

School Year: 2020-21

# Single Plan for Student Achievement (SPSA) Template

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Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Independence High School	07617210730572	10/21/20	11/18/20

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## 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

The school community, including staff, students and parents are engaged in the governance of the school through their participation in various site and district committees and councils.

The school community is informed of how they can participate in the school's governance for the first time each school year during walk-through registration. In addition, all information is posted on our school website and social media accounts. Throughout the year we invite and remind parents about ways in which they can participate in school decision-making groups such as School Site Council (SSC) and the Safety Committee through letters, emails, phone calls and Blackboard Connect Ed messages.

District administration is consulted and regular meetings are held surrounding the district LCAP to solicit input from all stakeholders several times a year. District administrators have presented LCAP goals to our staff through meetings and emails.

Our SSC collaborates and develops our SPSA in line with district LCAP goals, school specific goals (through staff meetings, professional development, etc.), including WASC Goals and/or recommendations.

# Goals, Strategies, & Proposed Expenditures

The School Site Council (SSC) has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. School goals are in line and directly related to district (LEA) goals. As a result, our school has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

## School Goal 1

- Provide a safe, secure, updated, clean environment (LEA 1.C.1, 2.C.2)
- Foster an atmosphere of respect and civility among all students (LEA 1.I.1, 1.J.1, 1.K.1)
- Support the social-emotional needs of the student through Social Emotional Learning (LEA 1.I.1, 1.I.3, 2.L.5)

### Basis for this Goal

Due to the pandemic (COVID) and the fact that students were to be “held harmless” during that time, we are not confident with the end of the school year achievement levels (grades/attendance/credits earned) being a true measure/reflection. Therefore, we based this goal on data prior to semester 2 and full distance learning (DL) during quarter 4 (Q4) of the 2019-20 school year and the following:

- Every Student Succeeds Act (ESSA)
- Campus Climate and Safety Committee, SSC
- Significant subgroups (SWANs) data from all IHS and district comprehensive sites
- Staff/Student/Parent Surveys/Communication/Agendas **and** feedback during and after Q4(DL)
- Professional Development
- California Healthy Kids Survey (CHKS)
- WASC growth areas
- State, county, district guidelines during pandemic (COVID-19)

# Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<b>Basic Conditions (NA indicator)</b> <ul style="list-style-type: none"> <li>• Safe, clean buildings</li> <li>• Following state/county/local COVID guidelines</li> <li>• Textbooks for all students</li> <li>• Updated technology (in line with other district schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow health guidelines and procedures during COVID</li> <li>• Update Website to provide easy access to all needed during DL.</li> <li>• 100% Textbooks for all students</li> <li>• Clean working plumbing and heat</li> <li>• Computer, internet access and other technology needs for both in-person and during DL for all students and programs</li> </ul>	<ul style="list-style-type: none"> <li>• Daily clean, follow-up and proper social/physical distances with required masks, etc.</li> <li>• Online registration, instructions to DL platforms and help with technology challenge (FAQs).</li> <li>• 100% textbooks</li> <li>• Never without technology/internet access on campus (repairs within 24-48 hours).</li> <li>• 100% laptops, mifi (personal wifi) and program support while at home during DL</li> </ul>
<b>Suspension Rate</b> <ul style="list-style-type: none"> <li>• School Climate</li> </ul>	<ul style="list-style-type: none"> <li>• Use of MTSS</li> <li>• Calm, respectful and mindfulness approach</li> <li>• Use of synchronous learning (Zoom) during DL</li> <li>• Take 5</li> <li>• Student conferences and counseling</li> <li>• Parent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Use of MTSS with fidelity</li> <li>• Random Take 5 by administration and teachers</li> <li>• Zoom used by all CORE subjects. ELA, Social Science and Science (20 min. each/week during the Wheel); Math (80 min. 2-3 days/week)</li> <li>• On-going daily interaction in the rooms, halls and online (Zoom) during DL</li> <li>• Immediate when absent and ongoing</li> </ul>

## PLANNED STRATEGIES/ACTIVITIES

**Strategy/Activity 1 – Provide a physically clean and safe environment with equal and equitable access to materials.**

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the district.

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Prepare an ongoing Plan of Action for the safe return of students
- Prepare school under the Williams Act
- Participate in learning activities to best support safe learning environments
- Participate in professional development in order to best support learning

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	NA
Source(s)	Site and district
Budget Reference(s)	NA

**Strategy/Activity 2 – Social Emotional Learning (SEL) opportunities that build culture and support.**

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the students in our district.

**Students to be Served by this Strategy/Activity**

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

All students, with a deeper concentration with our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), and students with SEL needs.

Strategy/Activity

Identify students and concentrate on Social Emotional Learning (SEL) using MTSS as framework and existing special services guidelines. Display best practices and programs through SEL:

- Concentrate on SWANs by participating in professional development and training programs such as MTSS and EPOCH and utilizing supports with fidelity
- Continued staff modeling of TOOLBOX, mindfulness, kindness, full inclusion, etc.
- Update school website to include a SEL support area such as a “calming room”
- Provide counseling services (in-person and through Zoom)
- Continue to offer support and tutoring services for EL outside of the school day

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1,000 + \$500 = \$2,000 Total
Source(s)	LCAP + Site (+District)

Amount(s)	\$1,000 + \$500 = \$2,000 Total
Budget Reference(s)	01-0787-1110-1000-052-0-000-4300 + 01-0000-3300-2700-052-0-304-4300

**Strategy/Activity 3 – School-wide activities to encourage more positive attendance and participation while showcasing best practices and program successes.**

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the district.

**Students to be Served by this Strategy/Activity**

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

All students, specifically our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), students with SEL needs and those that have had challenges with both attendance and work produced.

**Strategy/Activity**

- Communicate one to one with families, including safe home visits by principal)
- Adjust and attempt opportunities for virtual activities (e.g. Socials Open House, Poetry Out Loud, etc.)
- Highlight best practices and success in a welcoming environment
- Continue and adjust Attendance Recognition Program (ARP) with incentives (e.g. apparel, gift cards, bus passes, pizza with principal, etc.)
- Continue to offer support and tutoring services for EL outside of the school day
- School website used as a “one stop shop” in which all relevant information and learning platforms may be accessed

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$4,000 + \$1,500 + \$500 = \$6,000 Total
Source(s)	LCAP + TUPE + Site
Budget Reference(s)	01-0787-1110-1000-052-0-765-4320 + (CCCOE) + 01-0000-3300-2700-052-0-304-4320

## School Goal 2

- Strengthen student achievement (proficiency) in CORE subjects, ELA and Math specifically. (LEA 2.A.1, 2.E.1, 2.B.1, 2.C.2, 2.F.3, 2.J.1, 2.L.10)
- Continue to address and evaluate formative assessments in all content areas (LEA 2.E.1)
- Meet state and federal accountability measures (LEA 2.A.1, 2.C.2, 2.L.10, 2.O.1, 3.D.1, 3.D.2)

### Basis for this Goal

Due to the pandemic (COVID) and the fact that students were to be “held harmless” during that time, we are not confident with the end of the school year achievement levels (grades/attendance/credits earned) being a true measure/reflection. Therefore, we based this goal on data prior to semester 2 and full distance learning (DL) during quarter 4 (Q4) of the 2019-20 school year and the following:

- Credits Completed, Grades, Graduation Rates (some data unavailable)
- Significant subgroups (SWANs) data from all IHS and district comprehensive sites
- Staff/Student/Parent Surveys/Communication/Agendas **and** feedback during and after Q4(DL)
- Attendance (physical work produced)
- Common Assessments prior to Q4(DL)
- WASC growth areas
- State, county, district guidelines during pandemic (COVID-19)

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	<ul style="list-style-type: none"> <li>• Graduation rate of over 80%</li> <li>• Begin tracking (data) the amount of 5<sup>th</sup> year students based on students that spent their 11<sup>th</sup> and 12<sup>th</sup> grade with IHS</li> </ul>	<ul style="list-style-type: none"> <li>• 82-85% based on DASS</li> <li>• Data/tracking process developed</li> </ul>
Academic <ul style="list-style-type: none"> <li>• CAASPP Data               <ul style="list-style-type: none"> <li>✓ Participation</li> <li>✓ Performance Levels (%)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate of 95%</li> <li>• Positive gains in CAASPP ELA and math (1-2%)</li> <li>• Close the below standards gap by 5 points</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate of 95% on all tests.</li> <li>• Possible positive gains in ELA and math</li> <li>• Close below standards gap by 5-10 points</li> </ul>
College and Career Readiness <ul style="list-style-type: none"> <li>• CA School Dashboard</li> <li>• CCI</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to investigate other ways to meet (prepared) the indicators and begin utilizing these options</li> <li>• 5 students considered prepared based on the CCI</li> </ul>	<ul style="list-style-type: none"> <li>• “How To?” guide developed</li> <li>• 3-5 students taking advantage of Dual enrollment (CCI)</li> <li>• Closing the approaching prepared-prepared gap by a few students (CCI)</li> </ul>

# PLANNED STRATEGIES/ACTIVITIES

## Strategy/Activity 1 – Provide a more flexible student schedule model that supports overall achievement.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the district.

### Students to be Served by this Strategy/Activity

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

All LUHSD district students (\*IHS students)

### Strategy/Activity

- Preparing to adjusted/change the previous and current school model to meet the immediate needs of the district
- Review and adjust current school model to meet student needs (flexibility that encourages positive improved attendance)
- Adjust weekly engagement to meet the state guidelines pursuant to EC Sections, 43503(b)(6); 43504) by implementing an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.
- Provide professional development opportunity for staff to find better ways to support scheduling through AERIES (e.g. Flex Scheduling).

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Site
Budget Reference(s)	01-3220-1110-1000-060-0-000-5200

## Strategy/Activity 2 – Expansion of academic supports and interventions across subjects and curriculum.

All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the district.

### Students to be Served by this Strategy/Activity

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

All students, specifically “At-Promise Youth”; SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate) and those identified students with SEL needs.

### Strategy/Activity

- Continue trainings with MTSS framework and conversations through professional development
- Initial and ongoing professional development with online learning platforms and the new normal
- Implement full online learning with synchronous and asynchronous learning (e.g. ZOOM, CANVAS)
- Provide staff with all needed technology devices, programs and tools necessary to support students during DL
- Negotiate work place agreements with staff that best supports students during pandemic
- Rename and adjust the Weekly Assignment (Weekly Engagement) and implement a plan of action by 9/1/20 to include synchronous and asynchronous learning monitoring and tracking
- Continue Attendance Recognition Program (work produced) Provide after school tutoring program for “At-Promise” students (virtual or in-person)
- Continue to offer support and tutoring services for EL outside of the school day
- Add a permanent Tutorial Support (TS) teacher to Study Hall
- Continue to purchase supplemental materials (e.g. ELA composition books, Social Science Up Front Magazine, etc.)
- Investigate adjusting the use of the Wheel Intervention Program (WIP) during DL
- Utilize Edgenuity as a supplement for math
- Encouraging dual enrollment
- Investigate trade school and military opportunities to meet student needs
- Utilize Edgenuity for courses not offered at our school (graduation and CC readiness)
- Utilize colleges for courses not offered at our school (graduation and CC readiness)

### Proposed Expenditures for this Strategy/Activity

Amount(s)  $\$7,500 + \$5,000$  (tutoring during DL only) + \$800 = \$8,300 Total

Source(s) LCAP (District) + LCAP (Site)

Budget Reference(s) 01-0787-1110-1000-052-0-765-5890

### Strategy/Activity 3 – Provide curriculum and development opportunities to support students, especially in the areas of English and math.



All Strategies/Activities - Developed under the guidelines of the state of the district as it pertains to the pandemic (COVID) and what school model best suits the needs of the district.

**Students to be Served by this Strategy/Activity**

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

All students, especially those students taking English and math and EL students.

**Strategy/Activity**

- Initial and ongoing professional development with online learning platforms and the new normal
- Initially train all staff / in both synchronous (Zoom) and asynchronous (Canvas, etc.) learning
- Investigate parent technology training to best support student learning
- Implement full online learning with synchronous and asynchronous learning (e.g. ZOOM, CANVAS)
- Identify a technology / Canvas coach to support ongoing weekly professional development
- Initially train all teachers in the newly adopted Weekly Engagement sheet and have ongoing discussions with state auditor to be in compliance
- Continue trainings with MTSS framework and conversations through professional development
- Continue independent McRel work on assignments

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1,500 + \$250 + \$1,000 (Canvas coach)= \$2,750
Source(s)	LCAP + Site + District
Budget Reference(s)	01-0787-1110-1000-052-0-765-4320 + 01-0000-3300-2700-052-0-304-4320

# Annual Review and Update

SPSA Year Reviewed: 2019-20

## School Goal 1

- Provide a safe, secure, updated, clean environment (LEA 1.C.1, 2.C.2 )
- Foster an atmosphere of respect and civility among all students (LEA 1.I.1, 1.J.1, 1.K.1)
- Support the social-emotional needs of the student through Social Emotional Learning (LEA 1.I.1, 1.I.3, 2.L.5)

## ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Basic Conditions (N/A indicator) <ul style="list-style-type: none"> <li>• Safe, clean buildings</li> <li>• Textbooks for all students</li> <li>• Updated technology</li> </ul>	<ul style="list-style-type: none"> <li>• 100% textbooks</li> <li>• 100% available technology on campus (repairs within 24-48 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of students received and had access to textbooks at school/home</li> <li>• 100% computer/internet access/updated technology for all at school</li> <li>• All students had the option of a school issued laptop/mifi device during Q4 (DL)/home</li> </ul>
Suspension Rate <ul style="list-style-type: none"> <li>• School Climate</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, respectful and mindfulness approach</li> <li>• Take 5</li> <li>• Student conferences and counseling</li> <li>• Parent communication</li> </ul>	<ul style="list-style-type: none"> <li>• Mindfulness approach taken both during in person and especially during Q4 (DL) with “hold harmless”</li> <li>• Take 5 used randomly</li> <li>• Communication and interaction with parents and students appropriate and immediate for the most part</li> <li>• Proved challenging during Q4 (DL) in which we observed less buy-in and we allowed more of a “grace-period”</li> <li>• During Q4 (DL) student attitude towards school was a mix of somberness and “Oh well”</li> </ul>

## STRATEGIES/ACTIVITIES

**Strategy/Activity 1 – 3** Provide a physically clean and safe environment with equal and equitable access to materials. A Social Emotional Learning environment that builds culture and support with a flexible student schedule model and student interest targeted school-wide activities to encourage positive attendance, participation and highlight best practices. Strengthen student achievement in CORE subject areas, especially ELA and math.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Prepared as if a Williams Compliance visit was taking place	Textbook review and facility check with work orders and repairs completed as needed	N/A	N/A
Participate in ALICE trainings and drills on campus	Staff only (no students) participated in the initial training/not on campus	N/A	N/A
Pilot Devine Protection App (for the district) with emergency drills	Utilized the app with staff on four different occasions throughout the school year	N/A	N/A
Climate/Culture/ SEL: <ul style="list-style-type: none"> <li>Start with, "Hello, good morning..."</li> </ul>	<ul style="list-style-type: none"> <li>Staff participated with message a positive form of "good day" with students and one another. Leadership students investigated and prepared for a semester 2 roll out by getting the word out during semester 1 (flyers, posters verbally using it in the halls, etc.)</li> </ul>	\$4,000 (LCAP) + \$1,500 (TUPE) + \$500 (Site)	\$3,000 (LCAP) + \$1,250 (TUPE) + \$200 (Site)
<ul style="list-style-type: none"> <li>Concentrate on SWANs by participating in professional development and training programs such as MTSS and EPOCH</li> </ul>	<ul style="list-style-type: none"> <li>Principal and a teacher participated in initial MTSS/EPOCH trainings</li> </ul>		
<ul style="list-style-type: none"> <li>Student Leadership and staff modeling TOOLBOX, mindfulness, kindness, full inclusion, etc. on campus</li> </ul>	<ul style="list-style-type: none"> <li>Leadership students modeled. Staff continued modeling and using Take 5</li> <li>During Q4 (DL) We attempted to provide information and celebrate diversity through delivery of C&amp;I</li> </ul>		

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Social activities, interventions, recognition activities/programs</li> </ul>	<ul style="list-style-type: none"> <li>Back to School BBQ</li> <li>Poetry Out Loud</li> <li>Attendance recognition Program (e.g. Pizza with Principal, gift cards, etc.)</li> </ul>		

## ANALYSIS

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

- For the most part the strategies and activities were going as planned until just prior to Spring Break COVID and most activities/strategies were discontinued or adapted during Q4 (DL) in order to best serve the student and staff needs at the time.
- Continued efforts with textbook inventory and articulation with Ed Services
- Workaround's with M&O and work orders to repair and/or upgrade facility items to be in compliance
- Unfortunately, no actual active shooter (ALICE) drill on campus as it was postponed for the following reasons: The SRO BPD Officer coordinating the drills/training was promoted to another position and then COVID and physical distancing occurred
- Reviewed the app again, how to use it and used the app on four different occasions during emergency drills: two announced; two unannounced
- Continued mindfulness, TOOLBOX program, used Take 5's and student lead assignment(s)
- Staff unsure how to support SEL during Q4 (DL) and did our best to listen, have empathy, find services if need be while "holding harmless"
- "Start with hello" was implemented
- Provided culturally and socially responsible activities (e.g. Anti-bullying, Drug-free, Acts of Kindness)
- The planning of the Month of March dedication to Multiculturalism and full inclusion completed but unfortunately did not happen on site due to Q4 (DL). Instead, we attempted to provide information and celebrate through delivery of C&I
- ARP was effective until Q4 (DL).

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- Textbooks and technology- Highly effective as no student went without a textbook or technology while on site. During DL, we were highly challenged due to the immediate needs and state/county/district guidelines surrounding social distancing, paper products (24hr touch wait time).
- Facility was clean and safe. M&O begin a COVID cleaning schedule during Spring Break

- “Start with Hello” showed promise and was a feel good for all
- Unfortunately, ALICE training/drill was not effective because we were unable to have the actual drill/activity on campus.
- Did not find the Devine app as effective as we would like due to technology needs
- Student attendance (work produced/credits) improved for the school year but Q4 (DL) students were “held harmless” so credits earned may not be as accurate as they may have been during a typical quarter/semester
- Culture created and maintained was very effective even prior to Q4 (DL) violence and suspensions decreased from one incident last school year to zero that caused a suspension

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Shifted as the need justified. With COVID guidelines during semester 2/Q4 activities were no longer attainable/needed or could not be offered/accomplished. We obviously spent less money during COVID and Q4(DL).

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.

#### Due to COVID guidelines

- Our previous school model may need be adjusted/changed - These goals may/may not be attainable under a specific model and we may be forced to support the comprehensive sites with possible full distance learning, and thus possibly abandoning the Wheel and current school structure. Whether we are physically on campus, full or partial DL, take on more/less students and teachers, etc. we will need to plan several different approaches to support student needs. SPSA Goal 1 (Safe Culture), Planned Strategy/Activity 1-3.
- Leadership class/school activities will be need to be adjusted to meet the immediate needs during DL. SPSA Goal 1 (Safe Culture), Planned Strategy/Activity 3.

## **School Goal 2**

- Strengthen student achievement (proficiency) in CORE subjects, ELA and Math specifically. (LEA 2.A.1, 2.E.1, 2.B.1, 2.C.2, 2.F.3, 2.J.1, 2.L.10)
- Continue to address and evaluate formative assessments in all content areas (LEA 2.E.1)
- Meet state and federal accountability measures (LEA 2.A.1, 2.C.2, 2.L.10, 2.O.1, 3.D.1, 3.D.2)

## **ANNUAL MEASUREABLE OUTCOMES**

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	<ul style="list-style-type: none"> <li>82-85% based on DASS</li> <li>Data/tracking process developed for 5<sup>th</sup> year students that spent 11<sup>th</sup>-12<sup>th</sup> grade with IHS.</li> </ul>	<ul style="list-style-type: none"> <li>Dataquest (based on DASS) 5-year cohort 2019-20 results not available (COVID). Number of IHS students that graduated in during the 2019-20 school year = 104 of 121(unofficial 86%)</li> <li>Not developed</li> </ul>
Academic <ul style="list-style-type: none"> <li>CAASPP Data               <ul style="list-style-type: none"> <li>✓ Participation</li> <li>✓ Performance Levels (%)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participation rate of 95% in all tests.</li> <li>Positive gains in ELA</li> <li>Close below standards gap by 5-10 points.</li> </ul>	N/A (COVID)
College and Career Readiness <ul style="list-style-type: none"> <li>CA School Dashboard</li> <li>CCI</li> </ul>	<ul style="list-style-type: none"> <li>“How To?” guide developed</li> <li>5-10 students taking advantage of dual enrollment, CTE pathway</li> <li>Close the CAASPP “approaching prepared” gap by a few students.</li> </ul>	<ul style="list-style-type: none"> <li>Introduced but did not finalize</li> <li>3 students took advantage of dual enrollment</li> <li>N/A (COVID)</li> </ul>

## STRATEGIES/ACTIVITIES

**Strategy/Activity 1 – 3** Support students with a flexible schedule and continue to focus on increasing student achievement in core areas, especially ELA and math.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Review and adjust Master Schedule to better meet student needs (flexibility that encourages better attendance)	<ul style="list-style-type: none"> <li>On-going master schedule changes made based on individual student needs and situations. During Q4(DL) we rolled with it and made the adjustment from just paper assignment packets to either online or paper, including seat-time classes</li> </ul>	N/A	N/A

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Academic Supports:</p> <ul style="list-style-type: none"> <li>• Begin trainings with MTSS framework and conversations through professional development.</li> <li>• Begin reviewing and creating a more student friendly version of our packet assignments and classroom delivery through the work with McRel</li> <li>• Move Tutorial Support teacher to Study Hall with support of Paraprofessional</li> <li>• Study Hall supported by Study Hall Paraprofessional (8:15am – 3:15pm)</li> <li>• Continue to purchase supplemental materials such as ELA composition books, and Social Science Up Front Magazine.</li> <li>• Use of Edgenuity as a class on site supported by a credentialed teacher in Study Hall</li> <li>• Continue using the Wheel Intervention Program (WIP) with fidelity.</li> <li>• Implement a plan to get students enrolled in dual enrollment at other sites and CTE pathway to help students become college career prepared according to the state CCI</li> </ul>	<ul style="list-style-type: none"> <li>• Principal and a teacher began participating in PD through MTSS</li> <li>• ILT participated in McRel training and on-site visits. Initial packet was developed through Science and cover sheet implemented</li> <li>• Moved TS teacher to Study Hall with support by Study Hall Paraprofessional (8:15am – 3:15pm)</li> <li>• Purchased ELA composition books, and Social Science Up Front Magazine</li> <li>• 2 sections of Edgenuity placed on master schedule (on site), supported by a credentialed teacher in Study Hall (online only Q4)</li> <li>• WIP used until Q4(DL)</li> <li>• Discussed a plan to get students enrolled in dual enrollment at other sites and CTE pathway to help students become college career prepared according to the state CCI and attempted enrollment in LMC courses</li> </ul>	\$500 Site	\$100 Site

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Curriculum and Development in all CORE areas, especially ELA, math and with EL students:</p> <ul style="list-style-type: none"> <li>• Begin reviewing and creating a more student friendly version of our packet assignments and classroom delivery through the work with McRel</li> <li>• Utilize both READ 180 and MATH 180 in TS class</li> <li>• Continue Attendance Recognition Program (work produced) with incentives</li> <li>• Continue to offer support and tutoring services for EL outside of the school day with positive incentives</li> </ul>	<ul style="list-style-type: none"> <li>• Student-friendly version created and implemented and tested with some ELA students</li> <li>• During TS, as a supplement for ELA/math, the teacher utilized Edgenuity more than READ/Math 180</li> <li>• ARP utilized during Semester 1 and partially during Q3</li> <li>• EL Tutoring services offered after school, with no families taking advantage</li> </ul>	<p>\$1,000 LCAP \$1,000 Site</p>	<p>\$1,000 LCAP \$200 Site</p>

## ANALYSIS

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

- For the most part the strategies and activities were going as planned until just prior to Spring Break COVID and **most activities/strategies were discontinued during Q4 (DL) in order to best serve the student and staff need at the time.**
- Continued the ARP
- WIP continues to be effective for those who fall behind.
- Edgenuity on campus/home for credit recovery worked for many students.
- Tutorial Support and a credentialed teacher in Study Hall has proven to best support students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

- ARP beneficial through Q3.



- We found the McRel work to be very beneficial as it allowed teachers to self-reflect and make necessary student-friendly language to best reach the students (great strides through February, 2020)
- Still concerned with overall achievement in ELA and Math regardless of no CAASPP. We are not confident in the achievement (grades/credits earned) being a true reflection during Q4(DL) and “hold harmless”
- Still challenged with CCI and possible CTE pathway, dual enrollment
- EL families have not taken advantage of tutoring services available and although we have a small number of EL students, they continue to show academic deficiencies
- Supports implemented had a positive effect, especially in Study Hall by with having both a credentialed teacher and a paraprofessional available all day.
- Credit recovery option with Edgenuity has been somewhat effective with most students continuing to lack motivation, regardless of online or not (especially evident during Q4)

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Justification with LCAP funds allowed less site based money to be used. With COVID guidelines during semester 2/Q4 activities were no longer attainable/needed or could not be offered/accomplished. We obviously spent less money during COVID and Q4(DL).

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.

#### Due to COVID guidelines

- Our previous school model may need be adjusted/changed - These goals may/may not be attainable under a specific model and we may be forced to support the comprehensive sites with possible full distance learning, and thus possibly abandoning the Wheel and current school structure. Whether we are physically on campus, full or partial DL, take on more/less students and teachers, etc. we will need to plan several different approaches to support student needs. SPSA Goal 2 (Achievement), Planned Strategy/Activity 1-3.
- Adjust attendance to meet new state guidelines pursuant to EC Section 43503(b)(6) by implementing an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness. SPSA Goal 2 (Achievement), Planned Strategy/Activity 1.
- Use of Edgenuity as a supplement (math) and for courses not offered at our school (graduation and college readiness advancement). SPSA Goal 2 (Achievement), Planned Strategy/Activity 2.

## **Budget Summary and Consolidation**

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The

Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

N/A

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

N/A

## Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs

N/A

Subtotal of consolidated federal funds for this school: N/A

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

State or Local Programs

N/A

Subtotal of consolidated state or local funds for this school: N/A

Total of consolidated (federal, state, and/or local) funds for this school: N/A

# Addendum

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The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

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

## **Instructions: Linked Table of Contents**

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

## **Goals, Strategies, & Proposed Expenditures**

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

### **Basis for this Goal**

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

## **Expected 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 be make in the coming year.

## **Planned Strategies/Activities**

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **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.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

## **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

## **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## 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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

## Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### 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 may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

# Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;



- c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
  5. 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
    - a. Ensure that those students' difficulties are identified on a timely basis; and
    - b. Provide sufficient information on which to base effective assistance to those students.
  6. 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.
  7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

# **Appendix B: Select State and Federal Programs**

## **Federal Programs**

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

## **State or Local Programs**

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program