

School Year: 2018-2019

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the [SPSA Template Addendum](#).

DISCOVERY CHARTER PREPARATORY #2	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Discovery Charter Preparatory School #2	19-0115253-64733	[Add SSC Approval Date here]	October 9, 2018

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Discovery Charter Preparatory School (DP) consults with all stakeholders to develop the Local Control Accountability Plan (LCAP) and annual update. Annual student/parent surveys during school, online and at Parent meetings, are conducted to measure school climate, experience, and address identified needs. Teachers meet regularly to review data and determine the needs of students. Parent Advisory Council (PAC) and the Board of Directors, in conjunction with Administration, also review the information annually in order to determine need.

The Principal and the Chief Financial Officer review the LCAP goals on a monthly basis to assess changes that might need to be made for the coming year. Teachers have had several sessions of Professional Development where suggested revisions were made for the coming year.

The Parent Advisory Council (PAC) and School Site Council were also an integral part of the process. PAC is comprised of 15 parents, the majority of which attend each meeting.

Teachers have been fortunate to have had several trainings in support of the development of goals and their implementation. The ISLI Grant and SUMS Grant, in particular, offered a lot of support in this area.

Various channels, outreach strategies, and venues were used to engage with a diverse array of stakeholders. The following processes were used for stakeholder input in the development of the 2018-2019 LCAP goals, actions and services:

1. Designed a teacher, parent, and student survey to gather input regarding priorities and goals for student learning and achievement.

2. Met with Leadership team to discuss revising LCAP goals, establishing metrics/outcomes, and actions and services that support the school's mission and educational program.
3. Met with parents during monthly PAC Meetings.
4. Provided updates at the monthly Board of Directors meetings.
5. Posted the LCAP on the school's website.
6. Discussed LCAP survey results with stakeholders.

LCAP discussions, addressing the goals and their progress, occurred at the following meetings:

Parent Meetings

- August 30, 2017
- September 13, 2017
- October 11, 2017
- November 8, 2017
- February 21, 2018
- March 14, 2018
- April 11, 2018
- May 9, 2018

Parent Advisory Council Meetings

- September 28, 2017
- November 2, 2017
- January 17, 2018
- February 8, 2018
- March 7, 2018
- April 5, 2018

Professional Development

- August 7-11, 2017
- August 18, 2017
- August 25, 2017
- September 1, 2017
- September 8, 2017
- September 15, 2017
- September 29, 2017
- October 6, 2017
- October 13, 2017
- October 20, 2017
- November 3, 2017
- November 16, 2017
- December 1, 2017
- December 8, 2017
- December 13, 2017
- January 12, 2018
- January 19, 2018
- January 26, 2018

- February 2, 2018
- February 9, 2018
- February 16, 2018
- March 23, 2018
- April 6, 2018
- April 13, 2018
- April 21, 2018
- April 27, 2018
- May 11, 2018
- May 12, 2018
- May 19, 2018

School Site Council/English Learner Advisory Council

- October, 2017
- February, 2018
- May, 2018

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Develop an infrastructure for ongoing implementation and analysis of data including: student achievement, performance data, and demographics to measure program efficacy and ensure maximization of human, material, physical, and financial resources that will drive the school's strategic and long range planning.

Basis for this Goal

- Develop methods to improve student attendance rates and decrease chronic absenteeism rate.
- Develop methods to improve student academic outcomes in ELA & Math.
- Student attendance rate and graduation rate for all students and student sub-groups will improve annually.
- Student absentee rate and dropout rate for all students and student subgroups will decrease annually.
- Focus will remain on improving the graduation rate among English Learners, Socioeconomically Disadvantaged, and Special Education.

[Expected Annual Measureable Outcomes \(Please see the following page.\)](#)

Metric/Indicator	Baseline	Expected Outcome
<p>CA School Dashboard Results, PSAT (9th and 11th) ERW and Math Benchmarks, NWEA, AP Exam Pass Rate, ELPAC and ELPAP results, annual Reclassification Rate, graduation and A-G completion rate, STA Attendance Rate, ELA and Math Intervention & Enrichment School.</p>	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. Increase ADA to 95%. 3. Decrease Chronic Absenteeism rate by 1% annually. 4. Increase High School Graduation Rate by 1% annually. 5. Decrease HS dropout rate by 0.5% annually. 6. Student to Computer/Device ratio: 1:1. 7. % of ELL students that will make annual progress on ELPAC will increase by: 2%. 8. % of ELL that will attain English Proficiency will increase by: 2% (< 5 year cohort). 9. % of ELL that will attain English Proficiency will increase by: 2% (5+ years cohort). 10. Increase reclassification rate by 1% annually. 11. Establish annual growth targets for CAASPP ELA & Math (school wide & by subgroup). 12. 2017-2018 EAP Results as % of students College Ready, in ELA/math will serve as baseline. 13. Establish annual growth target for NWEA MAP benchmark assessments in ELA & Math. 14. Establish baseline for % of Grade 10 student who will participate in PSAT. 	<ol style="list-style-type: none"> 1. 100% of teachers will be appropriately credentialed and assigned. 2. Increase ADA to 95%. 3. Decrease Chronic Absenteeism rate by 1% annually. 4. Increase High School Graduation Rate by 1% annually. 5. Decrease HS dropout rate by 0.5% annually. 6. Student to Computer/Device ratio: 1:1. 7. % of ELL students that will make annual progress on ELPAC will increase by: 2%. 8. % of ELL that will attain English Proficiency will increase by: 2% (< 5 year cohort). 9. % of ELL that will attain English Proficiency will increase by: 2% (5+ years cohort). 10. Increase reclassification rate by 1% annually. 11. Establish annual growth targets for CAASPP ELA & Math (school wide & by subgroup). 12. 2018-E019 EAP Results as “% of students College Ready,” in ELA/math will serve as baseline. 13. Establish annual growth target for NWEA MAP benchmark assessments in ELA & Math.

	15. Establish baseline for % of Grade 11-12 students who will participate in SAT.	14. Establish baseline for % of Grade 10 student who will participate in PSAT. 15. Establish baseline for % of Grade 11-12 students who will participate in SAT.
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PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1

Students to be Served by this Strategy/Activity

ALL STUDENTS

STAFFING TO SUPPORT EDUCATIONAL PROGRAM

DP provides a rigorous academic program that includes credit recovery for at-risk youth in grades 9-12. The following staff is instrumental in the success of our educational program.

1. DP will employ 18 teachers that will be appropriately credentialed and assigned.
2. DP will employ the following classified staff:
 - Food Services Director
 - Attendance Clerk
 - Registrar: student registration and outreach
 - Chief Financial Officer: in charge of budgeting, human resources, nutrition program, compliance reporting and monthly budget report to the board
3. Leadership Team will be comprised of the following:
 - Principal
 - Chief Financial Officer
 - College Counselor: College planning, application, FAFSA, applying for fee waivers, academic counseling
 - Department Chairs: ELA, History, Math and Science
4. Special Education Department will be comprised of the following:
 - Resource Specialist
 - Speech Therapist
 - APE
 - Hearing/Auditory
 - Psychologist

Proposed Expenditures for this Strategy/Activity

Amount(s)

1.	Code: 1000 \$248,259 LCFFS \$124,129 LCFFC \$323,553 EPA \$125,981 TI, PA Code: 2000 \$ 31,136 LCFFS Code: 3000 \$213,515 LCFF
2.	Code: 1000 \$106,605 LCFF Code: 2000 \$135,450 LCFF Code: 3000 \$ 60,514 LCFF
3.	Code: 1000 \$160,026 LCFFS \$ 27,949 LCFFC Code: 3000 \$ 46,994 LCFF
4.	Code: 1000 \$ 42,000 LCFFS Code: 3000 \$ 10,500 LCFF Code: 5000 \$ 4,410 LCFF \$ 44,919 IDEA \$130,921 AB602

Strategy/Activity 1.2

[Students to be Served by this Strategy/Activity](#)

ALL STUDENTS

ELA/ELD PROGRAM

1. An Administrator will administer ELPAC assessments annually for all ELL's.
2. Leadership Team & Teachers, as a PLC, will analyze data and discuss student progress and routinely use the data to:
 - Monitor the progress of ELL's, including LTEL's and Reclassified Students
 - Determine the short and long-term needs of ELL's
 - Determine specific actions designed to accelerate language acquisition and learning for ELL's
3. An Administrator will reclassify students annually based on school's reclassification criteria.
4. Intervention teachers will provide designated ELD instruction by ELPAC level in small group environments. All ELL's will receive 2 hours of daily ELD instruction. Teachers will implement the following strategies:
 - SDAIE
 - Total Physical Response (TPR)
 - Cooperative Learning
 - Dialogue journals (Interactive Journals)
 - Language Experience Approach (Dictated Stories)
 - Academic Language Scaffolding
 - Native Language Support
 - Thinking Maps
 - Explicit Direct Instruction (EDI)
5. Provide a program to support "new arrivals" that includes daily, dedicated, and integrated ELD instruction using Rosetta Stone. (when applicable)
6. ELA classrooms are equipped with leveled libraries.
7. Establish ELL/LTEL supports that focus on the following:
 - Increased reclassification rates
 - Increase English Proficiency as measured through ELPAC

8. Provide the following interventions for ELL's:

- Rosetta Stone: 2 days/week
- English Language Development Course
- Small group instruction: 3 times/week (provided by the Resource Teacher)
- After-school tutoring

Proposed Expenditures for this Strategy/Activity

Amount(s)

BUDGETED	
1.	See Salaries Code: 1000
2.	See Salaries Code: 1000
3.	See Salaries Code: 1000
4.	See Salaries Code: 1000
5.	See Salaries Code: 1000 Code: 4000 \$ 5,000 LCFFC
6.	Code: 4000 \$10,000 LCFFC
7.	See Salaries Code: 1000
8.	See Salaries Code: 1000 Code: 4000 \$10,000 LCFFC

Strategy/Activity 1.3

[Students to be Served by this Strategy/Activity](#)

ALL STUDENTS

ASSESSMENTS

DP will implement the following assessments to monitor student academic progress and use that data to drive instructional/curricular decision-making, measure program efficacy, and identify appropriate academic interventions:

1. iReady for Math & English; Achieve3000 for Reading Comprehension & Lexile Level
2. Data Assessment System – Illuminate pre-built CAASPP Tests with Pacing Plans in alignment with Common Core Standards
3. Administer formative assessments.
4. In addition, Discovery Charter Prep students will participate in the following state-mandated assessments:
 - ELPAC for ELL
 - CST Science: Grade 10
 - Physical Fitness Test (PFT): Grade 9
 - CAASPP in ELA/Math: Grade 11 (w/EAP)

[Proposed Expenditures for this Strategy/Activity](#)

Amount(s)

1. Code: 4000
\$11,000 LCFFC
2. Code: 4000
\$10,000 LCFFC
3. See Salaries
Code: 1000
4. Code: 4000
\$4000 LCFFC

Strategy/Activity 1.4

Students to be Served by this Strategy/Activity

ALL STUDENTS

TECHNOLOGY

1. Discovery Charter Prep employs a full-time IT Consultant to provide technical support, update all hardware, ensure laptops are ready for testing, and ensure proper bandwidth school wide.
2. An annual needs assessment will be developed to identify future technology purchases that support student learning.
3. Keep Chromebook ratio 1:1. Purchase additional equipment to accommodate new students. Teachers will implement Google Classroom school-wide.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. Code: 5000
\$58,092 LCFF
2. Code: 5000
\$ 1,200 LCFF
3. Capital Expenditure
\$21,391 College Readiness Grant

Strategy/Activity 1.5

Students to be Served by this Strategy/Activity

ALL STUDENTS

STUDENT ENGAGEMENT

DP will provide the following programs to ensure a high level of engagement by teachers.

1. Host College & Financial Aid Fairs for students and families.
2. Continue to monitor/track alumni including those who pursue post-secondary education on the office map.
3. Continue to provide college scholarships for top graduates.
4. Continue to provide PSAT/SAT Prep Workshops after-school to prepare students for these assessments.
5. Provide field trips for students as part of relevant learning experiences to the following:
 - Theatre

- Museums
- Colleges/Universities

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. Code: 5000
\$1,500 LCFF
2. Code: 5000
\$2,500 LCFF
3. Code: 5000
\$5,000 LCFF
4. See Salaries
Code: 1000
5. Code: 4000
\$25,000LCFF

ANALYSIS

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

- The overall effectiveness of the actions/services to achieve the goal has proven to benefit those students who participated in the intensive intervention groups and those who were at-risk during each semester and were provided the extra support of tutoring during and after school.
- Weekly faculty meetings are used to analyze test data by department and grade-level. Weekly leadership meetings discuss data, review needed support, and/or revision of Pacing Plans with curriculum.

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

- Full staffing of all positions by qualified individuals provided continuity and a safe learning environment for students. All teachers were fully credentialed and 80% were highly qualified providing a high standard of instruction.
- Professional Development on site, off-site, and through ISLI conferences have provided teachers with extra support honing their skills to be implemented when they return to their classrooms.

- A post assessment was administered to measure the effectiveness of the intensive intervention program through NWEA. Scores indicated that most students who received the added support showed growth in their scores compared to Fall, Winter, and Spring scores. 2018-2019, Illuminate has been adopted for quarterly assessment of Common Core Standards. The results are used as data to support intervention and change in curriculum, as needed.

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

- There were no material differences.

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.

- There are no expected changes anticipated for this goal except for the adoption of Illuminate in place of NWEA. Metrics for evaluation will continue to be staff development documentation, professional development staff applications and classroom observations.

Goal 2

Provide all students with a rigorous Common Core aligned A-G College-Preparatory curriculum, that provides all students with relevant learning experiences that encourages student engagement; College & Career Readiness; with targeted academic supports to close the achievement gap among all subgroups.

Basis for this Goal

- Continue to develop ways to ensure all students are College & Career Ready
- Provide targeted alternative supports to increase high school graduation rates
- Provide support for all students, student subgroups, and unduplicated population (low income, homeless, foster youth, and English learners) in achieving the State Standards, graduating on time, and preparing for college and career readiness

[Expected Annual Measureable Outcomes \(Please see the following page.\)](#)

Metric/Indicator	Baseline	Expected Outcome
<p>CA School Dashboard results, PSAT (9th and 11th) ERW and Math Benchmarks, NWEA, AP Exam Pass Rate, CELDT and eLPAP results, annual Reclassification Rate, Graduation Rate, Attendance Rate, ELA and Math Intervention & Enrichment participation</p>	<p>Achievement:</p> <p>A. All students will meet or exceed targets for growth in Statewide Assessments.</p> <p>B. DP will meet the overall CDE School Dashboard performance expectation (yellow band or above).</p> <p>C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress).</p> <p>D. 10% of incoming EL students at placement levels 3 or 4 will be reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate).</p> <p>E. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results).</p> <p>F. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade. EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report).</p> <p>G. Intervention:</p> <ul style="list-style-type: none"> • 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year. • 100% student access to Math intervention, support services, enrichment, and advanced placement early in academic year. 	<p>Achievement:</p> <p>A. All students will meet or exceed targets for growth in Statewide Assessments.</p> <p>B. DP will meet the overall CDE School Dashboard performance expectation (yellow band or above).</p> <p>C. EL students will meet target for growth demonstrating proficiency in English Language development (EL Progress).</p> <p>D. 10% of incoming EL students at placement levels 3 or 4 will be reclassified as Fluent English Proficient annually - Meets or exceeds 10% target for growth (Metric: Reclassification Rate).</p> <p>E. 100% of students taking AP Exams will pass with a score of 3 or above (Metric: AP Exam Results).</p> <p>F. 100% of students will demonstrate college preparedness - Annual improvement in 11th grade. EAP % conditional and college ready in ELA and Math, Higher than comparable neighboring schools, Annual improvement in A-G graduates Higher than comparable neighboring schools - (Metric: Annual CAASSP Results and A-G Completion Graduation Report).</p> <p>G. Intervention:</p> <ul style="list-style-type: none"> • 100% student access to ELA intervention, support services, enrichment and advanced placement early in academic year. • 100% student access to Math intervention, support services, enrichment, and advanced placement early in academic year.

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1

Students to be Served by this Strategy/Activity

ALL STUDENTS

CURRICULUM

DP will provide every student with access to standards-based instructional materials. DP is using the following curriculum and/or supplemental materials:

- Rosetta Stone
- Reading Programs – Achieve3000 for all students to improve reading comprehension and lexile level
- Math Programs – Acellus as additional support
- English Language Arts (ELA) Programs – iReady and Acellus

Proposed Expenditures for this Strategy/Activity

Amount(s)

Code: 4000 \$64,160 LCFF \$ 9,720 LCFFC \$ 4,855 TIII, PA (LEP)
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Strategy/Activity 2.2

Students to be Served by this Strategy/Activity

ALL STUDENTS

PROFESSIONAL DEVELOPMENT

1. Discovery Charter Prep will provide all teachers with Professional Development on the following research-based pedagogical strategies and Common Core aligned curriculum to ensure all students receive high quality rigorous instruction in order to close the achievement gap and prepare them for College & Career Readiness (CCR). The following areas will be of focus:
 - Common Core State Standards CCSSELA/ELD
 - Differentiation
 - Focus on Literacy
 - ELD Strategies
 - Illuminate, iReady, and Achieve3000
 - MindUp(Mindfulness)
 - School Culture & Discipline
 - Explicit Direct Instruction (EDI)
2. The Principal will develop a Professional Development Plan for the 2018-2019 that addresses the needs of teachers to support student learning.
3. Provide all teachers with one week of Summer Professional Development.
4. Provide all teachers with weekly Professional Development during the school year (on minimum days for 2 hours).
5. Provide approximately one non-instructional day each month for dedicated Professional Development where teachers will review, disaggregate, and analyze data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Code: 4000
\$20,000 LCFF
\$10,000 Title II, Part A (Teacher Quality)

Strategy/Activity 2.3

Students to be Served by this Strategy/Activity

ALL STUDENTS

ACADEMIC INTERVENTIONS/ALTERNATIVE SUPPORTS

Discovery Charter Prep will develop systems to ensure student achievement results. Student Achievement will be monitored closely, especially by subgroups. Students who struggle academically are provided with the following types of academic/alternative supports:

1. Provide during and after school tutoring by the classroom teacher, YPI, and Gear Up.
2. Intervention Course in ELA & math for each grade level starting with 9th grade (mandatory); and preceding grade levels (depending on academic need)
3. All students will participate in daily Sustained Silent Reading (SSR) for 15 minutes.
4. GEAR UP Program for Grade 9 students provides targeted intervention including a reading program.
5. ELD Classes for LTEL's and EL students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. See Salaries
Code: 1000
2. See Salaries
Code: 1000
3. See Salaries
Code: 1000
4. See Salaries
Code: 1000

Strategy/Activity 2.4

Students to be Served by this Strategy/Activity

ALL STUDENTS

COURSE ACCESS

Students including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, and Foster Youth), unduplicated students, and students with exceptional needs will have access to academic and educational programs as outlined in the school's charter.

1. DP provides all students with access to rigorous UC A-G courses, including online programs via Acellus, as well as college classes, to ensure all students are College ready.
2. All students at DP will have access to the following courses beyond core subjects.
 - Physical Education
 - 10 CIF Sports Teams
 - AP Calculus
 - AP Psychology
 - AP World History
 - AP U.S. History
 - AP Spanish Language
 - AP Spanish Literature
3. College Classes available to students include: Administrative Justice, African American Studies, Art, Business, Child Development, Communicational Studies, Counseling, English, Engineering, Math, Political Science, Psychology, and Sociology.
4. CTE Programs in Culinary, Media, & Criminal Justice are offered on campus and at Mission College as concurrent enrollment.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. Code: 4000
\$11,000 LCFF
2. See Salaries
Code: 1000
3. See Salaries
Code: 1000

ANALYSIS

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

- All highly qualified teachers were appropriately hired and placed.
- Staff training was provided to all staff as well as available and supported from outside sources to support implementation and delivery of common core standards. All teachers participated.
- Professional development in ELD instruction and SDAIE strategies took place in an annual all-staff training.

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

- Staff training was provided and documented, as well as available to staff from outside sources to support implementation and delivery of common core standards.
- Staff training, support, and continued observation of teachers including our ELD teacher; have successfully indicated implementation and delivery of common core instruction throughout core classes including the ELD/ESL instructional program.
- All teachers use SDAIE to insure appropriate ELD instruction and support of EL and RFEP students and implementation is documented in class observations.
- Effectiveness of this goal can be tied directly to student performance on the Common Core State Standards (Smarter Balanced Assessments).

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

- There were no material differences.

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.

- No expected changes are anticipated for this goal. Metrics for evaluation will continue to be staff development documentation, professional development staff applications and classroom observations.

Goal 3

Engage parents as partners through education, communication, and collaboration to provide all students with a safe, welcoming and inclusive positive learning environment.

Basis for this Goal

- Develop methods to improve student attendance rates, and decrease chronic absenteeism rates.
- Develop methods to improve student academic outcomes in ELA & Math.
- Student attendance rate and graduation rate for all students and student subgroups will improve annually.
- Student absentee rate and dropout rate for all students and student subgroups will decrease annually. Focus will remain on improving the graduation rate among English Learners, Socioeconomically Disadvantaged, and Special Education students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Documentation of parent meetings; Parent survey results, Annual attendance, absenteeism, Dropout and graduation rate, Suspension and expulsions rates and Stakeholder surveys	<ol style="list-style-type: none"> 1. At least 60% of student respondents will agree that the school provides a safe learning environment as measured in the annual student survey. 2. At least 60% of parent respondents will be satisfied with the school's program as measured in the annual parent survey. 3. Host at least at least 3 parent workshops to increase parent engagement & participation. 4. Parent input in decision-making will take place in SSC, ELAC and PAC Meetings. 	<ol style="list-style-type: none"> 1. Student Surveys will be conducted quarterly, or as needed. Assessment will be made of culture where students feel school provides a safe learning environment. 60% will be in agreement. 2. Parent Surveys will be conducted quarterly, or as needed. Assessment will be made of culture where students feel school provides a safe learning environment. 60% will be in agreement. 3. There will be at least three parent workshops to increase parent engagement & participation.

PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school’s strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1

Students to be Served by this Strategy/Activity

ALL STUDENTS

OPPORTUNITIES FOR PARENT PARTICIPATION

DP will provide opportunities for parent participation and involvement in school-wide events/programs in the following venues:

- 1. Host annual parent/student orientation.
- 2. Host school-wide events, such as Back-to-School.
- 3. Host monthly Parent meetings with presentations.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. Code: 4000 \$500 LCFF
2. Code: 5000 \$500 LCFF

Strategy/Activity 3.2

Students to be Served by this Strategy/Activity

ALL STUDENTS

INPUT/DECISION-MAKING FOR PARENTS

At DP, parent decision-making input will take place in the following ways:

- Host at least 2 ELAC meetings annually to address the schools Title III, ELL, & LTEL educational program; address the ELD program and develop methods to support student learning.
- Establish and host at least 2 School Site Council (SSC) Meetings annually to address the schools Title I program, and the academic support programs to increase ELA & Math student academic achievement.
- Host monthly Parent Advisory Council (PAC) meetings.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. Code: 5000
\$500 LCFF
2. Code: 5000
\$500 LCFF
3. Code: 4000
\$2,500 LCFF
Code: 5000
\$5,000 LCFF

Strategy/Activity 3.3

Students to be Served by this Strategy/Activity

ALL STUDENTS

FACILITY/SAFETY

1. DP will employ 1 janitor to maintain a clean and safe school site. In addition, ensure facilities repairs and maintenance are documented and completed.
2. DP will employ (3) security officers to provide supervision of the school site throughout the instructional day and (1) security officer after-school. Security cameras will be placed throughout the campus, and will be monitored by office and/or security staff.
3. DP will ensure the school site will complete an annual Facility Inspection (FIT) Report and ensure any outstanding findings are addressed and completed. Results from FIT report will be documented in the school's annual SARC and LCAP.
4. Leadership Team will review/revise the Comprehensive Safety Plan and ensure that monthly drills take place and are documented as part of emergency preparedness.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. Code: 2000
\$42,861 LCFF
Code: 3000
\$10,715 LCFF
Code: 5000
\$40,800 LCFF
2. Code: 2000
\$119,013 LCFF
Code: 3000
\$29,753 LCFF
3. Code 4000
\$5,000 LCFF
Code: 5000
\$10,000 LCFF
4. See Salaries
Code: 1000

Strategy/Activity 3.4

Students to be Served by this Strategy/Activity

ALL STUDENTS

SCHOOL CLIMATE

1. Launch PBIS to celebrate students' positive efforts and increase pride.
2. Host assemblies & student recognition - twice per year to recognize students for:
 - Positive Behavior Incentives Program
 - Perfect Attendance
3. Continue to implement Transformative Justice School wide.
4. Counselors will closely monitor absences, truancy, and chronic absenteeism rate.
5. All students will be enrolled in Advisory (4 times a week) with specific curriculum that varies by grade level; focuses on Restorative Practice, Student mediation, and includes trainings from the Anti-Defamation League (ADL). Students created their own program "Warriors for Justice".
6. Administer annual student survey to obtain input/feedback.
7. Host school wide dances.
8. Designate (4) School-wide Spirit Days.
9. Continue to implement the Youth Neighborhood Justice Council (YNJC) Program in order to decrease suspension rates. Students have been trained on this intervention in conjunction with Restorative Justice.
10. Continue Warriors for Justice, a student-led program providing support for students about bullying and teen suicide.

Proposed Expenditures for this Strategy/Activity

Amount(s)

1. Code: 4000
\$3,000 LCFF

2. \$0

3. See Salaries
Code: 1000
Code: 5000
\$3,500 LCFF

4. See Salaries
Code: 1000
Code: 5000
\$10,000 LCF

5. See Salaries
Code: 1000

6. See Salaries
Code: 1000

7. \$0

8. \$0

9. \$0

ANALYSIS

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

- There have been a multitude of well documented parent outreach activities and events throughout both fall and spring semesters to engage parents and involve them in decision-making as well as provide information, training and access to services.
- The school's new website is in the process of redesign has provided parents with a better understanding of what DP represents or can offer their children.
- Outreach continues through a variety of venues and media on a regular basis. Fliers, Brochures, Newspaper ads, Social Media, New website, New Facebook Page, Door-to-door brochure handouts, Park and Rec's summer events, churches. DP continues to work on raising attendance scores by counseling students and parents who have difficulty arriving to school or on time as well as providing positive incentives to encourage students to attend school and/or perform academically, such as: turning in homework and staying after school for extra tutoring when teacher or admin has made the request.

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

- Parent engagement has improved at the new site. The Parent Advisory Council, School Site Council, and ELAC Meetings were well attended by parents early in the school year.
- At the beginning of the school year, staff received training on the new PBIS process.
- ADL and the Anti-Bullying Curriculum help foster an atmosphere free from coercion or bullying, and provide Teen Suicide Prevention Programs.
- PBIS program provides an opportunity for students to learn from disciplinary issue and instead of facing punitive consequences; students are given opportunities to learn new behavioral skills, etc.

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

- There were no material differences.

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.

- There are no anticipated changes in the goal however creative solutions to increase parent engagement will continue to be explored.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 140,836

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

\$ 3,577,143

Consolidation of Funds

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

Federal Programs	Allocation (\$)
Title I, Part A	\$ 125,981
Title II, Part A	\$ 10,000
Title III, Part A (LEP)	\$ 4,855
Special Education – IDEA	\$ 44,919
School Breakfast & National School Lunch Program	\$ 120,000
Subtotal of consolidated federal funds for this school:	\$ 305,755

List the State and local programs that the school is consolidating in the schoolwide program.

State or Local Programs	Allocation (\$)
LCFF (State Aid, Education Protection Act, & In Lieu of Property Taxes)	\$ 2,816,599
Special Education – AB602	\$ 130,921
State Lottery	\$ 40,000
Mandated Block Grant	\$ 9,765
Charter School Facilities Grant	\$ 259,703
School Breakfast & National School Lunch Program	\$ 12,000
Local Fundraising & Student Sales	\$ 2,400
Subtotal of consolidated state or local funds for this school:	\$ 3,271,388

Total of consolidated (federal, state, and/or local) funds for this school: \$ 3,577,143

Addendum

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

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

Instructions: Linked Table of Contents

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary and Consolidation](#)

[Appendix A: Plan Requirements for Schools Funded Through the ConApp](#)

[Appendix B: Select State and Federal Programs](#)

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

[Stakeholder Involvement](#)

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[Goals, Strategies, & Proposed Expenditures](#)

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

[Goal](#)

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

[Basis for this Goal](#)

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

[Expected Annual Measurable Outcomes](#)

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent

Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

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

[Appendix A: Plan Requirements for Schools Funded Through the ConApp](#)

Basic Plan Requirements

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

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

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;

- b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
- 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program