

School Year: [2020-2021]

School Plan for Student Achievement (SPSA) Template

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
Elk Hills School	15-63446	12/9/2020	12/15/2020

Purpose and Description

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

N/A

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.

N/A

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

EHSD's stakeholder engagement regarding and planning for 2020-21 began in March and have continued throughout the development of this plan. Efforts have included listening sessions, surveys, solicitation of public comments, task force committees, and meetings with stakeholder groups. Additional sources of input included superintendent reports during monthly board of trustees meetings, ongoing feedback gathered by faculty/staff and public comments on the school reopening board items. The input gathered has been used by staff to inform ongoing planning and is reflected throughout this document.

The process of developing and drafting the SPSA took shape during a global pandemic in alignment with the Local Control and Accountability Plan. Therefore, all school plans have been aligned to ensure concentrated efforts focused on our most marginalized student groups. Parent surveys were conducted to seek input and general feedback regarding the reopening of school. Surveys were sent via email, text and also hard copy. Telephonic surveys were conducted to support any family who lacked internet connectivity or who needed items translated in languages other than English. The survey also sought to learn the following:

(*) Their current device/internet status

(*) Their preference for learning model (full distance, blended, full in-person) once state and county officials deemed it safe to return

(*) The criteria required before returning to school

(*) Their priorities within distance learning

Parents and the community also attended several board meetings to share concerns and learn how the district was responding and planning to support families and their students during our school's closure and at various stages of the school's reopening plan.

Additionally, the superintendent also engaged by calling a sample of families across the school to learn what is working and what is not. Students were engaged via focus groups at various stages of our school closure.

Classified and certificated bargaining units including teachers and all other classified personnel engaged throughout the school's closure with scheduled time to debrief and review questions, concerns, and needs while also having an opportunity to negotiate. In general, the school established structures in order to communicate, and gather as much feedback, and respond as quickly and efficiently as feasible. For example, certificated 15-minute check-ins were built in at the beginning of the week and at the end of each week. Additionally, a weekly classified check-in was scheduled for the same purpose. All check in meetings included opportunities to gather verbal as well as written input and recommendations.

During the week of early June, a task force and a series of workgroups, led by the superintendent, were created in order to unpack local, state and federal reopening guidance in preparation for the 2020-21 school year. The distance learning, hybrid and full reopening draft plans were guided by EHSD's core values. Members were comprised of both certificated, classified representatives, as well as members of the parent teacher organization (PTO). At every point of the planning process, stakeholders were provided with updates and opportunities to provide recommendations on actions and expenditures outlined in this continuity plan in order to develop a comprehensive reopening plan.

EHSD superintendent/principal also participated in weekly meetings with Kern County Superintendent of Schools leadership; this level of engagement not only helped keep the district informed, but also provided opportunities to seek out questions and solutions to various scenarios.

All efforts to solicit stakeholder feedback supported EHSD in developing and finalizing the SPSA including a multi-pronged reopening plan which included (1) full distance learning (2) hybrid learning option & (3) full return according to county and state-wide health trends and safe reopening guidelines. The final accountability and attendance plan was approved in a separate board meeting after the public has had an opportunity to review and respond to the plan during a public hearing. The parent advisory committee reviewed the plan and had no comments or questions for which the superintendent/principal had to respond.

Below is a series of task force and summary of engagement opportunities:

Parent Advisory/PTO

Reopening Task Force

Learning Loss Mitigation Task Force

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Resource Inequities

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

N/A

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

Addressing Student Learning Loss

Identified Need

EHSD will focus on measuring and addressing the learning loss that results from Covid-19 during the 2019-20 and continues into the 2020-21 school year, particularly in the areas of reading proficiency. We are targeting reading instruction as an identified need for vulnerable student groups. In order to gather reliable, measureable assessment results, EHSD will be administering an assessment facilitated by classroom teachers. Assessment results will be used as a baseline in order to monitor growth between Winter 2020 and spring 2021 (and beyond).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Engagement	90% ADA	97% ADA
K-2 Map Growth Reading	TBD December 2020	TBD December 2020
K-2 MAP Growth Math	TBD January 2021	TBD January 2021
3-8 Benchmark ELA	TBD January 2021	TBD January 2021
3-8 Benchmark Math	TBD January 2021	TBD January 2021

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

First step in identifying gaps and areas of need is measuring these gaps through assessments. EHSD will utilize 2018-19 SBAC data as well as 2019-20 benchmark data. On an ongoing basis, EHSD will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year (CAASPP interim block assessment). At-a-glance documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of the interim assessments three times through-out the school year. These benchmarks will be used as one key means of assessing learning loss, along with the weekly formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss. The formative data (qualitative and quantitative) being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. New students identifying as EL will be identified with ELPAC. EL students are regularly monitored for appropriate instructional placement and success academically. When students are identified as a level 1 or 2, they will be paired based on instructional need (small group instruction, one-on-one, etc.).

Strategy/Activity

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each tier of instruction are:

Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: Support will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

Small group efforts and individual sessions on key prerequisite skills will be prioritized. While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this will involve collaboration with additional staff such as instructional aides and other general education teachers. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services liaison and community coordinator to coordinate services for the student and family, including other tutoring that has been made available.

Programs implemented in a full distance learning model, hybrid, and full return model that will continue addressing pupil learning loss into the 20-21 SY.

- Use of Learning A-Z License Quote (Raz-Plus, Headsprout, Vocabulary A-Z).
- Daily live instruction for core subject areas and targeted, structured support for small groups and/or individual students
- Specific supports for student groups.

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments over the course of the 2020-21 SY. This will include the interim/benchmark assessments for math and ELA administered at 3 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Promising practices will be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,757.00	Title 1, Title 2 and Title 3

Annual Review

SPSA Year Reviewed: XXXX–XX

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.

N/A

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

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.

N/A

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	\$ 2,757.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 2,757.00

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 (\$)
[List federal program here]	\$1,118.00
[List federal program here]	\$953.00
[List federal program here]	\$686.00

Subtotal of additional federal funds included for this school: \$2,757.00

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 (\$)
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State or Local Programs	Allocation (\$)
[List state or local program here]	\$ N/A
[List state or local program here]	\$ N/A
[List state or local program here]	\$ N/A
[List state or local program here]	\$ N/A
[List state or local program here]	\$ N/A

Subtotal of state or local funds included for this school: \$N/A

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

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.