School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
St. HOPE Public School 7	34674390101048	January 14, 2021	January 28, 2021

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)

Title I Schoolwide Program - Schoolwide programs address the educational needs of children living in impoverished communities with comprehensive strategies for improving the whole school so every student achieves high levels of academic proficiency.

Additional Targeted Support and Improvement (ATSI) - Schools are eligible for ATSI if they are among schools eligible for Targeted Support and Improvement (TSI) and if any student group at the school, on its own, meets the criteria for the lowest-performing 5 percent of Title I schools for CSI.   Schools with one or more student groups that, for **two consecutive years**, meet the same criteria for the lowest-performing 5 percent of Title I schools for Comprehensive Support and Improvement (CSI) are eligible for TSI. At St. HOPE Public School 7 (PS7), special education students (a student group at PS7) had all red and orange indicators on the California Dashboard (ELA, math, chronic absenteeism, suspensions/expulsions) in 2019.

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.

Spring 2020 Covid19 school closure, Covid19 considerations for the 2020-21 school year, and state legislative changes require that PS7 create a standalone SPSA for the 2020-21 school year, rather than the combined LCAP/SPSA that the school would have created in a normal school year to fulfill both Every Student Succeeds Act (ESSA; federal) and and Local Control Funding Formula (LCFF; state) requirements. The LCAP requirement was suspended for 2020-21 and instead, PS7 is required to create the SPSA, the Covid19 Operations Written Report, 2020-21 Learning Continuity and Attendance Plan, and 2020-21 Budget Overview for Parents.

PS7's 2020-21 SPSA has 6 identified goals aligned with the LCFF State Priorities:
1. Provide all scholars with access to a high quality education that puts them on the path to and through college
2. Ensure all scholars are educated in learning environments that are clean, healthy and safe
3. Build a strong sense of community through frequent, transparent communication with families and provide ample opportunities for families to engage and support their children's education
4. Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide
5. Provide scholars with ample and varied opportunities to engage in the school community
6. Support families and scholars in prioritizing attendance and coming to school each day

The plan outlines identified actions and activities for the 2020-21 school year acknowledging the unique situation presented by Covid19 and that the plan may change as the school year progresses.   This is a 1-year plan.

For specific information on SPSA requirements as outlined in the CDE template, please see the CDE's website.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school begins formal SPSA/LCAP planning in the winter/spring of each year as data becomes available to review and evaluate the current year plan and goals.

1. The schoolsite council (SSC) reviews available data and actions strategies from the current plan to determine what is/is not 'working' towards meeting the school's goals. This process takes several meetings. The school's ELAC (English Learner Advisory Committee), which is part of the SSC, also participates in the review process.   For 19-20, the SSC was suspended due to school closure and resumed review of the 2019-20 SPSA/LCAP in the fall of 2020.
2. Administrators further evaluate the data and the review done by the SSC in determining goals and actions/strategies for the next school year. For the 2020-21 SPSA, the school sought to further align its goals with the California Dashboard indicators and LCFF priorities in preparation for the 2021-22 LCAP/SPSA.
3. The plan is then created with staff input (i.e., special education) and presented to the SSC for approval and recommendation to the SHPS board of directors.

Resource Inequities

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

Upon review of resources, the school had, in previous years, started to address the reason it was identified for ATSI. Special education students receive additional designated supports in the school's co-teaching model. Special education 504 and English learners are assigned to course sections with teaching assistants (TAs) or education specialists to provide small group and individual support. Even in distance learning, breakout rooms in Zoom allow for small group instruction and parallel teaching with co-teachers in core classes to address additional differentiated learning needs.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Provide all scholars with access to a high quality education that puts them on the path to and through college.

LCFF Priority 4: Pupil Achievement

Identified Need

Progress on the CAASPP in ELA and math provide a good measure of student progress towards meeting Goal 1. Analysis of the data indicates that students are making academic growth on the CAASPP, in both ELA and math; however, some subgroups are not growing or matching the overall site growth. Overall, the percent of students who met or exceeded standard on the latest CAASPP ELA (2019), rose 8% to 46.4% and on math rose 3% to 38.2%. By site, PS7 elementary (tested grades 3rd -5th) had 50% of tested students score met/exceeded; PS7 middle (tested grades 6th - 8th) had 45%.

Students with disabilities did make progress in this time; however, the percent of students who met or exceeded the standard in both ELA and math is at or below 20% (9% for ELA, 20% for math).

The percent of EL students who met or exceeded standards actually dropped from 2018 to 2019 in both ELA and math (29% and 14%, respectively). 10% of EL students were considered Well Developed (level 4 of 4 levels) on the 2020 Summative ELPAC and only 1 student was eligible for reclassification based on the reclassification criteria. On the 2019 California Dashboard, 41.2% of EL students were making progress towards English Language Proficiency, which is considered low.

(NOTE: due to the absence of 2019-20 CAASPP scores, expected outcomes as outline below in the AMOs will be recalibrated)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA	% met/exceeded CAASPP ELA: 2018-19 = 46.4% 2017-18 = 38.7% 2018-19 by grade: 3rd = 54% 4th = 50% 5th = 46% 6th = 41% 7th = 41% 8th = 57%	20-21 CAASPP: 3rd = 63% 4th = 60% 5th = 56% 6th = 55% 7th = 55% 8th = 60%

	2019 CA Dashboard ELA: yellow	
CAASPP - math	% met/exceeded CAASPP math: 2018-19 = 38.2% 2017-18 = 35.6% 3rd = 89% 4th = 60% 5th = 37% 6th = 21% 7th = 22% 8th = 48% 2019 CA Dashboard ELA: orange	20-21 CAASPP: 3rd = 70% 4th = 72% 5th = 49% 6th = 40% 7th = 40% 8th = 50%
Special Education students' IEP goals	65% met 80% of their goals	All students will meet their annual IEP goals
English Learners	% met/exceeded CAASPP ELA: 2018-19 = 14.3% 2017-18 = 33.3% 2019 CA Dashboard EL Progress: 41.2% making progress Summative ELPAC Overall: 2019-20 = 10% Level 4 2018-19 = %% Level 4 Reclassification rate: 2019-20 = 5% 2018-19 = 5%	Establish a new baseline for CAASPP 25% of EL will reach Level 4 status and be eligible for reclassification Reclassification rate: 20%

Strategies/Activities - Goal 1

Strategy/Activity	Students to be served by this strategy/activity (Identify either All Students or one or more specific student groups)	Proposed Expenditures for this Strategy/Activity (Source)
Common core curriculum creation ● Evaluate and adjust benchmarks to continue to improve alignment ● Assess curriculum, identify gaps & develop/order new curriculum as needed ● Lead teachers codify and organize curriculum	All	Teacher and administrator salaries (LCFF)
Professional development ● Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and	All, special education, 504, EL	$30,234 (Title II, part A)

job-embedded coaching on CCSS-based planning, assessment, instructional execution and classroom culture ● Provide teachers with training and support in specific content areas and working with different student populations (i.e., EL students) ● Work in specialized departments to provide professional development specific to content area ● Coaching/feedback for teachers		
Ongoing data analysis of benchmark data to adjust instruction based on students results ● Track and reflect on student achievement data at least quarterly	All	Teacher and administrator salaries (LCFF)
Teaching assistant model ● Ensure special education, 504 ELL students receive additional support as necessary	Special education, 504, EL	TA salaries, $205,226 (Title I, part A)
Inclusion model	Special education	Teacher and administrator salaries (LCFF)
Intervention model ● Reading intervention program (elementary and 6th grade) ● Execute tutoring for scholars needing additional support (office hours during Covid19 at the middle school)	All	Teacher and administrator salaries (LCFF)

Goal 2

Ensure all scholars are educated in learning environments that are clean, healthy and safe.

LCFF Priority 6: School Climate

Identified Need

PS7 will ensure that all students experience a safe and welcoming learning environment that supports them in being college and career ready. Analysis of the data indicates that the school does prioritize a safe and clean environment and that changes in discipline practices have resulted in fewer student suspensions and, therefore, more time in class, for scholars.

NOTE: data for 2019-20 suspensions is included; however, due to covid19 school closure, the data is not comparable to the previous year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Mandated safety drills - conduct as required	All required drills conducted 2019-20 (prior to school closure for Covid19)	Conduct as mandated: Fire drills: 1x per month - PS7 elementary 4x per month - PS7 middle (intermediate grade levels) Earthquake (drop): 1x per quarter - PS7 elementary and middle
Regular cleanliness inspections	Quarterly	Conduct general cleanliness inspections quarterly with: Cafeteria (Chartwells) Custodial team Conduct daily site inspections/disinfection during Covid19
Suspension Rate	2018-19=13.3% 2019-20 = 11.6% (projected) 2019 CA Dashboard: yellow	Decrease the suspension rate by at least 1%

Strategies/Activities - Goal 2

Strategy/Activity	Students to be served by this strategy/activity (Identify either All Students or one or more specific student groups)	Proposed Expenditures for this Strategy/Activity (Source)
Build school culture: school orientations, parent engagement events	All	Event costs (LCFF)
Build school culture: student incentives (i.e., Culture Cup), campus events (i.e., Culture Week)	All	Incentives/event costs (LCFF)
Continue Campus Dean Team to strengthen culture and implementation of school policies and procedures	All	Dean salaries, (LCFF)
Implement school procedures and policies with fidelity (attendance, behavior, dress code)	All	none
Conduct safety drills as mandated	All	none
Conduct regular campus maintenance reviews with custodial, cafeteria and SCUSD	All	none

Goal 3

Build a strong sense of community through frequent, transparent communication with families and ample opportunities for families to engage and support their children's education.

Identified Need

The school recognizes the need for a strong school community which involves all stakeholders, particularly parents/guardians. Keeping parents/guardians engaged requires consistent communication and opportunities to participate in meaningful ways on the campus and be involved in the change management process. Due to Covid19 school closure, PS7 did not complete a full parent/guardian survey in the spring and needs to re-establish benchmarks and targets moving forward.

LCFF Priority 3: Parent Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Newsletter communication	none	Send a regular, weekly newsletter to all families (middle school); quarterly (elementary)
Parent Conferences	Conferences held 2x per year	The school will conduct parent conferences 2x per year. 80% of families will participate at least 1x.
Family engagement events	none	At least 3 schoolwide parent/guardian engagement opportunities per year
Parent survey: 1. My scholar's teacher communicates frequently and consistently. 2. My scholar's teacher clearly communicates results and how I can help my child improve. 3. The school communicates frequently and consistently. 4. The Communication Folders help me stay informed of my scholar's grades, paychecks and big events occurring on campus.	2019 Spring survey (PS7 elem only - school closure prevented PS7 middle from completing the survey). The percent of respondents that indicated agree/strongly agree for each question (on a 5-point scale): 1. 93% 2. 96% 3. 95% 4. 97%	At least 90% of families will indicate (agree/strongly agree) that teachers and the school communicate consistently and that the information is helpful/useful.

Strategies/Activities - Goal 3

Strategy/Activity	Students to be served by this strategy/activity (Identify either All Students or one or more specific student groups)	Proposed Expenditures for this Strategy/Activity (Source)
Orientations, Back to School Nights, other parent events (i.e., Literacy Night, Promotion, Conferences, STEM Night, Art Night, Open House, Art/Music Showcases)	All	Events (LCFF)
Ongoing collaboration and communication (Class Dojo, newsletters, Illuminate, autocalls/emails)	All	Communication systems (Class Dojo, Illuminate, autocall/email system) (LCFF)
Homeroom/Advisory model (middle school) (Strengthen homeroom program curriculum)	All	Teacher salaries (LCFF)
Parent/Guardian Survey (at least 1x per year)	All	none
Parent/Guardian focus groups	All	none

Goal 4

Build a high performing organization that is financially sustainable and recognized as a leader in public education locally and statewide.

Identified Need

Goal 4 is an ongoing, maintenance goal for the school to ensure that the school and SHPS are stable and sustainable.

LCFF Priority: none

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Balanced budget at the end of the fiscal year	Balanced each school year	Balanced at end of the fiscal year
Average Daily Attendance	End of quarter 3: 2018-19 PS7E = 93% PS7M = 93% 2019-20 PS7E = 90% PS7M = 93%	95%

Strategies/Activities - Goal 4

Strategy/Activity	Students to be served by this strategy/activity (Identify either All Students or one or more specific student groups)	Proposed Expenditures for this Strategy/Activity (Source)
Institute strategies to maintain high attendance and improved student retention. ● Adhere to attendance policy and utilize processes in place for the 2020-21 school year as outlined in the Learning Continuity and Attendance Plan (including, but not limited to daily calls for all absences, attendance letters every 2 weeks, home visits as necessary)	All	None

● Continue to refine the attendance incentive system ● Develop a system to track and report student progress more often during school year including: monthly attendance audit, biweekly chronic absenteeism review, daily individual student review as necessary		
Manage operations and fiscal reporting to obtain an acceptable audit for PS7 at the end of each fiscal year. ● Implement sound fiscal policies and controls ● Allocate sufficient funds for all programmatic and operational expenses ● Administration of Title I program for compliance	All	SHPS finance and operations services (LCFF)

Goal 5

Provide scholars with ample and varied opportunities to engage in the school community.

Identified Need

In the latest student survey (PS7 middle school, spring 2020), 45% of students indicated that their school offered good after-school and extracurricular options. Offering more and varied options for students to participate in and explore non-academic activities may increase pupil engagement and a positive school climate

LCFF Priority 5: Pupil Engagement

LCFF Priority 6: School Climate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of available electives, clubs, sports and campus events available to students		Establish baseline for continued offerings at the elementary and middle schools and method to evaluate student participation/satisfaction with offerings (post Covid19)
Student survey: My school offers good after-school and extracurricular options.	2019-20 middle school survey: 45%	55% by 2021-22* *considering offering due to distance learning/hybrid models during 2020-21

Strategies/Activities - Goal 5

Strategy/Activity	Students to be served by this strategy/activity (Identify either All Students or one or more specific student groups)	Proposed Expenditures for this Strategy/Activity (Source)
Continue PS7 athletic program and expand to the elementary level when able to (Covid19 restrictions)	All	LCFF
Continue to offer expanded electives at both sites (i.e. art)	All	Teacher salaries (LCFF)
Expand opportunities for scholars to participate in clubs	All	LCFF

Goal 6

Support families and scholars in prioritizing attendance and coming to school each day

Identified Need

Scholar attendance determines achievement and engagement of scholars and families. The school's Chronic Absenteeism Rate increased through 2018-19 to a high of 28.9%. In 2019-20 (data through quarter 3 only due to school closure) improved slightly to 27.8%. Average Daily Attendance decreased in 2019-20 (through quarter 3 due to school closure) to 90% (elementary) and 93% (middle school) from ~93% in 2018-19.

Due to the high Chronic Absenteeism Rate, the school is working with SCUSD under Differentiated Assistance to address performance issues in this area.

LCFF Priority 5: Pupil Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	2018-19: 28.9% 2019-20: 27.8% (projected, through quarter 3 due to school closure) 2019 CA school dashboard: Red	20-21*: Decrease by 1% *considering attendance due to distance learning
ADA	2019-20 (through qtr 3) PS7 E = 90.3% PS7 M = 93.1%	95%

Strategies/Activities - Goal 6

Strategy/Activity	Students to be served by this strategy/activity (Identify either All Students or one or more specific student groups)	Proposed Expenditures for this Strategy/Activity (Source)
Personal calls when a scholar is absent or late	All	none
Communication re: Attendance via paper/communication folders	All	none
Communication to Staff regarding	All	none

attendance		
Communication regarding attendance to Families via Dojo	All	none
Truancy Letters/Meetings as necessary	All	none
Attendance Culture Cups	All	none
Celebration & Recognition of Positive Attendance	All	none
Overview of Importance of Attendance With Families & Impacts of Negative Attendance	All	none
Bus Passes & Supports for families without transportation (including homeless students)	All	Homeless students: Uniform assistance, transportation assistance, other as necessary $1000 (Title I, Part A)
Attendance - Tied to Honor Roll & other scholar awards	All	none

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	$ 236,460
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	$ 236,460

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, Part A	$ 206,226
Title II, Part A	$ 30,234

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 ($)
None	NA