

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
<b>New Designs Charter School - Watts</b>	<b>19-64733-0120071</b>	<b>N/A per Section 70 of SB820</b>	<b>12/14/2022</b>

## 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)

New Designs Charter School - Watts is a Title I Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. Describe how the school will support priority areas and/or specific student groups in need and how the school selected evidence-based interventions to support priority areas and/or student groups.

As a result of SB820 and SB98, the 2020-21 LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

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

The school's Leadership Team researched the following sites to ensure adoption and implementation of evidence-based interventions for the school's SPSA plan which included:

- EvidenceforESSA.org website
- What Works Clearinghouse website
- Research studies that demonstrate a statistically significant effect on improving student outcomes or other relevant outcomes based on strong, moderate or promising evidence (Tiers of Intervention 1-3).
- U.S. Department of Education Resources to Support Next Generation High Schools: Using evidence to create next generation High Schools
- U.S. Department of Education: Using Evidence to Strengthen Education Investments (Non-regulatory guidance)

# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Section 70 of SB820 requires charter schools to use the stakeholder engagement process used for the Learning Continuity and Attendance Plan in EC43509(b) for the adoption of their SPSA for the 2020-21 school year.

New Designs Charter School - Watts utilized a variety of strategies and activities to engage its stakeholders in the process of creating and improving the Learning Continuity and Attendance Plan. Students, parents, teachers, administrators, the governing board and other members of the community were all consulted or included in this process to contribute valuable information to the final product. Since school closures in March 2020, New Designs Charter School - Watts increased its connections and communication levels with its stakeholders in order to inform and get feedback focused on maintaining the high quality rigorous instruction it provided when schools were open to in-person instruction. Extensive outreach through all possible media formats was employed to cultivate contacts and develop feedback processes that are so critical during these unusual circumstances. The following processes and activities were used to inform stakeholders and gather inputs and other feedback as well. In all cases communication was in English and Spanish which are the two principal languages of the community and stakeholders the school serves.

### SURVEYS

- March 2020: Student, teacher and staff climate survey was administered
- April/May: Student & Staff COVID-19 Distance Learning Survey was administered
- May: Parent survey – Return to school
  - 20% prefer in-person; 22% prefer in-person if only a few students were on campus at a time; 40% prefer distance learning; and 18% were unsure.
  - In the case health authorities would allow the opening of all schools: 60% prefer in-person; 40% prefer distance learning
- September: Parent, Teacher and Student Learning Plan Survey administered (results pending)

### PARENT TOWNHALL MEETINGS

- June 4<sup>th</sup>: Discussion and input on Distance Learning Plan for 2020-21; identify remote learning issues – for Middle School
- June 5<sup>th</sup>: Discussion and input on Distance Learning Plan for 2020-21; identify remote learning issues – for HS
- July 30<sup>th</sup>: Townhall meeting

- July 31<sup>st</sup>: Middle & High School Orientation Student & Parent Orientation
- August 5<sup>th</sup>: Launching of the 2020-21 school year
- August 12<sup>th</sup>: Distance Learning Plan presentation
- August 18<sup>th</sup>: First day of School Assembly
- August 21<sup>st</sup>: Recognition Student of the Week

### **FAMILY & STUDENT MEETINGS**

- May 18, 21, 29, and Sept 9<sup>th</sup>: Online (Zoom) LACC Distance Learning curriculum and application meetings; Distance learning issues and feedback on individual learning between teachers and parents.
- July 29<sup>th</sup>: Parent Focus Group

### **SSC/ELAC MEETINGS**

- Zoom meeting: Development of a Comprehensive Needs Assessment, SPSA, Social-emotional learning, summative evaluations and parent participation in learning.
  - SSC: 5/20, 6/10
  - ELAC: 5/13, 6/17

### **COFFEE WITH THE PRINCIPAL**

- June 3<sup>rd</sup>: Zoom meetings – to inform families of remote learning and gather input and feedback

### **BLACKBOARD BLASTS TO PARENTS**

- April – August: Provided updates, links to surveys, and return to school

### **STUDENT TOWNHALL & CHECK-IN MEETINGS**

- July 24<sup>th</sup>: Orientation and distance learning (via zoom and teleconference facility)

### **STAFF DEVELOPMENT MEETINGS**

- April – August: distance learning, curriculum, SEL (via zoom and teleconference facility)

### **GOVERNING BOARD MEETINGS**

- March – August: Board meetings were held in accordance with Brown Act requirements and over time they covered distance learning, return to school, curriculum, connectivity and access to computers and internet

## **COMMUNITY PARTNERSHIP MEETINGS**

- June 25<sup>th</sup>: Meet & Greet: Los Angeles Southwest College Partnership
- August 18<sup>th</sup>: Meet & Greet: Think Together

# 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?

New Designs Charter School - Watts is a WASC accredited public charter school serving 349 students in grades 6-12 with student demographics that include: 53.9% African American, 44.4% Hispanic, 0.9% Pacific Islander, 19.5% Students with Disabilities (SWD), 13.1% English Learners, 1.7% Foster Youth, 69% who qualify for free/reduced lunch, and 69% Socioeconomically Disadvantaged. Currently our school does not have any students identified as Homeless.

The school’s leadership team comprised of the Principal, Assistant Principal, High School Dean Counselors, RSP Teacher, EL Specialist, and Department Chairs, 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 iReady Assessments in Reading and Math, and Achieve 3000 (for EL).

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

## CHRONIC ABSENTEEISM

The **Chronic absenteeism** indicator is based on the number of students who were absent for 10% or more of the total instructional days. The CA Schools Dashboard reports chronic absenteeism only for grades K-8.

For the Chronic Absenteeism Indicator both schoolwide (all students) and the English learner, Socioeconomically Disadvantaged, African American, and Hispanic student group received a blue performance level. The following charts provide the total number of students per student group, total count and chronic absenteeism rate for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard.

Note: per the CDE, in order to receive a performance level (color) there must be at least 30 students in the student group, in both academic years.

NEW DESIGNS - WATTS							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	255	8	3.1%	SCHOOLWIDE	194	1	0.5%
ENGLISH LEARNERS	38	1	2.6%	ENGLISH LEARNERS	28	0	0.0%
SED	234	7	3.0%	SED	177	1	0.6%
SWD	31	2	6.5%	SWD	24	0	0.0%
AFRICAN AMERICAN	141	3	2.1%	AFRICAN AMERICAN	100	1	1.0%
HISPANIC	112	5	4.5%	HISPANIC	93	0	0.0%

In order to further reduce chronic absenteeism rates, especially with the shift to distance learning New Designs Charter School has developed systems and implemented numerous strategies to effectively communicate with families/guardians and students.

The roles and responsibilities of Campus Aides and School Safety Staff have been modified to support the distance learning program, and communicating with students and families, to ensure student participation and daily attendance. They are also providing additional academic support for students who struggle academically. The food service staff roles have been expanded to provide interpreter services for the school's Support Team when contacting Spanish speaking families, under the supervision of the Dean.

New Designs Charter School - Watts communicates with parents/families/guardians using Blackboard and by phone; and teachers will communicate with all families on a weekly basis that will be documented in the Weekly Report as required by SB98 for the 2020-21 school year.

New Designs Charter School - Watts has developed **tiered reengagement strategies** that provides protocols to follow when students are absent in distance learning for 3+ school days or 60% of the instructional days in a school week per Senate Bill 98.

**Tier 1:** When a student is absent from any course during the day, the parent will be notified via Blackboard automated system. In addition, the Office Manager will contact parent and document the call and identify root cause for the absence.

**Tier 2:** When a student is absent for 2 days, the Dean of students will contact the parent and schedule a Parent Conference to determine the underlying cause of the absence and inform the parent and student of the impact of absences. The Dean will document the Parent Conference and inform the Principal. All efforts must be made by the Principal and the Dean to address any underlying problem that is impacting the student's attendance. The School Counselor will be notified if the root cause is a result of mental health or social emotional needs.

**Tier 3:** When a student is absent for 3 days or 60% of the instructional time per week, the Dean of will inform the Principal and contact the parent. The Dean will follow-up with the parent daily, and the Counselor will intervene to ensure the student is provided all necessary supports to participate in daily instruction. If the Dean is unable to contact the family, a home-visit will take place; in addition to a letter mailed home.

### SUSPENSION RATES

New Designs Charter School – Watts received an overall blue performance level for the Suspension Rate indicator and for the Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic student groups; and a green performance level for English Learner student group.

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

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	515	5	5	1.0%	100.0%	0.0%
ENGLISH LEARNERS	68	0	0	0.0%	0.0%	0.0%
SED	451	4	4	0.9%	100.0%	0.0%
SWD	58	3	3	5.2%	0.0%	0.0%
AFRICAN AMERICAN	268	4	4	1.5%	100.0%	0.0%
HISPANIC	243	1	1	0.4%	100.0%	0.0%
2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	467	5	5	1.1%	100%	0.0%
ENGLISH LEARNERS	63	0	0	0.0%	0.0%	0.0%
SED	429	5	5	1.2%	100%	0.0%
SWD	65	2	2	3.1%	100%	0.0%
AFRICAN AMERICAN	237	4	4	1.7%	100%	0.0%
HISPANIC	222	1	1	0.5%	100%	0%

New Designs Charter School - Watts recognizes the need to first provide social emotional supports in the classrooms through appropriate topics and activities that are rooted in the school's curriculum, but which also connect to and recognize student experiences. Social and emotional learning that focuses on building relationships, social interactions, communication, self-management, self-efficacy and social awareness will be led by **school counselor** during weekly Advisory classes. Middle school SEL utilizes



the **School Connect** curriculum while high school utilizes **Second Step** Curriculum. The SEL will equip students with skills, attitudes and values that help them navigate and address stress, anxiety, and traumatic situations. Students and families in need of additional supports have access to school counselor, school psychologist (for Students with Disabilities) and school administrators who can also refer them to additional resources, supports and specialized agencies in the community. A directory of mental health and suicide prevention resources that are available in the community has been posted on the school website.

New Designs Charter School - Watts has implemented a 3-tiered system to support students.

- Tier 1 is for universal supports for all students and takes place in wellness supports and practices embedded in everyday classroom activities.

- Tier 2 is for targeted supports for students based on their needs.

Tier 3 focuses on a few students who have been referred and assessed to be eligible for specific supports.

To effectively support the social and emotional well-being of students and practice appropriate self-care, teachers have received professional development and training on SEL, trauma informed approaches, coping resilience, reflection, and self-healing. Such professional development will continue throughout the year. Student will also receive social emotional training and participate in trauma informed learning activities delivered by professional outside groups that have been working with the school for several years now.

New Designs Charter School - Watts will continue with its annual campaign for mental health and suicide prevention and focus campaign efforts on promoting mental and physical health during the pandemic. The campaign will expand its focus beyond students and staff to include parents, families in the community, and other stakeholders and groups that can be included in partnerships. Mental health and social-emotional well-being surveys will be conducted on a regular basis to gather and monitor data on student school connectedness and social emotional well-being. Similar surveys will also be administered to school staff.

Teachers will receive training on suicide prevention, child abuse reporting, crises response procedures, and understanding, recognizing, and appropriately responding to the effects of all types of trauma.

NDCS - Watts will therefore provide administrators, teachers, staff and students with training and resources on how to deal with the trauma and stress arising from COVID-19. NDCS -Watts will partner with A Thousand Joys, and organization that provides person-centered trauma informed strategies to students and staff.

NDCS -Watts will provide professional development and resources to its personnel to support the distance learning program, including technological support. One of the key areas NDCS- Watts has included in the list of expectations that students and families should have of distance learning is professional development and support for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-



quality instruction and on its learning management system (Google Classroom, power school, and zoom) to provide students access to learning grounded in the essential standards.

New Designs Charter School - Watts has provided staff-wide social emotional training; and access to supports to help them manage emotions, show empathy and help develop positive environments in which students are encouraged to thrive in positive ways even when situations and circumstances are trying. Training was provided by professional experts in social emotional health and education who (a) focused on the social emotional health of the staff and (b) on providing staff with strategies and resources to maintain and improve the social emotional well-being of their students. Teachers and staff were given strategies and toolkits for self-care and the social emotional care of their students.

Social emotional wellness surveys will also be administered regularly to staff, students and parent. The School's Administrative team will conduct weekly check-ins for all teachers; the Dean will conduct weekly check-in for non-certificated staff. Our staff meetings will also incorporate mindfulness activities. The Administrative team will provide all with self-care practices mental health resources offered by the county and community based mental health services. Human resources has also outreached to Kaiser Permanente our health care provider for additional supports related to social-emotional well-being and mental health.

### **ACADEMIC INDICATOR**

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

	ELA CAASPP		MATH CAASPP	
	2018 DFS	2019 DFS	2018 DFS	2019 DFS
<b>All Students</b>	-51.7	-45.1	-113.7	-109.4
<b>EL</b>	-64.1	-69	-123.8	-131.4
<b>SED</b>	-52.7	-43	-113.2	-106.9
<b>SWD</b>	-67.5	-21.7	-106.7	-49.1
<b>AFRICAN AMERICAN</b>	-57.4	-57.2	-116.6	-124.1
<b>HISPANIC</b>	-46.2	-32.8	-111.3	-92.6

**For ELA:** There was an overall 6.6 point gain schoolwide; and growth among all student groups with the exception of English Learners whose performance declined.

**For Math:** There was an overall 4.3 point gain schoolwide; and growth among SED, SWD, and Hispanic; and declines among EL and African American.

### **ACADEMIC SUPPORT**

All students in grades 6-8 are enrolled in an Academic Enrichment (ACE) course, that provides intervention for English Language Arts and Mathematics. Students are assessed at the beginning of the school year using iReady for reading and math. iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. iReady connects diagnostic data and provides personalized differentiated instruction for every student. It Supports teachers with resources for remediation and reteaching at individualized, small group, and

whole class levels of instruction. IReady is a research-based and evidence-based program that provides personalized instruction that result in significant student gains.

iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. It enables our educators confidently determine each student's on-grade level proficiency based on CA State Standards. iReady delivers online lessons that provide tailored instruction and practice for each student to accelerate growth.

## **ENGLISH LEARNERS**

Credentialed teachers, Intervention teachers, and Instructional Assistants will also provide additional academic support during the instructional day and after-school. English Learners will receive daily integrated **English Language Development** (ELD); and designated ELD during the week. ELs and LtELs will receive additional push-in support during daily synchronous instruction. Instructional Coaches will also participate in synchronous instructional lessons and provide one-on-one support for teachers. To continue to develop English learner language skills, teachers will provide daily comprehensive integrated 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

**EL/SWD:** These dually identified students receive individual attention from both the ELD and SPED department teams. These departments discuss the student's individual goals, progress, and areas of weakness, to determine what factors may be contributing to limitations or difficulty with achievement. These determinants help indicate which service and support is a better fit to remedy a situation or continue a successful plan in action. Parents are brought into the conversation for both programs

### Identification and Placement:

- Identification for Continued Placement for Continuing ELs
- Identification for Placement for new enrollees to NDCS
- Monitoring for reclassification eligibility
- Communication of EL students, Proficiency level, and placement to Certificated Staff
- Parent notification letters of Initial Program Placement or Continuing Program placement

## **STUDENTS WITH DISABILITIES (SWD)**

New Designs Charter School – Watts includes Students with Disabilities in all offerings of the school's education models and uses the Individual Education Program (IEP) process to customize educational opportunities for the students. Basic education and necessary supports for students with disabilities are carried out within a distance and on-line learning model. Resource teachers and Regular Education teachers support the individual needs of students with IEPs and 504 plans in Google classroom settings. For families and students opting out of the online format, basic and supplemental printed materials will, together with supports, be provided to the student and family to the best extent practicable.

Resource teachers collaborate with general education teachers to ensure assignments are appropriately aligned to and fit the needs and goals of the students as outlined in their IEPs. They also collaborate to

ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction. Activities will be varied according to the course, subject, skills, and knowledge required for the lesson. Students receive individualized assistance in the special education resource rooms staffed with their Resource teachers and the assistants that are assigned to each caseload.

Families are a critical part of the distance learning plan for students with disabilities. New Designs staff will work with each family and student to determine what FAPE looks like for each family and student during this unusual time of COVID-19. Therefore, consistent contact between families and the school to collaborate, inform and update will be maintained by Resource teachers and school administrators via phone calls, e-mails, Zoom or other platform meetings and Google Hangouts.

New Designs Charter School – Watts has developed an Accelerated Learning Guide to address learning loss schoolwide that includes a multitude of academic intervention, social-emotional supports and a systematic cycle of assessments.

NDCS-Watts students will be assessed using **iReady ELA and Math** assessments (Gr 6-8), and Study Island (Gr 6-12) at the beginning of the year, to assess for learning loss, differentiate instruction and to develop actionable growth targets and actions to further mitigate learning loss.

- **English language Arts:** New Designs will utilize Study Island and iReady intervention programs during the school day (during the intervention block, that provides differentiated support for students).
- **Math:** New Designs will utilize Study Island and iReady intervention programs during the school day (during the intervention block, that provides differentiated support for students)
- **ELD:** Students will receive designated ELD; and additional academic support during the ELA support block with the teacher and Instructional Assistant. ELs will also utilize Achieve 3000 to improve reading comprehension and improve Reading Lexile Levels.

New Designs – Watts will implement the following actions and strategies to address learning loss and accelerate learning.

- All students will be assessed using **iReady ELA and Math** assessments, and Study Island at the beginning of the year, to assess for learning loss, differentiate instruction and to develop actionable growth targets and actions to further mitigate learning loss.
- All students in Middle School (grades 6-8), will be enrolled in an **Academic Enrichment (ACE)** course which is an ELA and/or Math intervention course where students use iReady. For Distance learning, this would take place during the periods labelled as “intervention.”
- New Designs-Watts will also provide an **Extended Learning Academy** which consists of after-school tutoring; and Saturday Academy to support struggling students and further mitigate learning loss.
- NDCS-Watts will offer **winter intercession** for credit deficient high school students; and **summer school** for students to make up incomplete or failed courses.

- Our daily Instructional day for distance learning and in-person was specifically designed to address learning loss, support all students academically, and accelerate learning throughout the academic year with the addition of an **intervention/support** class after each core class which includes small group instruction by the classroom teacher which is offered Monday – Thursdays. On **Fridays**, students will have **6 intervention blocks** that focus on foundational skills, and access to their teacher for support, and the Instructional Assistant.
- For our high school students who are credit deficient, they will have access to **APEX online courses** for credit recovery.

New Designs – Watts staff has implemented a systematic cycle of assessments to identify, address, and monitor student academic levels to inform instruction, assess for learning, and implement appropriate interventions. The school will assess learning loss and the effectiveness of learning loss strategies. In addition to collecting, monitoring, and analyzing student attendance data, participation rates, and quality of student work, the school uses formative and summative assessments to provide key indicators into effectiveness of programs:

- iReady ELA & Math: 2 times/year for Gr. 6-8
- Study Island Reading Assessment: 3 times/year for Gr 6-12
- ICA’s 2 times/year for Gr. 6-12
- Achieve 3000 for EL: 2 times/year (Reading Lexile Levels)

### **GRADUATION RATE**

The graduation rate is based on the number of students who graduate with a regular high school diploma within four or five years. The rate is known as the combined four-and five-year graduation rate. To be counted as graduates under the combined graduation rate, students must graduate with a regular high school diploma within four or five years of entering grade nine.

The following chart provides the graduation rate for the 2017-18 and 2018-19 school year. New Designs Charter School received an overall green performance level and for the Socioeconomically Disadvantaged and Hispanic student groups.

<b>GRADUATION RATE</b>		
	<b>2017-18</b>	<b>2018-19</b>
<b>ALL STUDENTS</b>	<b>67.9%</b>	<b>78.6%</b>
<b>EL</b>	<b>81.8%</b>	<b>71.4%</b>
<b>SED</b>	<b>71.7%</b>	<b>80.0%</b>
<b>SWD</b>	<b>--</b>	<b>85.7%</b>
<b>AFRICAN AMERICAN</b>	<b>58.6%</b>	<b>79.2%</b>
<b>HISPANIC</b>	<b>80.8%</b>	<b>78.6%</b>

New Designs Charter School – Watts Counselors meet with students regularly to ensure they are on track for graduation and prepared for post-secondary education. Students who are credit deficient have access to intercession, an 8-week intensive after-school credit recovery program using **APEX Online Learning**, with **credentialed teachers** who provide supplemental support. In order to ensure students successfully complete their courses, teachers serve to scaffold instruction, and provide additional

academic targeted support. The purpose of intersession is to reduce high school dropout rates and ensure students are on track to graduate within 4 years.

**COLLEGE/CAREER INDICATOR (CCI)**

The College/Career Indicator is based on the percent of students who graduate with a status of “Prepared” for College/Career. This indicator applies to schools serving grades 9-12.

The **College/Career Indicator** includes measures on how well schools are preparing students for likely success after graduation. Graduates classified as Prepared on this state measure must meet at least one of the criteria in the Prepared level.

- CAASPP Assessments: Score of Level 3 (Standards Met) or higher on both ELA & Math
- AP Exams: Score of 3 or higher on 2 AP exams
- International Baccalaureate Exams: Score of 4+ on two IB exams
- College Credit courses: 2 semester/3 quarters of college coursework with a grade of C- or better in academic/career technical education subjects where college credits are awarded.
- State Seal of Biliteracy (SSB) – SSB awarded & Level 3 (Standards Met) or higher in ELA CAASPP
- Leadership/Military Science: 2 years Leadership/Military Science score of Level 3 or higher in ELA or Math, and Level 2 or higher in other subject area.
- CTE Pathway: Pathway completion with a grade of C- or better in the capstone course plus one additional criteria:
  - CAASPP Level 3 or higher in ELA and at least level 2 in Math or vice-versa; or
  - 1 semester/2 quarters of College credit courses with grade of C- or better
- UC A-G requirements met plus an additional criteria below:
  - CAASPP Level 3 in ELA and at least Level 2 in Math or vice-versa, OR
  - 1 semester/2 quarters of College credit courses with grade of C- or better, OR
  - Score of 3 on one AP exam OR score of 4 on one IB exam
  - Completion of CTE Pathway

The following chart provides the percentage of graduates that are college and career “prepared” for the Class of 2018 and the Class of 2019.

COLLEGE/CAREER INDICATOR		
	2017-18	2018-19
ALL STUDENTS	24.1 %	25.5 %
EL	--	21.4 %
SED	25.5 %	25.9 %
SWD	--	38.5
AFRICAN AMERICAN	17.2 %	33.3 %
HISPANIC	33.3 %	14.8 %



Overall the percentage of graduate that are College/Career prepared has slightly increased schoolwide. This continues to be an area for growth.

New Designs – Watts offers all students a rigorous college preparatory educational program that includes UC A-G approved courses, AP courses, CTE Pathways, State Seal of Biliteracy, and Concurrent Enrollment at the local Community College.

### **PROGRAM EVALUATION**

As part of the annual program evaluation on the use of Title I funded programs which included:

- Instructional Aides
- Intervention teachers

There is a need to strengthen the quality and deliver of intervention in order to improve student academic outcomes. There is a need to provide all educators with professional development on differentiation/scaffolding, using data to inform instruction, and implementing supports for English Learners using effective pedagogical strategies and ELD Standards. In addition, there is a need to improve the quality and delivery of instruction for Students with Disabilities (SWD) including accommodations and modifications.

### **COMPREHENSIVE NEEDS ASSESSMENT**

As a result of our *needs assessment for the 2020-21 school year*, the following programs and supports will be implemented to improve student academic outcomes.

- ***Instructional Aides*** under the supervision of and collaboration with the Math teacher will provide push-in support during synchronous instruction; and one-on-one and small group instruction during asynchronous instruction. The Instructional Aide will provide targeted support for students struggling in math courses. (Title I)
- ***Intervention Teachers*** for ELA and Math ACE Intervention courses for middle school students (grades 6-8). All students in Middle School will be administered a diagnostic assessment that will be used for ACE course placement to address the learning gaps and accelerate student learning towards grade level mastery and in preparation for the secondary level college preparatory math courses. Intervention (ACE) courses are a supplemental course in addition to the Core ELA and Math course. (Title I)
- ***iReady Assessments*** are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. iReady is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. iReady assessments in reading and math will be administered to all students in grades 6-12 and disaggregated by student group and grade level and shared with teachers to inform instruction and areas for growth

and with parents/students to communicate their student's strengths, areas of need and goal setting. (Title I)

- **Achieve 3000** is an evidence-based intervention with a rating of "strong" for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities. Continue to implement Achieve 3000 for all English learners to improve English language acquisition and accelerate reading comprehension. (Title III)

- All teachers will participate in **professional development** led by the Los Angeles County Office of Education (LACOE) on **evidence-based instructional strategies for English Learners**, and to strengthen the delivery of integrated and designated ELD. (Title II)

- **Department Chairs receive a stipend** for collaborative planning, conducting peer observations, developing pacing guides, and support teachers with schoolwide initiatives to improve student academic outcomes. (Title II)

- New Designs Charter School – Watts will support teachers participating in **high quality educator induction programs** (B TSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv)) (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.

New Designs Charter School – Watts administered surveys to parents, students, and teachers in late Spring 2020, and survey findings are as follows:

### **TEACHER SURVEY FINDINGS**

- 95%. Stated they were in a good place socially and emotionally
- 94% felt the professional development they participated in provided them with the tools to provide distance learning format,
- 6% struggled with technology use and distance learning setting despite participating in professional development and requested additional support.

For the 2020-21 school year, the following were areas of priority:



- 27% requested enhanced support and improvement of resources for remote learning.
- 22% identified the need for counselling and emotional support for students and staff.
- 16% requested additional instructional planning resources.

### **STUDENT SURVEY FINDINGS**

- 96% had a positive outlook
- 4% were not okay or felt bad
- In terms of nutritional needs: 12.8% reported food insecurity
- 98.1% had access to devices for distance learning and 96.3% had access to the internet.
- 48% reported they experienced problems focusing on schoolwork because of distractions at home.
- Students would like teacher to be more empathetic in regard to the numerous distractions our students face at home, including sharing workspace, having to take care of their siblings, having to work (employment) for financial reasons; would like teachers to scaffold/differentiate instruction and not assign excessive homework.

### **PARENT SURVEY FINDINGS**

- 90% reported they felt supported by the school during this period
- 75% felt teachers communicated with families,
- 88% expressed that despite the shift to distance learning they believed their child would be prepared to advance to the next grade level.
- Parents also identified the following as areas of great concern:
  - Employment opportunities
  - Concern with Social emotional well-being
  - Concern with Food insecurity
  - lack of affordable childcare
  - Qualify of their child’s education

## **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?

New Designs Charter School – Watts has adopted the Danielson Framework for teaching, used by administrators during classroom observations. The framework outlines a three-step process used by our School Leadership Team (Principal, Curriculum Specialist, Department Chairs and Educational Consultant). Each classroom observations starts with a pre-observation conference, an actual

observation, and a post-conference observation. The duration of informal classroom observations range between 15 - 20 minutes, followed by a post-observation conference that takes place shortly after. Teachers receive immediate constructive feedback, and are provided resources to refine their practice, that will impact student involvement and achievement.

Teachers also conduct peer observations to learn from their colleagues, including mentor teachers who model lessons. These observations enable teachers to collaborate, observe, and reflect on lessons as part of their professional development plan to learn about best practices that will impact student achievement.

**Areas of Focus:**

- Compliance with Visible learning objective
- Meaningful anticipatory set of standards aligned with the lesson
- Use of evidence-based strategies such as Cooperative Learning
- Use of formative assessments to check for understanding

**Major Trends:** (inconsistency in the following areas)

- Teachers need to start classes on time
- Teachers need to have their cameras on
- Teachers need to develop coherent lessons with activities for students to engage in during distance learning

## 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)?

Building upon this spring work, the goals of professional learning for school leaders and teachers to support effective delivery of distance learning are:

1. All school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All school leaders/teachers will use data (short, medium and long-term cycles) to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
4. All school leaders/teachers will effectively engage parents and families as partners in their students' learning.

August 2020. The expected time for self-paced training is approximately up to six (6) hours but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.

- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

Overall, the NDCS - Watts professional learning for delivering instruction in a distance learning environment will focus on the use of Universal Design for Learning (UDL) to integrate the following:

- Meeting the needs of ALL students, explicitly students with disabilities, English Learners, and gifted students.
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated ELD
- Culturally Responsive Teaching and Learning / Anti-racist Teaching
- Social Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction (short, medium, and long-term cycles)
- Assessment, Feedback, and Grading Practices
- Use of priority standards and the district's Scope and Sequence documents

In addition, as a result of the attendance and student participation requirements per SB98, our teachers will receive the following additional training:

- PowerSchool SIS: SB98 - Attendance Reporting & Documentation
- SB98 Attendance and Participation Requirements: Certifying Time Value

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of NDCS- Watts common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
  - a. Zoom trainings on new attendance and engagement processes for attendance staff
  - b. Administrator professional learning on new attendance and engagement expectations
5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area

Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment. Existing professional learning

opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback from principals.

## Resource Inequities

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

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

- **Empowering Rigorous Content:** Teachers are not implementing with fidelity high quality rigorous curriculum
- **Student Supports & Intervention:** New Designs Charter School – Watts provides students with access to numerous academic, and social-emotional supports and intervention. There is however a need to measure the effectiveness of each type of support/program in order to improve student academic outcomes.
- **Teaching Quality & Diversity:** Continue to recruit experienced teachers that are appropriately credentialed and assigned that will impact student learning, engagement, participation, and outcomes. Teachers are not receiving regular feedback on their instruction.
- **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

**Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school's mission and goals.**

### Identified Need

There is a need to analyze, and disaggregate student achievement data to inform instruction and academic interventions; improve high school graduation rates, reduce high school dropout rates; and improve the percentage of students prepared for college as measured by EAP results (ELA & Math).

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	-45.1 DFS	+5 point Scale Score gain
CAASPP Math	-109.4 DFS	+5 point Scale Score gain
Attendance Rates	96%	>96%
Chronic Absenteeism	0.5% (2018-19)	<2%
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%
CA Science Test (CAST) Gr. 8	-24.1 DFS	+5 point Scale Score gain
CA Science Test (CAST) Gr. 12	-26.6 DFS	+5 point Scale Score gain
Suspension Rate	1.1% (2018-19)	<2%
Expulsion Rate	0%	<1%
Middle School Dropout Rate	0%	<1%
HS Dropout Rate	26.7%	20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HS Grad Rate	73.3%	76%
% of students who met UC A-G requirements	98.6%	100%
AP Passage Rate	0%	5%
% students that are prepared for college by the EAP.	4.76% ELA 0%	10% ELA 10% Math

## Strategy/Activity 1

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

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

All Students

Strategy/Activity

**Instructional Aides** under the supervision of and collaboration with the Math teacher will provide push-in support during synchronous instruction; and one-on-one and small group instruction during asynchronous instruction. The Instructional Aide will provide targeted support for students struggling in math courses.

### 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)
\$43,750	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

**Intervention Teachers** for ELA and Math ACE Intervention courses for middle school students (grades 6-8). All students in Middle School will be administered a diagnostic assessment that will be used for ACE course placement to address the learning gaps and accelerate student learning towards grade level mastery and in preparation for the secondary level college preparatory math courses. Intervention (ACE) courses are a supplemental course in addition to the Core ELA and Math course

### 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)

**\$150,168**

Title I

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

**iReady Assessments** are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. iReady is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. iReady assessments in reading and math will be administered to all students in grades 6-12 and disaggregated by student group and grade level and shared with teachers to inform instruction and areas for growth and with parents/students to communicate their student's strengths, areas of need and goal setting.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

**\$13,207**

Title I

### Strategy/Activity 4

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

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



All Students

Strategy/Activity

**Achieve 3000** is an evidence-based intervention with a rating of “strong” for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities. Continue to implement Achieve 3000 for all English learners to improve English language acquisition and accelerate reading comprehension.

**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)

**\$10,119**

Title III

## Goal 2

**Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.**

### Identified Need

There is a need to improve the quality and delivery of instruction to include differentiation in order to engage students, improve student academic outcomes. There is a need to ensure all teachers are appropriately credentialed and assigned.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% EL making progress towards English Language Proficiency	40% Low	45%
EL Reclassification Rate	4.9% (2019-20)	10%
% Teachers appropriately credentialed and assigned:	100% (2019-20)	94%
% 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

Principal & Teacher salaries for in-person and distance learning

Our school will provide at least 265 instructional minutes Monday – Thursday (240 instructional minutes on Fridays); and 180 instructional days that exceeds the state’s requirement of 175 days; and 240 daily instructional minutes.

All teachers participated in 4-weeks (of intensive summer professional development prior to the start of the 2020-21 school year, weekly professional development during the academic year; for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1,656,607

LCFF Base

\$165,660

LCFF S&C

### 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

All teachers will participate in **professional development** led by the Los Angeles County Office of Education (LACOE) on **evidence-based instructional strategies for English Learners**, and to strengthen the delivery of integrated and designated ELD.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$4,500

Title II

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

**Department Chairs receive a stipend** for collaborative planning, conducting peer observations, developing pacing guides, and support teachers with schoolwide initiatives to improve student academic outcomes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**\$8,965**

Title II

**Strategy/Activity 4**

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

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

All Students

Strategy/Activity

New Designs Charter School – Watts will support teachers participating in **high quality educator induction programs** (BTSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**\$3,000**

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	\$233,709
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,055,976

## 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	\$194,877
Title II	\$16,465
Title III	\$6,292
Title IV (Transfer to Title I & III)	\$16,075
	\$

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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

State or Local Programs	Allocation (\$)
LCFF Base	\$1,656,607
LCFF S&C	\$165,660
	\$

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

Subtotal of state or local funds included for this school: \$1,822,267

Total of federal, state, and/or local funds for this school: \$2,055,976



# 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](mailto: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](mailto: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](mailto: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](mailto: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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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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