

School Year: 2020-2021

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sacramento Charter High School	34674390102038	January 19, 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.

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 Sacramento Charter High School (Sac High) 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 Local Control Funding Formula (LCFF; state) requirements. The LCAP requirement was suspended for 2020-21 and instead, Sac High is required to create the SPSA, the 2020-21 Learning Continuity and Attendance Plan, and 2020-21 Budget Overview for Parents.

Sac High's 2020-21 SPSA has 5 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

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. For 2020-21, 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 and presented to the SSC for approval and recommendation to the SHPS board of directors.

# 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 with little difference in performance among the significant subgroups at Sac High. Overall, the percent of students who met or exceeded standard on the latest CAASPP ELA (2019), rose 32% to 69% and on math rose 16% to 27% met/exceeded the standard.

Although significant subgroups did not differ in performance, EL students(not a significant subgroup at Sac High) did not perform as the rest of the school. 25% of EL students were considered Well Developed (level 4 of 4 levels) on the 2020 Summative ELPAC, but 0% met the ELA standard on the CAASPP in 2019. Only 1 student was eligible for reclassification based on the [reclassification criteria](#). On the 2019 California Dashboard, 48% of EL students were making progress towards English Language Proficiency, which is considered low.

The final marker for Sac High is graduation rate and college acceptances. The school has maintained a relatively high 4-year cohort graduation rate across the years, and the percent of seniors who are accepted to a 4-year college/university has been at least 95% over the past three years. The school wants to maintain this high standard and ensure that all students graduate on time and have the option to continue their education at a higher level.

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA	% met/exceeded CAASPP ELA: 2018-19 = 69% 2017-18 = 37%  2019 CA Dashboard ELA: blue	20-21 CAASPP = 75%
CAASPP - math	% met/exceeded CAASPP math: 2018-19 = 27% 2017-18 = 10%	20-21 CAASPP = 40%

	2019 CA Dashboard ELA: yellow	
Special Education students' IEP goals	65% of student met 80% of their goals	All students will meet their annual IEP goals
English Learners	<p>% met/exceeded CAASPP ELA: 2018-19 = 0%</p> <p>2019 CA Dashboard EL Progress: 48% making progress</p> <p>Summative ELPAC Overall: 2019-20 = 25% Level 4 2018-19 = 33% Level 4</p> <p>Reclassification rate: 2019-20 = 6% 2018-19 = 30%</p>	<p>Establish a new baseline for CAASPP</p> <p>25% of EL will reach Level 4 status and be eligible for reclassification</p> <p>Reclassification rate: 20%</p>
Graduates	<p>4-year cohort graduation rate: Class of 2020 = 96% Class of 2019** = 80.1%</p> <p>College acceptance rate (4-year college or university): Class of 2020 = 96% Class of 2019 = 95%</p>	<p>Maintain a graduation rate at 95%</p> <p>Maintain the college acceptance rate at 95%</p>

\*\* Sac High students had the option to postpone earning their diploma and enroll in MicroCollege, Sac High's 13th year early college program which started in 2019-2020. 19 students from the class of 2019 (13.5% of the cohort) elected to enroll in the program, which if added to our 80.1% graduation rate provides a corrected graduation rate of 93.6%. All Sac High students from this cohort are enrolled in college courses during the 2019-20 school year.

## 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)
<p>Common core curriculum creation</p> <ul style="list-style-type: none"> <li>Evaluate and adjust benchmarks to continue to improve alignment</li> <li>Assess curriculum, identify gaps &amp; develop/order new curriculum as needed</li> </ul>	All	Teacher and administrator salaries (LCFF)
<p>Professional development</p> <ul style="list-style-type: none"> <li>Offer on-going, differentiated professional learning including on-site collaboration, peer observations, training and job-embedded coaching on CCSS-based planning, assessment, instructional</li> </ul>	All, special education, 504, EL	\$30,234 (Title II, part A)

<p>execution and classroom culture, special education, implicit bias</p> <ul style="list-style-type: none"> <li>● Provide teachers with training and support in specific content areas, working with different student populations (i.e., EL students) and use of technology</li> <li>● Work in specialized departments to provide professional development specific to content area</li> <li>● Coaching/feedback for teachers</li> </ul>		
<p>Ongoing data analysis of benchmark data to adjust instruction based on students results</p> <ul style="list-style-type: none"> <li>● Track and reflect on student achievement data at least quarterly</li> </ul>	All	Teacher and administrator salaries (LCFF)
<p>Teaching assistant model</p> <ul style="list-style-type: none"> <li>● Ensure special education, 504 EL students receive additional support as necessary using a co-teaching model in core content classes</li> </ul>	Special education, 504, EL	TA salaries, \$207,479 (Title I, part A)
Inclusion model	Special education	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

Sac High 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: 2x per year (secondary grade levels)  Earthquake (drop): 1x per semester (secondary schools)
Regular cleanliness inspections	Quarterly inspections	Conduct general cleanliness inspections quarterly with: Cafeteria (Chartwells) Custodial team  Conduct daily site inspections/disinfection during Covid19
Suspension Rate	2018-19: 11.8% 2019-20: 9.7% (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

Proposed Expenditures for this

strategy/activity (Identify either All Students or one or more specific student groups)      Strategy/Activity (Source)

Build school culture: school orientations, parent engagement events (i.e., Back to School Night, Literacy Night, STEM Night, Art Night, Parent Conferences, AP Night, Graduation)	All	Event costs (LCFF)
Build school culture: maintain, and revise as necessary Culture Week and the advisory program (to be college focused)	All	Staff/teacher salaries (LCFF)
Build school culture: Utilize school leadership body Senate to maintain positive school culture and community through student events and weekly announcement videos.	All	Staff/teacher salaries (LCFF) Student event costs (LCFF)
Continue Campus Dean Team to strengthen culture and implementation of school policies and procedures. Regularly review discipline data with the team.	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. Keeping parents 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, Sac High did not complete a full parent 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
Weekly newsletter communication	none	Send a regular, weekly newsletter to all families
Parent Conferences	Conferences held 2x per year	The school will conduct parent conferences 2x per year.  50% of families will participate at least 1x.
Family engagement events (i.e., Orientation, Back To School Night, STEM Night, Literacy Night, Parent Conferences, Art Night, AP Night)	none	At least 3 schoolwide parent 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.	2019-20 survey was not completed due to Covid19 school closure  The 2018-19 survey is NA due to low response rate (<5% of families responded)	Establish a baseline for parent satisfaction



### 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 such as STEM Night, Literacy Night, Parent Conferences, Art Night, AP Night	All	Events (LCFF)
Ongoing collaboration and communication (newsletters, Illuminate, autocalls/emails)	All	Communication systems (Illuminate, autocall/email system) (LCFF)
Homeroom/Advisory model (Strengthen homeroom program curriculum)	All	Teacher salaries (LCFF)
Parent Survey (at least 1x per year)	All	none
Parent 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 = 93.6% 2019-20 = 93.0%	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. <ul style="list-style-type: none"> <li>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)</li> <li>Continue to refine the attendance incentive system</li> <li>Develop a system to track and report student progress more often during school year</li> </ul>	All	None

<p>including: monthly attendance audit, biweekly chronic absenteeism review, daily individual student review as necessary</p>		
<p>Manage operations and fiscal reporting to obtain an acceptable audit for Sac High at the end of each fiscal year.</p> <ul style="list-style-type: none"> <li>● Implement sound fiscal policies and controls</li> <li>● Allocate sufficient funds for all programmatic and operational expenses</li> <li>● Administration of Title I program for compliance</li> </ul>	<p>All</p>	<p>SHPS finance and operations services (LCFF)</p>

## Goal 5

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

### Identified Need

In the last student survey, only 43.5% of students indicated that they thought the 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	none	Establish baseline for continued offerings method to evaluate student participation/satisfaction with offerings. Currently the school only monitors participation in athletic teams as required.
Student survey: My school offers good after-school and extracurricular options.	2018-19 student survey: 43.5% (10-12th grades)	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 Sac High athletic program and expand to the elementary level	All	LCFF
Expand opportunities for scholars to participate in clubs	All	LCFF, after school program

# 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	\$ 238,713
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	\$ 238,713

## 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	\$ 208,479
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