

# 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
The Learning Choice Academy	37683380106799		

## 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)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school plan was developed using a comprehensive needs assessment that includes an analysis of data from the California School Dashboard and the District's Performance. The schoolwide dashboard level for Math is orange, as our Math SBAC scores have increased by 1.9. Our English only students showed a decrease of 6 points. Students with Disabilities rate at level orange. However, our SWD improved by 4.5 points. The schoolwide dashboard level for ELA is yellow, as our ELA SBAC scores declined 8.7 points. Our English only students rate at level orange declined significantly by 19.9 points. Students with Disabilities only rate at level orange. However, our SWD declined by 7.1 points. The plan will address the need to improve academic achievement and instruction in Math and ELA, as well as increase parent engagement. The school plan is aligned with the District LCAP and other federal, state, and local programs.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2019-20 and 2020-21 school year, TLC used the following surveys:

- March 2020: Technology Survey to parents (182 respondents)
- May 2020: Remote Learning Survey to parents (124 respondents)
- June 2020 Annual Survey to parents (180 respondents)
- June 2020: Annual Survey to middle and high school students (117 respondents)
- June 2020: Annual Survey to staff (67 respondents)
- June 2020: Remote Learning Survey to middle and high school students (107 students)
- June 2020: Best Practices in Distance Learning Survey to staff
- June 2020: Remote Learning Survey to staff (45 respondents)
- Aug 2020: Services Survey to SPED students
- Monthly: SEL Survey to staff and students
- Every six weeks: in-person or virtual check-in with families
- Sept 2020: Remote Learning Survey to middle and high school students (118 respondents)
- Nov 2020: Return to Campus Spring 2021 Parent Survey (490 respondents)

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal Observations:

Principals will monitor on-site instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff. During Covid, Principals will observe zoom meetings.

District Walks:

Curriculum and Instruction Coordinator and EL Coordinator collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments (NWEA) taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and MTSS groupings and topics.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Support is provided to our teachers through the district Curriculum and Instruction department. C&I offers training in the new curriculum to new teachers. C&I also offer PLC's to our teachers where they can be working in cohorts to plan and develop curriculum in different areas like NGSS, Math, or Leveled readers, MTSS. Our school provides support to our staff with Professional Development in staff meetings to support our teachers in different areas. PD is provided to support our staff with how to use the best instructional practices in the classroom.

Teachers are afforded the opportunity to participate in professional development online and face-to-face that includes but not limited to:

- Read Naturally
- IXL
- NWEA map testing
- Professional Learning Communities
- Formative Assessments
- Compass Learning and Edgenuity
- Restorative Practices
- SEL aperture education
- Google Suite
- Zoom platform
- Shmoop online platform

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is focused on the use of:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the MTSS Framework
- The Development of Strong PLCs
- Classroom instruction and best practices that are research-based.
- The creation and use of assessments to inform and modify instruction

Staff development at our school site in the 2020-21 school year will continue to focus on refinement of our practice of becoming a highly-functioning Professional Learning Community, refining and improving our system of intervention and support for students, all aligned with improving the delivery of our state adopted standards

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Professional collaboration, principal observation and support, and RtI support (Resource Teacher, Curriculum and Instruction, EL coordinator, and Special Education support staff) all support classroom instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in a professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

TLC provides curriculum materials and instruction that are in alignment with the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Units of Study in math and language arts supply a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction and lesson plan at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet with the student monthly to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, benchmark assessments, needs assessments and surveys, and staff development provides the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and all disciplines: Professional Learning Communities (PLC)

Positive Behavior Interventions and Supports (PBIS)

Multi-tiered Systems of Support (MTSS)

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, TLC is committed to engaging parents through:

- Parent education workshops provided by staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees with representation from each site
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about programs.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The LEA will use federal funds from title I Part A, title II, title IV, to enhance its local priorities funded through LCFF. Efforts to enhance the LEA's LCAP will occur primarily in Goals 1, 2, and 3.

Goal 1: Provide all students with high-quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing global world.

Goal 2: Continue to develop (and train staff) on infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, in order to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups in order to prepare all students to be College and Career Ready (CCR)

Goal 3: Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment.

The Learning Choice Academy Academy has selected these goals to receive support from title funds to expand upon already-established services and augment The Learning Choice Academy Academy's efforts to serve the needs of pupils in subgroups consisting of English Learners, Foster Youth, and Low socio-economic students

## Fiscal support (EPC)

Local Control Funding Formula (LCFF) provides targeted information and programs that enables underperforming students to meet standards. The general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP, WASC and the school's SPSA goals.

# 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**

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and

patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:

- ELAC
- SSC
- Staff Meetings discussing the 2020-21 SPSA goals, metrics: March 10, 2020

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

## Resource Inequities

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

Due to all students doing distance learning some of the inequities we identified were:

- Computer access for all students
- Wifi access for students

TLC has used funds to purchase both for students and staff who needed these tools to be successful.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.43%	1.06%	2.39%	4	6	5
African American	4.55%	6.54%	5.26%	42	37	11
Asian	1.19%	2.65%	1.44%	11	15	3
Filipino	4.00%	4.06%	6.7%	37	23	14
Hispanic/Latino	55.30%	43.29%	30.62%	511	245	64
Pacific Islander	0.22%	%	0.96%	2		2
White	27.71%	36.57%	44.5%	256	207	93
Multiple/No Response	3.14%	3%	5.74%	29	17	12
<b>Total Enrollment</b>				924	566	209

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	73	35	6
Grade 1	49	28	12
Grade 2	50	37	9
Grade3	48	30	14
Grade 4	52	33	13
Grade 5	60	29	20
Grade 6	64	49	12
Grade 7	73	47	19
Grade 8	73	52	17
Grade 9	82	38	20
Grade 10	88	63	16
Grade 11	103	71	23
Grade 12	109	54	28
<b>Total Enrollment</b>	924	566	209

### Conclusions based on this data:

1. Enrollment has dropped significantly over the last three years because of the splitting of the school into three separate LEAs.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	96	36	4	10.4%	6.4%	1.9%
Fluent English Proficient (FEP)	166	78	15	18.0%	13.8%	7.2%
Reclassified Fluent English Proficient (RFEP)	14	0	2	16.5%	0.0%	5.6%

### Conclusions based on this data:

1. Fluctuations in EL data are a direct result of The Learning Choice Academy splitting into three separate LEAs over the course of the last three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56	45	30	52	43	30	52	41	29	92.9	95.6	100
Grade 4	64	52	33	61	52	32	60	52	32	95.3	100	97
Grade 5	63	55	30	58	52	28	57	52	27	92.1	94.5	93.3
Grade 6	64	65	46	62	65	41	62	65	41	96.9	100	89.1
Grade 7	69	79	52	66	76	52	66	76	52	95.7	96.2	100
Grade 8	89	77	54	84	74	54	84	74	54	94.4	96.1	100
Grade 11	119	100	73	113	98	68	113	98	68	95	98	93.2
All	524	473	318	496	460	305	494	458	303	94.7	97.3	95.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2398.	2415.	2392.	15.38	26.83	10.34	11.54	24.39	24.14	42.31	9.76	31.03	30.77	39.02	34.48
Grade 4	2461.	2457.	2451.	21.67	21.15	28.13	23.33	23.08	15.63	23.33	25.00	12.50	31.67	30.77	43.75
Grade 5	2470.	2507.	2532.	10.53	21.15	25.93	28.07	32.69	48.15	17.54	19.23	11.11	43.86	26.92	14.81
Grade 6	2514.	2523.	2544.	19.35	15.38	21.95	25.81	33.85	39.02	24.19	24.62	21.95	30.65	26.15	17.07
Grade 7	2546.	2562.	2540.	13.64	18.42	17.31	30.30	36.84	30.77	36.36	30.26	23.08	19.70	14.47	28.85
Grade 8	2568.	2573.	2584.	10.71	9.46	16.67	44.05	47.30	38.89	28.57	33.78	27.78	16.67	9.46	16.67
Grade 11	2620.	2628.	2582.	34.51	30.61	22.06	34.51	39.80	27.94	15.93	24.49	25.00	15.04	5.10	25.00
All Grades	N/A	N/A	N/A	19.43	20.52	20.13	29.96	35.59	32.01	25.71	25.11	22.77	24.90	18.78	25.08

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.23	25.00	20.69	42.31	37.50	41.38	38.46	37.50	37.93
Grade 4	28.33	21.15	28.13	46.67	50.00	28.13	25.00	28.85	43.75
Grade 5	17.54	26.92	37.04	50.88	53.85	51.85	31.58	19.23	11.11
Grade 6	24.19	29.23	35.00	45.16	38.46	47.50	30.65	32.31	17.50
Grade 7	24.62	28.95	19.23	53.85	43.42	44.23	21.54	27.63	36.54
Grade 8	21.43	25.68	29.63	54.76	50.00	42.59	23.81	24.32	27.78
Grade 11	40.71	33.67	22.39	45.13	60.20	53.73	14.16	6.12	23.88
All Grades	26.77	28.01	26.58	48.48	48.80	45.18	24.75	23.19	28.24

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	16.00	31.58	3.70	36.00	34.21	55.56	48.00	34.21	40.74
<b>Grade 4</b>	23.33	13.46	9.38	40.00	51.92	59.38	36.67	34.62	31.25
<b>Grade 5</b>	12.28	32.69	30.77	52.63	36.54	53.85	35.09	30.77	15.38
<b>Grade 6</b>	17.74	23.08	24.39	46.77	41.54	53.66	35.48	35.38	21.95
<b>Grade 7</b>	18.75	30.26	17.65	60.94	53.95	58.82	20.31	15.79	23.53
<b>Grade 8</b>	20.24	24.32	27.78	61.90	62.16	55.56	17.86	13.51	16.67
<b>Grade 11</b>	36.94	35.05	27.69	45.05	51.55	49.23	18.02	13.40	23.08
<b>All Grades</b>	22.54	27.75	21.62	49.59	49.12	54.73	27.87	23.13	23.65

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	7.69	24.39	6.90	78.85	48.78	65.52	13.46	26.83	27.59
<b>Grade 4</b>	25.00	17.31	9.38	46.67	69.23	62.50	28.33	13.46	28.13
<b>Grade 5</b>	10.53	15.38	37.04	68.42	57.69	51.85	21.05	26.92	11.11
<b>Grade 6</b>	19.35	26.15	10.00	61.29	56.92	70.00	19.35	16.92	20.00
<b>Grade 7</b>	15.38	14.47	15.38	63.08	65.79	65.38	21.54	19.74	19.23
<b>Grade 8</b>	13.10	20.27	22.22	72.62	70.27	66.67	14.29	9.46	11.11
<b>Grade 11</b>	30.97	28.57	19.12	58.41	61.22	60.29	10.62	10.20	20.59
<b>All Grades</b>	18.86	21.40	17.22	63.69	62.23	63.58	17.44	16.38	19.21

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	15.38	22.50	6.90	48.08	42.50	48.28	36.54	35.00	44.83
<b>Grade 4</b>	16.67	19.23	21.88	55.00	53.85	34.38	28.33	26.92	43.75
<b>Grade 5</b>	15.79	26.92	40.74	43.86	51.92	40.74	40.35	21.15	18.52
<b>Grade 6</b>	25.81	21.54	26.83	46.77	53.85	53.66	27.42	24.62	19.51
<b>Grade 7</b>	20.00	36.84	21.15	56.92	50.00	48.08	23.08	13.16	30.77
<b>Grade 8</b>	21.43	21.62	29.63	66.67	63.51	51.85	11.90	14.86	18.52
<b>Grade 11</b>	39.82	40.82	25.37	44.25	52.04	50.75	15.93	7.14	23.88
<b>All Grades</b>	24.14	28.67	24.83	51.72	53.17	48.01	24.14	18.16	27.15

**Conclusions based on this data:**

- No CAASPP tests were administered in the 2019-20 school year. ELA scores are in the orange and have declined 8.7 points from last year to this year.

2. The majority of students at The Learning Choice Academy as at or near standard in ELA.
3. The Learning Choice Academy had to become three separate LEAs and the drastic fluctuation in enrollment as had an impact on student scores in the CAASPP.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56	45	30	52	44	30	52	44	30	92.9	97.8	100
Grade 4	64	52	33	62	52	32	62	52	32	96.9	100	97
Grade 5	63	55	30	58	52	29	58	52	29	92.1	94.5	96.7
Grade 6	64	65	46	62	65	41	62	65	41	96.9	100	89.1
Grade 7	69	79	52	65	78	51	64	78	51	94.2	98.7	98.1
Grade 8	89	77	54	84	75	54	84	75	54	94.4	97.4	100
Grade 11	119	100	73	113	98	68	113	98	67	95	98	93.2
All	524	473	318	496	464	305	495	464	304	94.7	98.1	95.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2397.	2392.	5.77	13.64	3.33	13.46	25.00	23.33	30.77	18.18	33.33	50.00	43.18	40.00
Grade 4	2447.	2448.	2432.	16.13	9.62	9.38	11.29	23.08	15.63	40.32	32.69	31.25	32.26	34.62	43.75
Grade 5	2459.	2478.	2501.	8.62	15.38	13.79	12.07	11.54	17.24	32.76	32.69	51.72	46.55	40.38	17.24
Grade 6	2472.	2501.	2512.	9.68	18.46	17.07	11.29	10.77	17.07	32.26	30.77	26.83	46.77	40.00	39.02
Grade 7	2500.	2506.	2509.	9.38	10.26	17.65	15.63	15.38	9.80	39.06	32.05	29.41	35.94	42.31	43.14
Grade 8	2506.	2498.	2529.	7.14	6.67	11.11	13.10	10.67	18.52	32.14	28.00	33.33	47.62	54.67	37.04
Grade 11	2531.	2529.	2515.	3.54	5.10	4.48	15.93	8.16	16.42	19.47	26.53	14.93	61.06	60.20	64.18
All Grades	N/A	N/A	N/A	8.08	10.56	10.86	13.54	13.79	16.45	31.11	28.88	29.28	47.27	46.77	43.42

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.62	25.00	20.00	34.62	22.73	26.67	55.77	52.27	53.33
Grade 4	21.67	17.31	18.75	28.33	28.85	31.25	50.00	53.85	50.00
Grade 5	12.07	23.08	20.69	29.31	25.00	44.83	58.62	51.92	34.48
Grade 6	14.52	21.54	30.00	27.42	33.85	17.50	58.06	44.62	52.50
Grade 7	9.38	12.82	23.53	37.50	39.74	17.65	53.13	47.44	58.82
Grade 8	9.52	9.33	18.52	30.95	26.67	22.22	59.52	64.00	59.26
Grade 11	8.85	7.14	10.45	22.12	19.39	14.93	69.03	73.47	74.63
All Grades	11.76	15.09	19.47	29.21	28.02	22.77	59.03	56.90	57.76

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	11.54	25.00	10.00	48.08	40.91	50.00	40.38	34.09	40.00
<b>Grade 4</b>	16.39	19.23	9.38	49.18	38.46	50.00	34.43	42.31	40.63
<b>Grade 5</b>	10.34	13.46	6.90	37.93	48.08	68.97	51.72	38.46	24.14
<b>Grade 6</b>	9.68	18.46	14.63	38.71	40.00	43.90	51.61	41.54	41.46
<b>Grade 7</b>	12.50	12.82	19.61	48.44	43.59	41.18	39.06	43.59	39.22
<b>Grade 8</b>	10.71	9.33	18.52	47.62	57.33	50.00	41.67	33.33	31.48
<b>Grade 11</b>	14.16	10.20	14.93	43.36	47.96	35.82	42.48	41.84	49.25
<b>All Grades</b>	12.35	14.44	14.47	44.74	45.91	46.38	42.91	39.66	39.14

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	9.62	20.45	13.33	44.23	43.18	53.33	46.15	36.36	33.33
<b>Grade 4</b>	18.33	19.23	9.38	36.67	32.69	43.75	45.00	48.08	46.88
<b>Grade 5</b>	6.90	9.62	10.34	44.83	48.08	62.07	48.28	42.31	27.59
<b>Grade 6</b>	9.68	20.00	19.51	45.16	32.31	48.78	45.16	47.69	31.71
<b>Grade 7</b>	9.38	14.10	21.57	57.81	57.69	47.06	32.81	28.21	31.37
<b>Grade 8</b>	8.33	5.33	9.26	53.57	50.67	53.70	38.10	44.00	37.04
<b>Grade 11</b>	7.08	6.12	10.45	52.21	55.10	38.81	40.71	38.78	50.75
<b>All Grades</b>	9.53	12.50	13.49	48.68	47.20	48.36	41.78	40.30	38.16

**Conclusions based on this data:**

1. No CAASPP tests were administered in the 2019-20 school year. In 2018-2019 math scores made a 1.9 point gain.
2. Concepts and procedures in an area where 57% of the students are below standard.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*		*		*		*	
Grade 6	*	*	*	*	*	*	*	5
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	4
Grade 10	1606.2	*	1615.5	*	1596.4	*	16	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							74	29

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*		*	*	*	*	*
1		*	*	*		*	*	*	*	*
2	*	*		*	*	*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*		*	*	*	*	*
9	*	*	*	*	*	*		*	*	*
10	*	*	*	*	*	*	*	*	16	*
11	*	*	*	*	*	*		*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	40.54	51.72	35.14	41.38	14.86	6.90	*	0.00	74	29

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*		*		*	*	*	*	*
2	*	*		*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
6	*	*	*	*		*	*	*	*	*
7	*	*		*	*	*	*	*	*	*
8	*	*		*		*	*	*	*	*
9	*	*	*	*	*	*		*	*	*
10	*	*	*	*		*	*	*	16	*
11	*	*	*	*		*	*	*	*	*
12	*	*	*	*		*	*	*	*	*
All Grades	60.81	75.86	21.62	20.69	*	3.45	*	0.00	74	29

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*	*	*	*	*
1		*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*
7	*	*	*	*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	16	*
11	*	*	*	*	*	*		*	*	*
12		*	*	*	*	*	*	*	*	*
All Grades	22.97	6.90	39.19	55.17	21.62	37.93	16.22	0.00	74	29

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	16	*
<b>All Grades</b>	37.84	20.69	48.65	72.41	*	6.90	74	29

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
10	81.25	*	*	*	*	*	16	*
<b>All Grades</b>	72.97	96.55	16.22	3.45	*	0.00	74	29

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	16	*
11	*	*	*	*	*	*	*	*
<b>All Grades</b>	32.43	27.59	40.54	58.62	27.03	13.79	74	29

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*
<b>10</b>	*	*	68.75	*	*	*	16	*
<b>All Grades</b>	27.03	13.79	64.86	86.21	*	0.00	74	29

**Conclusions based on this data:**

1. Due to the split of schools, TLC's EL population had declined significantly.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>566</b>	<b>41.5</b>	<b>6.4</b>	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	6.4
Homeless	37	6.5
Socioeconomically Disadvantaged	235	41.5
Students with Disabilities	101	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	6.5
American Indian	6	1.1
Asian	15	2.7
Filipino	23	4.1
Hispanic	245	43.3
Two or More Races	16	2.8
White	207	36.6







### Conclusions based on this data:

1. The Learning Choice Academy has a higher than average special education percentage at almost 18%.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  Blue	
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. The impact of using Restorative Justice has kept us in the Blue for Suspension Rate and Chronic Absenteeism.
2. More emphasis needs to be placed on improving mathematics.



# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 1 points above standard Declined -8.7 points 278	<p><b>English Learners</b></p>  Orange 44.2 points below standard Declined Significantly -19.9 points 33	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 60.1 points below standard Declined Significantly -41.5 points 21	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 22.6 points below standard Declined Significantly -22.7 points 109	<p><b>Students with Disabilities</b></p>  Orange 63.5 points below standard Declined -7.1 points 68

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">69.8 points below standard</span> Declined Significantly -60.6 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">51.3 points above standard</span> Declined Significantly -18.2 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e1eef6; padding: 2px;">3 points below standard</span> Declined -8.4 points 117	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Yellow <span style="background-color: #e1eef6; padding: 2px;">6.3 points above standard</span> Maintained ++1.3 points 106

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6; padding: 2px;">98 points below standard</span> Declined Significantly -36.8 points 15	<span style="background-color: #e1eef6; padding: 2px;">0.6 points above standard</span> Declined -8.8 points 18	<span style="background-color: #e1eef6; padding: 2px;">3.4 points above standard</span> Declined -5.4 points 221

**Conclusions based on this data:**

1. Nearly every sub group have moved further away from level 3.

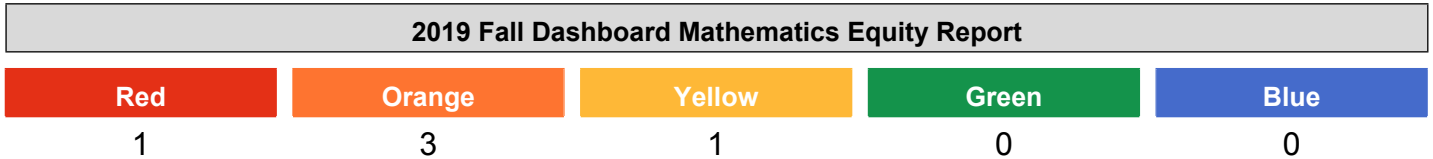
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 59.6 points below standard Maintained ++1.9 points 277	<p><b>English Learners</b></p>  Red 96.7 points below standard Declined -6 points 33	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color 118.2 points below standard Declined Significantly -29.9 points 21	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 88.9 points below standard Declined -8.4 points 110	<p><b>Students with Disabilities</b></p>  Orange 102.7 points below standard Increased ++4.5 points 66

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">108.9 points below standard</span> Declined Significantly -41.6 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color <span style="background-color: #e1eef6; padding: 2px;">7.3 points above standard</span> Maintained -0.7 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e1eef6; padding: 2px;">73.8 points below standard</span> Increased ++5.2 points 118	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	(Empty)	 Orange <span style="background-color: #e1eef6; padding: 2px;">48.2 points below standard</span> Declined -5.2 points 105

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6; padding: 2px;">132 points below standard</span> Declined Significantly -31.8 points 15	<span style="background-color: #e1eef6; padding: 2px;">67.3 points below standard</span> Increased ++14.5 points 18	<span style="background-color: #e1eef6; padding: 2px;">60.1 points below standard</span> Declined -4.1 points 221

**Conclusions based on this data:**

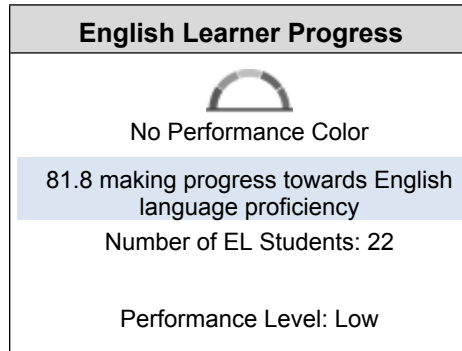
1. Special education students and RFEP students have decreased their distance from level 3 more than any other subgroup.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.5	13.6	13.6	68.1

#### Conclusions based on this data:

- 81% of English Learners maintained or progressed at least one level.

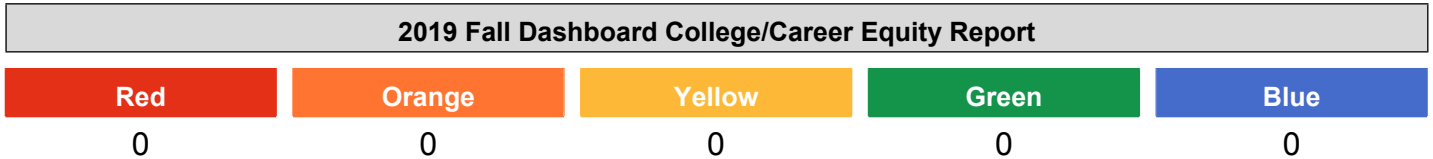
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>24.6</p> <p>Declined -5.8</p> <p>61</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
30.4 Prepared	30.4 Prepared	24.6 Prepared
15.7 Approaching Prepared	15.7 Approaching Prepared	24.6 Approaching Prepared
53.9 Not Prepared	53.9 Not Prepared	50.8 Not Prepared

**Conclusions based on this data:**

- The Learning Choice Academy continues to move High School students from Not Prepared to Approaching and Prepared .

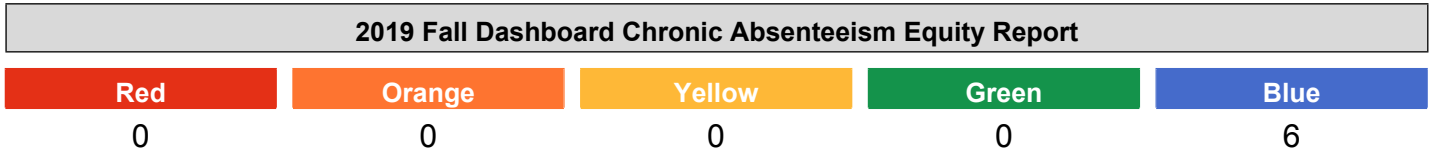
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>0</p> <p>Maintained -0.3</p> <p>384</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>24</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p>  <p>Blue</p> <p>0</p> <p>Declined -1.6</p> <p>46</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Declined -0.7</p> <p>163</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Declined -1</p> <p>80</p>



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 13	 No Performance Color 0 Maintained 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 153	 No Performance Color 0 Maintained 0 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0 Declined -0.5 142

**Conclusions based on this data:**

1. The Learning Choice Academy maintains a 99% positive attendance rate.

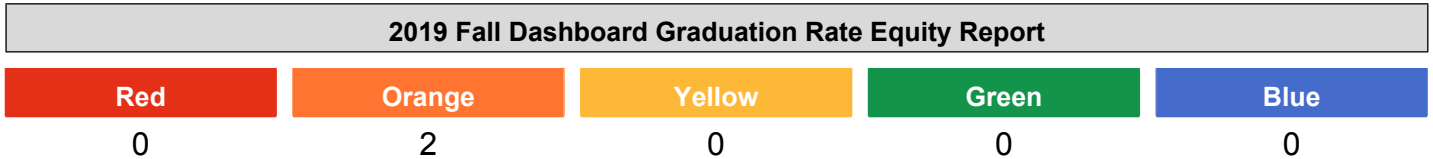
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange <p>81.3</p> <p>Declined -9.6</p> <p>64</p>	<p><b>English Learners</b></p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Foster Youth</b></p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange <p>78.7</p> <p>Declined -9.7</p> <p>47</p>	<p><b>Students with Disabilities</b></p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85.7 Declined -5.3 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 92.9 Increased +2.9 14

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
90.8	81.3

**Conclusions based on this data:**

1. Due to the decrease in enrollment, Graduation rates are more easily impacted by only having 1 student who did not complete high school in 4 years.

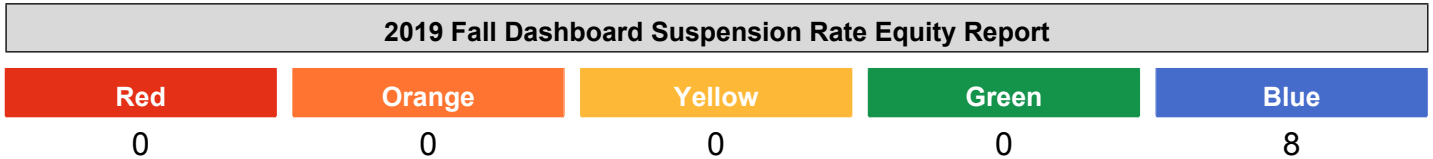
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 0 Maintained 0 738	<p><b>English Learners</b></p>  Blue 0 Maintained 0 53	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 1
<p><b>Homeless</b></p>  Blue 0 Maintained 0 71	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 0 Maintained 0 334	<p><b>Students with Disabilities</b></p>  Blue 0 Maintained 0 132

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 58	 No Performance Color Less than 11 Students - Data 8	 No Performance Color 0 Maintained 0 20	 No Performance Color 0 Maintained 0 28
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 336	 Blue 0 Maintained 0 38	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 248

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0	0

**Conclusions based on this data:**

- The Learning Choice Academy had no suspension over the last 3 years.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

High Quality Education

## LEA/LCAP Goal

Learning Choice Academy / LCAP #1

## Goal 1

Provide all students with high-quality instruction using research-based pedagogical strategies and rigorous standards-aligned curriculum, through the integration of technology that meets the diverse learning needs (ELL, SPED, SED) of our students, and to prepare all students to strive/excel as critical thinkers, problem solvers, and innovators in an ever-changing global world.

(Aligns with WASC Action Plan 1, 4)

## Identified Need

There is a need to strengthen pedagogical strategies to address the diverse learning needs of our students who have significant learning gaps. In order to accomplish this, our school will provide all teachers with a robust evidence-based professional development program and provide ongoing coaching and support.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Teachers who are appropriately credentialed & assigned: 100%	100% / 100% of our teachers are appropriately credentialed & assigned	100% of our teachers are appropriately credentialed & assigned
% of students with access to standards aligned instructional materials: 100%	100% / 100% of students with access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials
% Students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled in a broad course of study: 100%	100% / 100%	100%

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

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

All Students

Strategy/Activity

**STAFF TO SUPPORT SCHOOL'S PROGRAM**

TLC will employ 13 teachers that are appropriately credentialed and assigned, an Executive Director, Assistant Director, and Curriculum and Instruction Coordinator.

**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)
631249	LCFF - Base 1000-1999: Certificated Personnel Salaries
224141	LCFF - Base 3000-3999: Employee Benefits

**Strategy/Activity 2**

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

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

All Students

Strategy/Activity

**PROFESSIONAL DEVELOPMENT**

TLC will provide all teachers with evidence-based professional development aligned to the CA State Standards, the school's mission, and educational program and targeted to meet the needs of our students. The focus this year will primarily include the following topics:

- NWEA MAP
- Edgenuity/Compass Learning
- Discovery Education
- New Social Studies adoption
- ELD Standards
- CCSS Math
- Accommodations & Modifications for SWD
- Restorative Justice
- MTSS
- Social-Emotional training (Aperture)

In addition, members of our staff will be provided with the opportunity to attend conferences and workshops that include:

- SDCOE Workshops
- ELPAC Institute
- CAASPP Institute
- CSDC
- CCSA

- A Plus
- MTSS

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4,493.00	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures
2,290.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
10,194.00	LCFF - Base 5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 3**

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

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

English Learners, Foster Youth, and/or Low Income

**Strategy/Activity**

**COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS:**

TLC provides all students with a rigorous standards-aligned college preparatory educational program. Most of our students will be first-generation college students, therefore our school has implemented the following to ensure all students are college/career ready:

- All HS students will have access to a College Counselor for college planning, UC A-G, and PSAT/SAT/ACT
- UC A-G approved course list
- HS Graduation Project: Community Service project aligned with college/career goals
- Internship opportunities
- College Course Credit (formerly concurrent enrollment) – off-site
- All students Gr 11-12 will take SAT/ACT
- All students Gr. 8-11 will take the PSAT
- CTE Pathway: PLTW
- College Center: led by the Counselor
- College Campus Tours: 3 days (Summer)
- CA CareerZone – career planning

**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)
23,970.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
38,440.00	LCFF - Base 4000-4999: Books And Supplies
11,684.00	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

CORE CURRICULUM TO BE PURCHASED:

Every student will have access to standards-aligned curriculum. TLC will purchase the following curriculum:

- Consumables for all core subjects
- For Site based instruction: curricular purchases will be made
- Home-based instruction: Curriculum for all subjects
- Online: Time for Learning K-6

#### 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)
9,610.00	LCFF - Base 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

The strategies and activities have been implemented as outlined above.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

TLC has hired a Curriculum and Instruction Coordinator to help with the Professional Development for staff as well as data-driven PLC's for teachers. C & I will also work with teachers and IA's on plans for students to excel in state testing as well as the classroom.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Excellence

## LEA/LCAP Goal

Learning Choice Academy / LCAP Goal #2

## Goal 2

Continue to develop (and train staff) on an infrastructure to use multiple forms of student/schoolwide data and assessments to inform instructional decisions, implementation of evidence-based intervention services/programs; challenge students academically, and measure program efficacy, to identify and provide appropriate academic and social-emotional supports that will ensure student academic success and close the achievement gap among all subgroups to prepare all students to be College and Career Ready (CCR). (Aligns with WASC Action Plan 1-4)

## Identified Need

There is a need to use data to measure student progress, measure program efficacy and identify the academic, social-emotional and/or behavioral needs of our students as part of our MTSS Implementation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Growth on ELA CAASPP Distance from Standard (DFS)	Baseline: +3.4 points above DFS (17-18) +11.7 points above DFS (18-19) +14.7 points above DFS (19-20) +17.7 points above DFS	Student groups scoring below the LEA average will show an increase of 2% or more in ELA CAASPP scores
Annual Growth on MATH CAASPP Distance from Standard (DFS)	Baseline: -67.9 points below DFS (17-18) -61.1 points below DFS (18-19) -58.1 points below DFS (19-20) -55.1 points below DFS	Student groups scoring below the LEA average will show an increase of 2% or more in Math CAASPP scores
Increase % Students who complete UC A-G by 1%	Baseline: 28.4% (17-18) 32.7% (18-19) 33.7% (19-20) 34.7%	(17-18) 32.7% (18-19) 33.7% (19-20) 34.7%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% EL who progress in English Proficiency as measured by ELPAC (Summative)	Baseline: N/A (17-18) 40.5% (ELPAC) (18-19) 41.5% (19-20) 42.5%	(17-18) 40.5% (18-19) 41.5% (19-20) 42.5%
Increase English Learner reclassification rate as measured by ELPAC (Summative)	Baseline: N/A (17-18) 16.5% (CEDLT) (18-19) 0% (ELPAC) (19-20) 2% (ELPAC)	(17-18) 16.5% (CEDLT) (18-19) 0% (ELPAC) (19-20) 2% (ELPAC)
Increase % Students "Prepared" for College as measured by ELA EAP by 2%	Baseline: 35% (17-18) 31% (18-19) 33% (19-20) 35%	(17-18) 31% (18-19) 33% (19-20) 35%
Maintain Attendance Rates >95%	Baseline: 4% (17-18) 5% (18-19) 7% (19-20) 9%	(17-18) 5% (18-19) 7% (19-20) 9%
Maintain Chronic Absenteeism rates <2%	Baseline: 0% (17-18) 0% (18-19) <2% (19-20) <2%	(17-18) 0% (18-19) <2% (19-20) <2%
Maintain MS Dropout rate <1%	Baseline: N/A (17-18) 0% (18-19) <1% (19-20) <1%	(17-18) 0% (18-19) <1% (19-20) <1%
Maintain HS Dropout Rates <2%	Baseline: 7.2% (17-18) 0.9% (18-19) <2% (19-20) <2%	(17-18) 0.9% (18-19) <2% (19-20) <2%
Maintain HS Graduation Rates >90%	Baseline: 83.5% (17-18) 90.4% (18-19) >90% (19-20) >90%	(17-18) 90.4% (18-19) >90% (19-20) >90%
Maintain Suspension Rate: <2%	Baseline: 0% (17-18) 0% (18-19) <2% (19-20) <2%	(17-18) 0% (18-19) <2% (19-20) <2%
Maintain Expulsion Rate: <1%	Baseline: 0%	(17-18) 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(17-18) 0% (18-19) <1% (19-20) <1%	(18-19) <1% (19-20) <1%

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

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

All Students

### Strategy/Activity

#### MULTIPLE TYPES OF ASSESSMENTS:

TLC staff will implement multiple types of assessments, to monitor each student's: academic progress; identify their strengths and needs to modify instruction, and identify the type of academic intervention needed.

- NWEA MAP: ELA/Math Gr TK-11
- Running Records: Learning A-Z
- Kindergarten Readiness Assessment
- Math Summative Assessment
- Writing Prompts various genres: Gr 6-12
- WRITE Institute Writing Assessments Gr. K-5
- GLAD

In addition, our students will be administered the following state-mandated assessments:

- ELPAC: Initial & Summative for EL
- CAASPP ELA & Math: Gr. 3-8, 11
- CA Science Test: 5, 8, HS
- Physical Fitness Test: Gr. 5,7,9

### 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)
9,220.00	LCFF - Base 4000-4999: Books And Supplies
1,752.00	LCFF - Supplemental 4000-4999: Books And Supplies

## Strategy/Activity 2

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

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

English Learners

### Strategy/Activity

#### STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS:

The Leadership Team will review and revise the EL Master Plan to align with the ELPAC; CDE/SBE Reclassification criteria, and ELD curriculum (to ensure that all ELs receive appropriate, adequate, and targeted designated and integrated ELD instruction across all grade levels. The EL Coordinator will provide professional development (SDAIE, GLAD) and model lessons for teachers.

The EL Coordinator will administer the ELPAC, in charge of reclassification, provide support for Newcomers, and provide after-school support for EL. Read Naturally will be purchased for EL.

### 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)

32,450.00

109,562.00

#### Source(s)

LCFF - Base  
1000-1999: Certificated Personnel Salaries

Title I Part A: Disadvantaged Students  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 3

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

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

Students with Disabilities

### Strategy/Activity

#### STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS:

TLC's SELPA Provider is the El Dorado Charter SELPA. The RSP Teacher/SPED Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing, and contracted services. TLC's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services, and supports for students. Program services will include providing Special education teachers, Instructional Assistants, and support staff.

Our RSP Teacher/SPED Coordinator and/or SELPA Provider will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high-quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high-quality Individual Education Plans (IEPs) and translating those IEPs into high-quality rigorous instruction for students with disabilities.

### 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)
292,657.00	Special Education 1000-1999: Certificated Personnel Salaries
12,436.00	Special Education 5000-5999: Services And Other Operating Expenditures

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS:

TLC will align academic interventions to core instruction; and grade-level content to ensure all students including unduplicated students, are on track towards grade-level mastery, to narrow any achievement gaps.

Our students work from home on Mondays; attend classes on Tuesday – Thursday.

Teachers provide small group and one-on-one instruction on Fridays. The Instructional Assistants also provide academic support and intervention.

Math support will be provided on Wednesdays since onsite instruction takes place Tuesdays and Thursdays.

Students in MS/HS will receive 4 hours of Math instruction per week, in addition, to support at home.

Our students will have access to:

- Edgenuity/Compass Learning for ELA & Math Gr. K-11
- iXL Math

ELA Support for HS: will receive 4 hours of instruction weekly with support/tutoring on Fridays. For MS: students will receive 2 hours/week.

Online tutors (Grand Slam) are also available for students in grades 5-12.

**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)
9,610.00	LCFF - Base 4000-4999: Books And Supplies

**Strategy/Activity 5**

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

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

English Learners, Foster Youth, and/or Low Income

Strategy/Activity

MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:  
TLC is in the planning phase of MTSS using SWIFT Tools. Our school has implemented Restorative Practices schoolwide; and provides resources to families (Mental Health America). The Dean of Students and Counseling Interns provide social-emotional counseling. Our school will contract services from a Psychologist when needed.

**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)
38,070.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
30,969.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 6**

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

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

All Students

Strategy/Activity

TECHNOLOGY  
  
TLC will purchase the following technology devices that support the school’s educational program and model:  

- Chromebooks



- PC for PLTW
- Ipads
- Projector
- Laptops for staff
- Network upgrades: Wifi access
- Contract IT services: Filemaker
- Licenses for Microsoft Software
- Website costs
- Technology Coordinator

**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)
28,176.00	LCFF - Base 1000-1999: Certificated Personnel Salaries
14,903.00	LCFF - Base 5900: Communications
8,000.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies
15,352.00	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures
500.00	LCFF - Base 5900: Communications

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT:

TLC’s educational program will provide all students with an engaging learning experience, and a safe, positive school climate and learning environment through the implementation of the following:

- Students will participate in Project Showcase: End of Year
- Students will participate in competitions (ex. SeaPerch ROV)

- Host Clubs/Organizations
- 6th grade Camp
- Voucher for Elective Units (can be used for enrichment)
- Provide bus passes for homeless, foster youth, low-income students
- Host schoolwide events: culture-building, anti-bullying
- Star Jaguars (Character Traits)
- East Coast Trip: MS

### 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)
79,417.00	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures
10,000.00	LCFF - Base 4000-4999: Books And Supplies
3,243.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

The strategies and activities have been implemented as outlined above to help ensure high levels of student achievement and to close the achievement gap of students in particular groups (i.e, students with disabilities and all English Learners).

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

TLC will continue to monitor student progress. Teachers will track student progress towards mastery of essential standards and plan intervention for students as needed. Special Education staff will attend professional development and work with the Curriculum and Instruction Coordinator over the course of the 2020-21 school year to improve the implementation of the Common Core/Essential Standards and provide access for every student.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Wellness

## LEA/LCAP Goal

Learning Choice Academy / LCAP #3

## Goal 3

Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)

## Identified Need

There is a need to engage parents through communication and education to improve student academic outcomes, school connectedness and safety.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administer TLC Building Checklist annually	Good Condition	Good Condition
Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC)	Outcome Met	Outcome Met
Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities	Outcome Met	Outcome Met
Increase participation rate on parent survey on the sense of safety and school connectedness.	(19-20) 26% Participation Rate - 49 Respondents/187 total households.	Outcome Not Met. COVID-19 impacted response rate.
Increase participation rate on student survey on the sense of safety and school connectedness.	(19-20) 26% Participation Rate - 34 Respondents/130 total students.	Outcome Not Met. COVID-19 impacted response rate.
Increase participation rate on staff survey on the sense of	(19-20) 63% Participation Rate - 67 Respondents/106 total	Outcome Met.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
safety and school connectedness.	staff for all school sites. Sites not specified on survey.	

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

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

All Students

#### Strategy/Activity

##### METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, TLC will host and facilitate SSC, and ELAC Meetings during the school year with annual elections to include parents, staff, teachers & students as well as monthly meetings with EP.

TLC will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).

During the school year, SSC and ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.

#### 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)

3,670.00

#### Source(s)

LCFF - Base  
4000-4999: Books And Supplies

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

##### OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:

As part of TLC’s Initial implementation of MTSS our school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:

- Meeting with parents every 6 weeks
- Provide Parent Workshops on various topics

- Host Parent/student Orientations
- Communicate with Families using Parent Square
- Translator will be available at schoolwide events and upon request
- Presentations on Post-secondary options
- Marketing & Events Coordinator: coordinates field trips

**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)
64,332.00	LCFF - Base 2000-2999: Classified Personnel Salaries
3,671.00	LCFF - Supplemental 4000-4999: Books And Supplies
5,897.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

**Strategy/Activity 3**

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

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

All Students

**Strategy/Activity**

FACILITIES

TLC strives to provide a safe, clean, and well-maintained school site for all students and staff. In order to accomplish this, the following will take place:

- Facility leasing expenses
- Facility maintenance, repairs, and janitorial staff
- Administer annual report on the status of the buildings

**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)
16,029.00	LCFF - Base 5000-5999: Services And Other Operating Expenditures

227,000.00	LCFF - Base 5000-5999: Services And Other Operating Expenditures
8,000.00	LCFF - Base 5000-5999: Services And Other Operating Expenditures
6,910.00	LCFF - Base 5000-5999: Services And Other Operating Expenditures
8,637.00	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures
13,823.00	LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures

# Annual Review

## SPSA Year Reviewed: 2018-19

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.

The strategies and activities have been implemented as outlined above.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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.

During the 2020-2021 school year, the school will utilize parent recommendations submitted via the School Parent/Family Survey in conjunction with input from stakeholder groups, such as SSC, and ELAC, to help develop topics for parent education events (e.g., social/emotional needs of children, homework help strategies). Also, we will continue to host events on a variety of days/times and topics to support the needs of parents. We will continue to utilize the annual parent/family survey as

a metric to measure if they attend parent education or school events. Classified and Certificated staff are participating in SEL professional development to support students whose behavior can adversely affect student learning/progress. Additionally, classified and certificated staff will work in conjunction with the school counselor to support students with behavior and emotional needs.



# 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	\$136,982.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,010,357.00

## 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 (\$)
Title I Part A: Disadvantaged Students	\$121,246.00
Title II Part A: Improving Teacher Quality	\$4,493.00
Title IV Part A: Student Support and Academic Enrichment	\$11,243.00

Subtotal of additional federal funds included for this school: \$136,982.00

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 (\$)
LCFF - Base	\$1,461,663.00
LCFF - Supplemental	\$106,619.00
Special Education	\$305,093.00

Subtotal of state or local funds included for this school: \$1,873,375.00

Total of federal, state, and/or local funds for this school: \$2,010,357.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	1,461,663.00
LCFF - Supplemental	106,619.00
Special Education	305,093.00
Title I Part A: Disadvantaged Students	121,246.00
Title II Part A: Improving Teacher Quality	4,493.00
Title IV Part A: Student Support and Academic Enrichment	11,243.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,198,787.00
2000-2999: Classified Personnel Salaries	64,332.00
3000-3999: Employee Benefits	224,141.00
4000-4999: Books And Supplies	97,216.00
5000-5999: Services And Other Operating Expenditures	293,249.00
5800: Professional/Consulting Services And Operating Expenditures	117,229.00
5900: Communications	15,403.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	691,875.00

2000-2999: Classified Personnel Salaries	LCFF - Base	64,332.00
3000-3999: Employee Benefits	LCFF - Base	224,141.00
4000-4999: Books And Supplies	LCFF - Base	80,550.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	268,133.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	117,229.00
5900: Communications	LCFF - Base	15,403.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	93,009.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,423.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,187.00
1000-1999: Certificated Personnel Salaries	Special Education	292,657.00
5000-5999: Services And Other Operating Expenditures	Special Education	12,436.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	121,246.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,493.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	11,243.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	956,071.00
Goal 2	696,317.00
Goal 3	357,969.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Mary Leeds	Other School Staff
Ana Knudsen	Principal
Elma Castro	Parent or Community Member
Alina Contreras	Secondary Student
Laura Moreno	Other School Staff
Rosa Latorre	Classroom Teacher
Deanna Carey	Classroom Teacher
Jehonadab Carrasco Cruz	Secondary Student
Jeff Follett	Classroom Teacher
Cathy Kniss	Other School Staff
Berenice Picazo	Parent or Community Member
Josiah Nivinskus	Secondary Student
Angela Parson	Parent or Community Member
Roxanna Vincent	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: Board of Directors - Celina Cunningham President

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Debi Gooding on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

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

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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