

School Year: 2020-21

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Howard Gardner Community Charter School	37-68023-0124321	N/A per Section 70 of SB820	December 3, 2020

Purpose and Description

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

Howard Gardner Community 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 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.

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

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Howard Gardner Community School (HGCS) has engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process throughout the 2019-20 school year. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement.

Howard Gardner Community School has been highly committed to ensuring that input and feedback from parents, students, staff, and teachers took place, since the transition to distance learning and that it was ongoing and impactful. The engagement of stakeholders took place using multiple venues and formats including virtual meetings, virtual workshops, phone calls and online surveys. This engagement was a critical and essential component in the design and development of the school's Learning Continuity and Attendance Plan; and our Reopening plan for the 2020-21 school year:

- April 2000 - present: (no July meeting) Monthly "Director's Coffeeshop" Zoom meetings in which parents/guardians were asked for feedback regarding distance learning, supports needed, and Socio-emotional check-ins (i.e., How are things going? What is going well? What needs improvement? What support is needed?)
- March – June; and resumed August - present) Weekly All-Staff meetings during which school reopening updates and distance learning plan updates were discussed
- April - present: (no July meeting) Monthly School Leadership Team (SLT) Meetings
- April - July: Teacher and non-teaching staff meetings were conducted to discuss reopening plan and distance learning plan updates
- July 16th: Reopening and distance learning plans were discussed and approved by HGCS Board of Directors

- March, July, & September: Needs Assessment surveys were administered by teachers and office staff at the end of the 19-20 school year and beginning of the 20-21 school year (technology, meals, childcare, preference in-person vs. DL)
- Parents preference for in-person instruction: 50% (Gr TK-5); 30% (Gr 6-8)
- Preference for distance learning: 50% (Gr TK-5); 70% (Gr. 6-8)
- May/June 2020: COVID survey was administered to students and parents at the conclusion of the 19-20 school year.
- July: Office staff were tasked with contacting families whom our teachers were unable to reach to complete the Needs Assessment survey
- July 15th: Virtual “New and Returning Family Orientation” was held the week prior to the first day of school for the 2020-21 school year. This was an opportunity to inform families of the distance learning schedule, student, parents and teacher expectations for the upcoming school year.
- Week of July 20th: “Meet the Teacher” zoom meetings were conducted by teachers at the beginning of the 20-21 school year to share class expectations, syllabus, etc. with families by grade level.
- August – present: Attendance meetings were set up with parents/guardians’ to address absenteeism of identified students based on our school’s Tiered reengagement strategies.

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?

Howard Gardner Community School serves approximately 216 students in grades TK-8 with demographics that include:

- 2% African American
- 94% Hispanic
- 2% Asian
- 1% White
- 19.9% Students with Disabilities (SWD)
- 40% English Learners
- 0.5% Foster Youth
- 1.4% Homeless Youth
- 54% Socioeconomically Disadvantaged
- 53% Qualify for free/reduced lunch

The school’s leadership team comprised of the Principal, Lead teachers, SPED (Ed Specialist), and Interventionists, 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	Orange	Orange	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Yellow	None	None	Orange	Orange
Students with Disabilities	Orange	Yellow	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Yellow	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Howard Gardner Community School received an overall Orange performance level for Chronic absenteeism and for the following numerically significant student groups: English Learners, Socioeconomically Disadvantaged, and Student with Disabilities. The Hispanic student group received a Yellow performance Level.

HOWARD GARDNER COMMUNITY SCHOOL						
	2017-18			2018-19		
	ELIG ENROLL	COUNT	RATE	ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	221	29	13.1%	241	32	13.3%
HISPANIC	198	27	13.6%	214	28	13.1%
EL	101	17	16.8%	125	24	19.2%
HOMELESS	9	1	11.1%	19	8	42.1%
SOC. ECON DISADV.	202	26	12.9%	218	31	14.2%
SWD	42	6	14.3%	46	7	15.2%

In order to further reduce chronic absenteeism rates, especially with the shift to distance learning HGCS has improved its communication with families/guardians and students.

Prior to the start of the school year, our school hosted a virtual "new and returning family orientation" an opportunity to inform families of the changes we implemented for this school year, to strengthen our distance learning program; including student, staff, and parent expectations in order to support student academic outcomes. Every teacher hosted a virtual "Meet the Teacher" Zoom meeting to discuss distance learning norms, learning platform, grade level/course website, course syllabus, attendance requirements under SB98, daily instructional schedule and an opportunity for parents and students to ask questions.

The Executive Director will host the following meetings with parents/guardians to provide updates, and an opportunity to address parent/guardian concerns, issues and questions:

- Monthly Director's Coffee Shop Zoom meetings
- Weekly "all school" assemblies

Parents/families can also attend monthly board meetings virtually. The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services were available to ensure equitable access and a voice for our Spanish speaking families.

HGCS communicates with families using the following apps and social media: Class tag, Class Dojo, School Calendar (website), Facebook, Twitter, email and School messenger.

Howard Gardner Community School has designed the following procedures for ***tiered reengagement strategies***:

1. When student is marked absent, an automated robocall is made to notify parents/guardians of the absence through the Student Information System (SIS).

2. On the following day, if no response was received to verify the absence, the attendance clerk will contact them directly via phone.
3. If parent/guardian does not verify absences after 3 consecutive absences, will receive first truancy letter
4. Teachers setup a zoom meeting with front office staff and parents/guardians to discuss the importance and impact of attendance & provide resources for distance learning.
5. Home visits will be conducted by staff.
6. 2nd truancy letter is sent out after 6th absence
7. Attendance meetings and home visits continue. SART team will provide truant families with strategies.
8. 3rd letter goes out after 8th absence
9. Meetings continue with SART team: Administrator, teachers, and other relevant staff.

Howard Gardner Community School believes in educating and supporting the whole child—academically, behaviorally, and through social-emotional learning. As the country and world respond to COVID-19, we are all feeling a range of emotions - stress, fear, anxiety, and uncertainty. At Howard Gardner, we understand how critically important it is to address the added social and emotional needs that arise during these stressful times that also impacts suspension rates.

Social-emotional learning offers a way to explore and express our emotions, build relationships, and support each other – children and adults alike – during this challenging time. With the collaboration of our school psychologist, our teachers will continue to include social-emotional learning (SEL) in their lesson plans. Our primary focus is the emotional well-being of our students.

All teachers will implement daily morning meetings during distance learning; and morning circles during in-person instruction, that are designed to increase school connectedness, and support students' social-emotional well-being.

Our staff will also host virtual webinars for parents on SEL strategies they can implement at home including the following:

- What I am most grateful for and why
- Something Special About (name of family member) is...
- How I am feeling on a Scale of 1-10
- The High Point/Low Point of my day was...

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	228	6	4	1.8%	50.0%	50%
HISPANIC	205	6	4	2.0%	5.0%	50%
ELL	106	1	1	0.9%	100%	0%
HOMELESS	11	1	1	9.1%	100%	0%
SOC. ECON DISADV	206	4	*	1.9%	*	*
SWD	44	3	*	6.8%	*	*

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	251	6	6	2.4%	100%	0%
HISPANIC	222	4	4	1.8%	100%	0%
ELL	133	3	3	2.3%	100%	0%
HOMELESS	19	1	1	5.3%	100%	0%
SOC. ECON DISADV	225	4	4	1.8%	100%	0%
SWD	46	2	2	4.3%	100%	0%

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	-9.8	-24.5	-29.8	-52.4
EL	-17.8	-43.1	-28.3	-65.1
SED	-12.2	-29.5	-32.7	-56.4
SWD	-93.8	-95.1	-87.6	-119.2
HISPANIC	-13	-31.3	-33	-57.5

NWEA MAP ANALYSIS

Howard Gardner Community School has implemented and administered 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) It is currently on the list of “verified data” that WestEd has recommended for the CA State Board of Education to adopt and approve in the January 2021 SBE Meeting.

The NWEA 2020 MAP Growth Norms Study provides achievement status and growth norms for individual students and grade levels within schools in each of the four subject areas: reading, language usage, mathematics, and general science. The study’s results are based on K–12 grade level samples. Records are sampled from between 3.6 and 5.5 million test scores from 500,000 to 700,000 students attending over 24,500 public schools in 5,800 districts spread across all 50 states.

MAP Growth achievement and growth are defined for a number of different instructional weeks during the year, allowing for more valid comparisons and interpretation of student and school achievement status and growth. The following charts are the NWEA MAP school norms charts for reading and math that provide references for comparing how grade levels of students within a school compare as a group, to:

- The same grade level of students in another specific school
- The same grade level of students in public schools across the U.S.

The NWEA MAP charts serve to identify student growth, using Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring NWEA MAP Mean RIT and standard deviation.

2020 Reading School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	9.63	1.43	6.81	1.07	16.45	2.49
1	9.92	1.47	5.55	1.10	15.47	2.57
2	8.85	1.44	4.37	1.08	13.22	2.52
3	7.28	1.23	3.22	0.92	10.50	2.14
4	5.82	1.21	2.33	0.91	8.16	2.11
5	4.64	1.15	1.86	0.86	6.50	2.01
6	3.64	1.02	1.55	0.77	5.19	1.79
7	2.89	1.02	1.27	0.76	4.16	1.78
8	2.51	1.18	1.14	0.88	3.65	2.06
9	1.62	1.16	0.88	0.87	2.51	2.03
10	1.43	0.96	0.60	0.72	2.04	1.68
11	1.11	1.25	0.08	0.94	1.18	2.19
12	0.05	1.31	0.47	1.01	0.52	2.30

2020 Mathematics School Growth Norms						
Grade	Fall-to-Winter		Winter-to-Spring		Fall-to-Spring	
	Mean	SD	Mean	SD	Mean	SD
K	10.57	1.36	6.97	1.02	17.54	2.38
1	10.13	1.44	6.22	1.08	16.35	2.52
2	9.03	1.30	5.35	0.97	14.38	2.27
3	7.75	1.21	4.85	0.91	12.60	2.12
4	6.50	1.16	4.46	0.87	10.96	2.02
5	5.56	1.39	4.05	1.04	9.61	2.42
6	4.81	1.28	3.32	0.96	8.13	2.24
7	3.83	1.19	2.69	0.89	6.52	2.08
8	3.20	1.38	2.18	1.04	5.38	2.42
9	2.24	1.10	1.36	0.83	3.60	1.93
10	2.14	1.16	1.21	0.87	3.35	2.02
11	1.77	1.15	0.76	0.86	2.52	2.01
12	0.30	1.23	0.88	0.93	1.18	2.15

All students are assessed using NWEA MAP assessments for reading and Mathematics. For the 2019-20 school year, NWEA MAP was administered in twice (Fall & Winter). Spring NWEA MAP was suspended due to school closure.

2019-20 NWEA MAP RESULTS: READING											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN RIT GROWTH EL	MEAN RIT GROWTH SWD	FALL TO WINTER	
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K	--	--	--	136.7	--	--	-	-	-	9.63	1.43
GRADE 1	148.2	140.7	--	158.4	148.5	--	10.2	7.8	-	9.92	1.47
GRADE 2	165.2	157	--	175.5	164.7	--	10.3	7.7	-	8.85	1.44
GRADE 3	168.9	165.3	149	179.4	181	185	10.5	15.7	36	7.28	1.23
GRADE 4	183.7	185.5	171.3	184.2	185.2	172.7	0.5	-0.3	1.4	5.82	1.21
GRADE 5	186.8	180.7	162.7	195.1	192.7	180.7	8.3	12	18	4.64	1.15
GRADE 6	203.4	199.8	173.5	210	207.1	183	6.6	7.3	9.5	3.64	1.05
GRADE 7	202.1	187.8	185.3	200	191.5	196.3	-2.1	3.7	11	2.89	1.02
GRADE 8	211.6	200.3	192.5	216.8	208.4	193.5	5.2	8.1	1	2.51	1.18

2019-20 NWEA MAP RESULTS: MATH											
GRADE LEVEL	FALL 2019			WINTER 2020			MEAN RIT GROWTH	MEAN RIT GROWTH EL	MEAN RIT GROWTH SWD	FALL TO WINTER	
	MEAN RIT	EL	SWD	MEAN RIT	EL	SWD				MEAN	SD
GRADE K	--	--	--	136.2	--	--	-	-	-	10.57	1.36
GRADE 1	148	136	--	152.1	137.5	--	4.1	1.5	-	10.13	1.44
GRADE 2	165.3	157.9	139	178.7	167.1	149	13.4	9.2	10	9.03	1.30
GRADE 3	177.1	173.6	158	183	180.9	168.5	5.9	7.3	10.5	7.75	1.21
GRADE 4	191.8	189.7	173	194.3	195.4	190	2.5	5.7	17	6.50	1.16
GRADE 5	191.1	187.2	164.3	198.6	197.7	182	7.5	10.5	17.7	5.56	1.39
GRADE 6	208.4	207.6	198	215.4	213.8	197	7	6.2	-1	4.81	1.28
GRADE 7	205.6	196.6	199	209.2	199.5	203	3.6	2.9	4	3.83	1.19
GRADE 8	221.9	213.4	193	225.2	215.9	201	3.3	2.5	8	3.20	1.38

Highlights – Overall Comparison of NWEA Reading Assessment

- Grades 1-3 cohort exceeded School Growth Norms
- Grades 5, 6 & 8 cohort far exceeded School Growth Norms
- The English Learner Student Group outperformed their grade level cohort in grades 2-3, and 5-8 exceeded School Norms expectations (see NWEA charts)
- The Students with Disabilities (SWD) Student Group outperformed their grade level cohort in grades 3 & 5-7; with:
 - Grade 3: 36-point RIT growth
 - Grade 5: 18-point RIT growth
 - Grade 6: 9.5-point RIT growth
 - Grade 7: 11-point RIT growth

Highlights – Overall Comparison of NWEA Math Assessment

- Grade 2 & 5-6 cohorts far exceeded School Growth Norms
- Grades 7-8 met School Growth Norms
- The English Learner Student Group outperformed their grade level cohort in grades 3-5; and grades 3-8 exceeded School Norms expectations (see NWEA charts)
- The Students with Disabilities (SWD) Student Group outperformed their grade level cohort in grades 3-5, and 7-8; with:
 - Grade 2: 10-point RIT growth
 - Grade 3; 10.5-point RIT growth
 - Grade 4: 17-point RIT growth
 - Grade 5: 17.7-point RIT growth
 - Grade 7: 4-point RIT growth
 - Grade 8: 8-point RIT growth

This school year, we developed a list of students, and parent expectations to ensure that norms are followed, and continuity on expectations.

Student expectations:

- Treat online learning like “real” school. There are no bells or teachers to give reminders so establish and maintain daily routines. Dress appropriately.
- Be on time. Your teachers are taking attendance. Arrive to Zoom meetings on-time and turn assignments in by their due date and hour. In distance learning, this is how you demonstrate you are present. Don’t be tardy or absent!
- Create predictability: Make sure that you have a regular study space and stay organized. Be aware of lighting and background noise when participating in Zoom meetings and find a space in your home where you can get work done. Join class from a place where you can sit up and focus (e.g., not from bed).

- Eliminate distractions. This includes digital and online distractions as well as other distractions that may affect your learning. Don't engage in - side conversations or online chats.
- Actively participate. Collaborate with—and support—your peers in online and distance learning; seek support/feedback from teachers as needed. Fully engage in class instruction and make sure the video is turned on during class so that everyone can see each other.
- Hold yourself accountable. Complete assignments with integrity and academic honesty, and remember your classroom rules and commitments.
- Check communications. Students and families should regularly check their email for announcements, assignments, and feedback from your teachers and advisors.

The following are methods by which **parents can support their child** with distance learning:

- Help your student establish and stick to routines. While your student may at first enjoy the novelty of distance learning, many will come to crave the predictability that regular school provides. At school, designated spaces, social norms, and adult supervision help create structure and expectations. At home, depending upon your student's age, you may find it necessary to help establish new routines around getting up and getting dressed, setting up workspaces for productive collaboration and learning, staying organized, snacks and meals, family time, and physical activity. Consider implementing daily check-in routines.
- Empower student self-regulation and learning. With routines and expectations established, look to create space for students to immerse themselves in their work and their school relationships. Classroom spaces and experiences—including those delivered over distance—are crafted for the students. Strive to preserve the integrity of those experiences by giving your student the chance to own their work. Don't complete assignments for them.
- Help your student find a workspace. Setting up a predictable workspace at home can help students establish good work habits and allow them to approach their work seriously—for example, they should probably not work on a bed or on the floor. Also help them find a workspace with a neutral background for their Zoom sessions, out of noise range from other activities.
- Encourage physical activity. One of the challenges of distance learning, especially given its reliance on computer technology, is that it can lead students (and adults) to sit for long periods of time without physical activity. Encourage your student to take breaks, get outside, exercise, and eat nutritious food.
- Watch for anxiety. Because distance learning may take place in the context of a crisis, some students will be understandably worried about family and friends, or generally absorb the anxiety around them. Limit your family's exposure to news coverage, including social media, and allow them to focus on the routine of school.
- Ask for help. If you have questions or concerns about your student's engagement in distance learning or your student is struggling with attention and organization, please reach out to your student's teacher.
- Check email regularly. Administrators and teachers will communicate with parents through email as necessary. The frequency and detail of teacher and advisor communications will be determined by your student's degree of independence. We ask that parents remember that teachers will be communicating with many other families. Communications should only be essential and brief.

Distance Learning: Special Education

For students eligible for Special Education, distance learning opportunities are available since July 20, 2020. At this time, we must consider everyone's safety and government mandates. We will continue to

support our students and families during this time by providing all necessary and appropriate services to address student needs. During distance learning, services will be provided virtually via phone call, Zoom, Google Classroom, and/or Seesaw. Services may be amended in order to address adjusted school days. Individual services, small group sessions, parent consultation, or any combination of three, will be offered all throughout distance learning. Students will continue to receive support from an education specialist, related service provider (i.e., occupational therapist, speech and language pathologist, and school psychologist), and paraprofessionals. We realize distance learning can bring upon various challenges for most of our students and their families. Our department will continuously collaborate with our students and their families to minimize the impact of these challenges while schools are temporarily closed.

Section 504 Plan

If the student has a Section 504 Plan, which includes designated accommodations, the accommodations will continue to be made available to the students as appropriate through distance learning.

Distance Learning: English Language Learners (ELL)

The base goal of English Language Development (ELD) is to provide support for language production and interaction in meaningful ways as a method to guide English Learners toward English language fluency in reading, writing and speaking. These goals will be met through designated and integrated instruction with the use of both technology and live (Zoom) instruction. The Interventionist will provide push-ins academic support and/or small group instruction during synchronous instruction. Designated ELD will include small groups based on the student's grade level and ELPAC level. The ELD Team will further provide 1:1 tutoring for students with the greatest need for individualized instruction. The Interventionist will collaborate with classroom teachers to identify and provide supplemental and increased services. 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.

HGCS will implement the [5 Essential Practices for English Learners during distance learning](#) that focuses on:

1. Access and rigor: Engage all ELs in meaningful tasks and use technology to provide language scaffolds and supports.
2. Integrated and Designated ELD: Ensure ELs receive both integrated and designated ELD to support English Language Proficiency.
3. Data-driven decisions: Differentiate based on student need and engage students in prompts feedback.
4. Asset-based approach: Leverage the linguistic and cultural assets of our students and families.
5. Whole Child: Leverage family and community supports. Activate resources to address the unmet, non-academic needs that hinder students' ability to fully engage in distance learning.

As part of the annual program evaluation on the use of Title I funded programs which included Instructional Aides (3) for the 2019-20 school year.

- There is a need to implement tiered interventions and provide all educators with professional development on evidence-based strategies for implementation.
- There is a need to provide additional professional development for all educators on analyzing NWEA and CAASPP Assessments to inform instruction.
- There is a need to provide additional professional development on evidence-based strategies for teaching Mathematics.

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.

- ELD/Academic Interventionist (2) to support students academically through push-in support (synchronous instruction) and small group instruction (asynchronous instruction). Students will be identified based on internal assessments (NWEA MAP, DRA, and formative assessments) since Spring 2020 CAASPP assessments were suspended. Student progress on these assessments will be used to measure the effectiveness of the interventionists. (Title I)
- Purchase classroom set of Chromebooks for student use and to access academic intervention and supplemental programs. (Title IV)

There is a need to strengthen the capacity of our teacher by providing additional professional development in the following areas that will be funded with Title II Funds.

- Provide all teachers and para-professionals professional development on GLAD Strategies to address the learning needs of English Learners and struggling students. Guided Language Acquisition Design (GLAD) an evidence-based instructional approach that incorporates a variety of strategies to support bilingual students in simultaneously learning content and acquiring language. It is grounded in research related to second language acquisition and sheltered instruction. (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.

Howard Gardner Community School has administered the CA Healthy Kids Survey (CHKS) for Staff, Parents and students. Results are as follows:

Parent Survey:

- 90% agree/strongly agree the school allows input and welcomes parents' contributions
- 90% agree/ strongly agree the school encourages parents to be an active partner with the school in educating their child.

- 90% agree/strongly agree the school actively seeks the input of parents before making important decisions.
- 97% agree/strongly agree parents feel welcome to participate at the school.
- 97% agree/strongly agree the school promotes academic success for all students.
- 99% agree/strongly agree the school is a safe place for their child.
- 99% agree/strongly agree the school motivates student to learn.
- 87% agree/strongly agree the school has high expectations for all students.

Staff Survey:

- 88% agree/strongly agree the school has high expectations for all students
- 88% agree/strongly agree the school is welcoming to and facilitate parent involvement.
- 80% agree/strongly agree the school encourages parents to be active partners in educating their child.
- 92% agree/strongly agree that the school is a supportive and inviting place for staff to work.
- 96% agree/strongly agree the school promotes trust and collegiality among staff.
- 76% agree/strongly agree the school is a safe place for staff.
- 84% agree/strongly agree the school provides materials, resources and training needed for staff to do their job effectively.

Student Survey:

- 75% grade 5/76% grade 6 students stated that most/all of the time there are caring adults at the school.
- 65% grade 7/72% grade 8 students stated that most/all of the time, there are caring adults at the school
- 77% grade 5/90% grade 6 students stated that most/all of the time, the adults at the school have high expectations for students.
- 80% grade 7/87% grade 8 students stated that most/all of the time, the adults at the school have high expectations for students.
- 66% grade 5/77% grade 6 students stated that most/all of the time, feel connected to the school.
- 63% grade 7/67% grade 8 students stated that most/all of the time, feel connected to the school.
- 78% grade 5/90% grade 6 students stated that most/all of the time, are academically motivated.
- 71% grade 7/79% grade 8 students stated that most/all of the time, are academically motivated.
- 77% grade 5/73% grade 6 students stated that most/all of the time, the school provides social and emotional learning supports.
- 70% grade 5/80% grade 6 students stated that most/all of the time, feel safe at the school.
- 72% grade 7/76% grade 8 students stated that most/all of the time,

Classroom Observations

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

The Director and Lead Teachers conduct classroom observations at least on a weekly basis structured on the 5 Dimensions of Teaching and Learning, an evidence-based framework developed by the University of Washington, Center for Educational Leadership .

Using the CEL Framework our teachers have identified areas of focus within: Purpose, Student Engagement and Assessment of Student Learning, and set goals, which are revisited during classroom observations. Feedback is provided to all teachers within the week after the classroom observation takes place.

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)?

Howard Gardner Community School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. To enhance teachers' skills, in-depth training on the use of Google Applications will be provided and also participate in an extensive deep dive book study Fisher/Frey's Distance Learning Playbook and will focus on the following topics:

- Self-Care
- First days of schools
- Teacher-student relationships from a distance
- Teacher Credibility at a distance
- Teacher clarity at a distance
- Engaging tasks
- Planning Instructional Units for Distance Learning
- Feedback, Assessment and Grading

Additionally, a focus for weekly professional development will be on: Equity & Access; SEL strategies and Cultural Bias.

Teachers will also have the opportunity to participate and earn a LEC Flex course (Blended Learning Teacher Certification) from the San Diego County Office of Education.

Resource Inequities

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

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

- **Positive & Inviting School Culture:** need to continue to strengthen PBIS, and create a positive and welcoming school environment that will impact attendance rates, reduce chronic absenteeism rates, and decrease suspension rates.
- **Empowering Rigorous Content:** Teachers need to continue to implement rigorous content in all disciplines.
- **Student Supports & Intervention:** continue to provide academic intervention built into the instructional day and provide teachers with professional development on differentiation/scaffolding
- **Teaching Quality & Diversity:** Continue to recruit experienced teachers that are appropriately credentialed and assigned that will impact student learning, engagement, participation, and outcomes.
- **School Leadership Quality & Diversity:** Provide leadership with professional development and coaching so they can support teachers as instructional leaders.

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). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.

Identified Need

There is a need to strengthen delivery of instruction, and to strengthen academic interventions and supports to improve student academic outcomes on the CAASPP and NWEA Data. In addition, there is a need to improve student performance in Mathematics across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	-24.5 DFS Scale Score	+10 Scale Score growth
CAASPP Math	-52.4 DFS Scale Score	+10 Scale Score growth
Attendance Rates	95.6%	>95%
Chronic Absenteeism	13.3% (2018-19)	11%
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%
CA Science Test (CAST) Gr. 5 & 8 (Scale Score)	Gr 5: 191.3 (-22.7 DFS) Gr 8: 395.6 (-19.4 DFS)	+5 Scale Score growth
Suspension Rate	2.4% (2018-19)	<2%
Expulsion Rate	0%	<1%
Middle School Dropout Rate	0%	<1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ELD/Academic Interventionist (2) to support students academically through push-in support (synchronous instruction) and small group instruction (asynchronous instruction). Students will be identified based on internal assessments (NWEA MAP, DRA, and formative assessments) since Spring 2020 CAASPP assessments were suspended. Student progress on these assessments will be used to measure the effectiveness of the interventionists.

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)

\$88,033

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

Purchase 1 class set of Chromebook laptops for student use and to access academic intervention and supplemental programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$10,000

Title IV

Goal 2

Continue to develop 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 to address the diverse learning needs 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 teachers to improve the quality and delivery of instruction, differentiate to support the diverse learning needs of our students, and address the academic needs of our students in order to close the achievement gap among student groups. There is a need to strengthen math instruction across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% EL making progress towards English Language Proficiency	59.2% (High)	>50%
EL Reclassification Rate	10% (2019-20)	15%
% 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, VAPA)	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

Executive Director and classroom teachers to provide instruction for all students for in-person and distance learning.

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)

\$762,384

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

Provide all teachers and para-professionals professional development on Guided Language Acquisition Design (GLAD) an evidence-based instructional approach that incorporates a variety of strategies to support bilingual students in simultaneously learning content and acquiring language. It is grounded in research related to second language acquisition and sheltered instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$7,490

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	\$105,421
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	\$867,805

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	\$84,478
Title II (Transfer partial funds to Title I)	\$10,943
Title IV	\$10,000
	\$
	\$

Subtotal of additional federal funds included for this school: \$105,421

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	\$762,384
	\$
	\$

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

Subtotal of state or local funds included for this school: \$762,384

Total of federal, state, and/or local funds for this school: \$867,805

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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