral performance. This profile includes grades, standards mastery, reading growth, prescribed interventions, rubric observations, attendance, and student behavior and character strengths. (Title I)

- Mathematics Engineering Science Achievement (**MESA Program**) has partnered with CSULA, a statewide program that serves to inspire educationally disadvantaged students throughout California towards fields in Science, Technology, Engineering, and Mathematics. MESA at CSULA works with schools within the LA Area. This program provides our students with experiential learning opportunities through engaging programs designed to support math and science excellence. (Title I)

Summit Learning Program is a credit recovery program offered to our students after-school who are credit deficient to strengthen our high school graduation rates and lower high school dropout rates. In order to further support our students with this online program, three credentialed teachers will provide additional scaffolding and support to maximize student learning, engagement and completion of all courses. **Costs for stipends of 3 teachers.** (Title I)

- Wallis Annenberg High 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)

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.

Feedback from stakeholders was gathered throughout our transition to distance learning from Spring 2020 – August 2020; and impacted the actions included in this plan for the 2020-21 school year.

Parents and staff concerns were focused on health and wellness; the need for food distribution, student access to technology; and providing supports during the transition to distance learning.

Teachers concerns focused on the overall safety on campus and whether it would be safe to return to in-person instruction. Teachers would like to receive additional professional develop on research-based online pedagogical strategies to maximize student learning and engagement. They also expressed the need for additional planning time during the week.

Concerns were expressed with regards to ensuring all students would have access to a laptop and connectivity.

Parents expressed the need for structured schedules with consistent routines to support their child academically via distance learning. They also would like to receive additional training/videos on accessing the various online platforms used by teachers.

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?

Informal observations are conducted on a regular basis. Each teacher is assigned an evaluating administrator (Principal, Assistant Principal, Director of CCR) who conducts regular informal observations, even during distance learning. Administrators conduct informal observations at least two to three times a month for each teacher. In addition, there is Collaborative Learning Rounds conducted every other month with district and site administrators as well as teachers. All observations and classroom visits are recorded in our observation tool, Whetstone, where the visit is recorded to provide teacher feedback.

In addition to classroom observations conducted by administrators, our instructional coaches also conduct classroom observations and provide instructional support. The instructional coaches meet with teachers every other week to conduct coaching conversations where they reflect on lessons with teachers, discuss pacing and backwards planning, and think through strategies to increase student engagement. Coaches observe every teacher's class once a week for at least 10 minutes, which is followed up by a message in Whetstone, and they also give feedback on lesson internalizations weekly. In addition to this 1:1 teacher support, Coaches lead PD sessions on a range of topics (increasing student dialogue, structuring learning experiences to increase academic outcomes), support teachers in developing PD workshops and coordinate schoolwide programs such as monthly peer observations, New Teacher Orientation, summer school, and New Teacher monthly get-togethers. In addition, Coaches host peer observations once a month with a different focus each time to allow teachers to learn from one another and see how the district wide focuses are being implemented throughout the school.

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)?

Wallis Annenberg High 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 Summer Professional Development that focused on Summit Learning, online learning platform for our entire core curriculum. They also focused on developing content specific lessons for their courses. Additional Professional Development topics included:

- Online AP training for AP teachers
- How to use the College Board Platform
- New Teachers' Orientation & Curriculum Week – for teaching online & research-based pedagogical strategies.
- Web-based apps: NearPod, Zoom,
- PowerSchool, Student Information System

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.

A total of 2 instructional coaches were added this school year to strengthen the quality of the delivery of instruction; and the capacity of our teacher, that will impact student outcomes. One coach will specifically focus on: English Language Arts, History and English Language Development (ELD); and the other Instructional coach will work with Math and Science Department.

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 across all subject areas.

- **Student Supports & Intervention:** WAHS 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. WAHS 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) to prepare all students for College and Career. 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	+3.8 DFS Scale Score	+5 point Scale Score growth
CAASPP Math	-113.5 DFS Scale Score	+5 point Scale Score growth
Attendance Rates	92.5% (2019-20)	>95%
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%
CA Science Test (CAST) Gr. 12	-19.5 DFS	+5 point Scale Score growth
Suspension Rate	2.8% (2018-19)	<2%
Expulsion Rate	0%	<2%
HS Grad Rate	86.6% (2019-20)	<1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS Dropout Rate	10.1% (2019-20)	%
% of students who meet UC A-G requirements	79.6% (2019-20)	82%
AP Passage Rate	44.2%	48%
% students that are prepared for college by the EAP.	55.3% ELA/8.8% Math	60% ELA/15% Math
Golden State Seal	6.8% (2019-20)	10%
State Seal of Biliteracy	13.6% (2019-20)	15%

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

Math Interventionist will provide math support for all incoming 9th grade students during an intervention block to address learning gaps and prepare all incoming students for college preparatory Algebra. Our incoming students are performing significantly below grade level in mathematics which is further evidenced in grade 11 CAASPP which identified that no student was “college ready” based on EAP (CAASPP) results, an indicator of the 8 State Priorities. All students will be assessed using iReady as a diagnostic assessment. As a college preparatory high school it is critical that all students are College and Career Ready.

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)

\$68,964

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

SEL Counselor will provide social-emotional support and individual and group counseling. Our school serves a high proportion of adolescents with Adverse Childhood Experiences (ACE). As part of our Multi-tiered System of Supports (MTSS), addressing the social-emotional and behavioral issues are critical to ensure student needs are met, and that students are engaged and ready to learn. Our school will utilize Panorama SEL surveys as a universal Screener (see Activity 4) and the Panorama Dashboard to assess and monitor student growth and needs.

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)

\$88,455

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

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 9-12 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.

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)

\$9,800

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

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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

As a college-preparatory high school our school strives to provide all students with access to AP courses and prepare them for AP examinations. Approximately 90% of our students are identified as Socioeconomically

Disadvantaged, and although they are eligible for fee waivers, other families are not. In order to ensure equity, our school will pay for **AP examination fees** not covered by waives to ensure all students that would like to take the AP examinations are able to. This is also an area for growth as identified in the College & Career 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)

\$38,000

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

Naviance is a comprehensive, college, career and life readiness solutions (CCLR) that helps schools with aligning student strengths and interests with post-secondary goals, improving student outcomes and connecting learning to life.

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)

\$15,700

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

Kickboard is a tool for teachers and administrators to collect, analyze and share data regarding their students' academic and behavioral performance. This profile includes grades, standards mastery, reading growth, prescribed interventions, rubric observations, attendance, and student behavior and character strengths.

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)

\$5,750

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Mathematics Engineering Science Achievement (**MESA**) Program has partnered with CSULA, a statewide program that serves to inspire educationally disadvantaged students throughout California towards fields in Science, Technology, Engineering, and Mathematics. MESA at CSULA works with schools within the LA Area. This program provides our students with experiential learning opportunities through engaging programs designed to support math and science excellence.

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)

\$4,950

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Summit Learning Program is a credit recovery program offered to our students after-school who are credit deficient to strengthen our high school graduation rates and lower high school dropout rates. In order to further support our students with this online program, three credentialed teachers will provide additional scaffolding and support to maximize student learning, engagement and completion of all courses. **Costs for stipends of 3 Intervention 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)

\$18,000

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	34.4% (Very Low)	38%
EL Reclassification Rate	1.3%	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 & Teacher salaries to provide 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)

\$2,105,022

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

Wallis Annenberg High School will support teachers participating in *high quality educator induction programs* (B TSA 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)

\$12,000

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

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

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	\$276148
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	\$

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	\$233,142
Title II (Transfer partial funds to Title I)	\$26,782
Title IV (Transfer to Title I)	\$16,224
	\$
	\$

Subtotal of additional federal funds included for this school: \$ 276,148

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	\$2,105,022
	\$
	\$

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

Subtotal of state or local funds included for this school: \$2,105,022

Total of federal, state, and/or local funds for this school: \$2,381,170

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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