

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Provisional Accelerated Learning Academy	36-67876-3630993	3/5/21	3/25/21

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)

Provisional Accelerated Learning Academy developed the SPSA for the 2020-21 school year to meet the requirements for the use of federal funds in the absence of a Local Control Accountability Plan (LCAP) for this school year. The SPSA plan is for a Schoolwide Program. The Charter school is designated as a Comprehensive Support and Improvement (CSI) school based on its graduation rate.

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 purpose of the Provisional Accelerated Learning Academy's School Plan for Student Achievement is to ensure that schoolwide improvement planning integrates and aligns with the goals and objectives of the charter school's Local Control Accountability Plan (LCAP), the Learning Continuity Plan (LCP) for 2020, the Comprehensive School Improvement Plan (CSI) and the Federal Addendum and prompts. This integrated planning process supports a unified continuous improvement process. Annual school planning objectives are usually determined by reviewing the following quantitative data for the goal-setting process: attendance rate, suspension rate, expulsion rate, credits earned, graduation rates, data related to PAL teacher outcomes, SARC data, CAASPP ELA proficiency rate, CAASPP math proficiency rate, English Learner reclassification rate, English Learner Proficiency Levels from ELPAC, course enrollment data, local assessment data, stakeholder surveys, and input from stakeholder meetings and Professional Development outcomes. Due to the educational disruptions and use of virtual learning during the 2019-2020 school year, PAL is also using the 2018-2019 and school historical data for planning purposes of this SPSA. Students have also been assessed using Edmentum's Exact Path diagnostic assessments. The following objectives are central to our school planning: A. Student Achievement: creating strategies for PAL students to stay on track or accelerate to on-time graduation by helping students to close learning gaps in reading, writing, and math, increase proficiency in the core content areas, become more engaged in the arts and student life/leadership activities.

B. Getting students "Ready for Life" - By increasing College and Career Readiness actions and services, promote college enrollment for all college-bound students and provide a Career Technical Education (CTE) pathways program that supports students who desire alternative postsecondary options. Help all students to

gain workplace entry-level skills, pathway certificates, credentials and enrollment in postsecondary vocational courses.

C. Increasing Stakeholder Engagement:- actions and services that are designed to create a dynamic, safe, learning environment and system of support for each student's personal, academic and social-emotional growth, with a focus on strong parent and community engagement.

D. Reducing inequities in meeting PAL student's academic, cultural, and social-emotional needs. The majority of our students qualify for Free and Reduced lunch, are English Learners or are in English Learner households, maybe significantly deficient graduation credits, and /or are not graded proficient in literacy skills based on diagnostic testing, so Title 1 Funds, along with our LCFF funding, help to support schoolwide program goals for all of our students.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Stakeholder involvement process started in August 2020 with regularly scheduled meetings with Staff/Admin/community/Parents/Students and because of COVID 19 disruptions, continued throughout the school year. Due to the challenge of engaging stakeholders, regularly scheduled activities became touchpoints to solicit feedback about school plans from stakeholders. Collaboration and feedback were solicited as part of a needs assessment through notifications to parents, including our Parent Advisory Committee/ school site council. Parents and staff participated in scheduled teacher/parent meetings, an online open house, and three surveys for students/parents. The surveys generated the most responses. PAL also posted the last required LCAP, the Learning Continuity Plan, and the Operations Plan on its website for public comment by parents and the community. The updated SPSA plan included posting the SPSA draft on the website and through Parent Square notifications soliciting comments before being submitted for Board Approval on March 25, 2021.

Parents and Students

August 2020 - March, 2021-Three Parent surveys/ Parent Square notifications.

Community

July - December 2020- PAL staff contacted community partners to create a school advisory board for the CTE program and also hosted a community forum to stay connected and engaged with the community. The feedback and support for the CTE program informed this SPSA.

Teachers/School Staff

September 2020- March 2021 -The school conducted a combined Needs Assessment/WASC review, with special emphasis on teachers and school staff for its March 2021 WASC report. This time period covered the start of and carried over into March of the 2020-2021 school. This WASC study has also informed the SPSA. One of the ways we achieved collaboration by teachers and staff during this challenging 2020-2021 school year was the creation of specifically targeted online teacher and staff focus groups. These focus groups met online regularly where they discussed questions for their assigned sections which were invaluable to the development of the report as they allowed various stakeholders with a wide range of perspectives the opportunity to share and provide important feedback. As the process progressed, members were encouraged to swap sections to provide

commentary on other parts of the report. Feedback was also provided through the School Site Council, Glip, Open Houses, surveys, Back to School Nights, Parent Square, and School Board Meetings.

Governing Board

August 2020-March 2021-Drafts of all school planning documents are regularly presented to the Governing Board for comment, input, and approval. Those documents also informed this SPSA presented to the Board on March 25th for final approval.

Resource Inequities

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

In reviewing the assessment results and graduation data of the previous year's our Associate Head of Schools gave context to our CSI status by observing the following:

"The school's state graduation data is lower than our actual graduation rate because as an alternative school that utilizes an accelerated independent study model, we enroll significant numbers of students who are severely credited deficient. A 12th grader who transfers with 115 credits is still a 12th grader but will likely not graduate until the following school year as a super senior. We inherit many students at each grade level in this same predicament each year. The higher their grade level when transferring, in relation to the number of credits deficient, provides a more accurate indication for expected graduation in these cases. Due to our accelerated program, a student in a similar circumstance may have enough time and credits to catch up and matriculate through the system successfully with their assigned class. Additionally, due to our acceleration, we have students who have been with us since their freshman or sophomore year who are prepared to graduate ahead of their class. This also skews state-reported data. In both cases, we are intentional and diligent in our efforts to place students in the program that yields the most opportunity for their success."

The school will increase graduation rates by addressing resource inequities for academic subgroups for the students significantly deficient in credits and for students identified as needing significantly more Social Emotional Learning (SEL) support

The following objectives have been identified to increase PAL's actions and services to balance the identified resource inequities for 12th graders behind in credits and all students' social-emotional needs through 1. Investment in Teacher Training - Increased funding for professional development, training, and resources for teachers to include best practices for creating strategies that increase engagement and more effective instruction with students who are significantly deficient in credits and the creation of more effective Social-Emotional Learning supports.

2. Student Management – Increasing student attendance, performance and mitigate learning loss by referring students for interventions through the Focused Learning Center in order to provide targeted services such as AVID courses, remediation in literacy, math, and online supplemental tutoring and mentoring to all students.

3. English Learner Progress –Continue to expand the use of the language development materials and learning strategies for using differentiated EL materials/resources. Provide appropriate technology-based interventions and supports to help ELL students overcome virtual learning challenges.

4. Student Engagement services - College and Career preparedness- provide mentoring, social-emotional programming, and college and career readiness supports to help students overcome the academic, social, emotional, and now pandemic driven barriers to student achievement. Continue to provide opportunities for students to learn about college and career resources through active participation in CTE programming. Increase the number of pathways that students can participate in to develop entry job level skills and obtain industry-recognized credentials and certificates.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

Goal 1: Increase the number of students successfully entering post-secondary education by providing curriculum and additional enrichment opportunities so that all students, including English Learners, demonstrate knowledge of the Common Core State Standards (CCSS) by meeting and/or exceeding proficiency levels in core subjects and CAASPP testing.

Identified Need

After reviewing Exact Path diagnostic test scores, CELDT/ELPAC scores, HS Graduation Rates, and Common Core Standards, it was determined that students needed updated curriculum, along with continued interventions and academic supports to provide them with the skills necessary to master the new Common Core State Standards (CCSS), new English Language Development Standards (ELD) and for remediation strategies that addressed the needs of all students.

Supporting Data:

- CAASPP Results
- CELDT/ELPAC Scores /Exact Path diagnostic assessments

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hire Highly Qualified Teachers	100 %	Measurable increase in teacher effectiveness resulting in increased student performance and assessment scores
Access to standards-aligned instructional materials and technology. (Chromebook/Wifi access)	Every student has access to a broad course of study, as evidenced by course schedules and student enrollment in courses, including accelerated and remediation courses for 12th Graders deficient in credits as well as programs and	Increase in student CAASPP ELA and Math achievement levels based on 2020-2021 student outcomes by appropriately determining percentages. Reclassified EL students will meet or exceed school targets.

	services for underrepresented students and those with exceptional needs. Every student has a Chromebook and a hot spot if needed.	100% Technology access for students.
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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

All Students

Strategy/Activity

Growth Targets:

Review and evaluate current approved CCSS aligned curriculum and upgrade all instructional content and resources to include technology resources/access

When applicable analyze CAASPP baseline data or alternative assessment data (Exact Path Diagnostics/Prescriptions) to determine measurable targets.

Schedule planning sessions to analyze CAASPP/Assessment results, Edmentum Adaptive Diagnostic Tests, and other student data. Examine student data for all students. Develop an intervention plan for targeted and numerically significant subgroups.

Implement school intervention (enrichment) programs to provide charter-wide targeted instruction to identified students.

Work with the Enrichment/Intervention Coordinator to align current courses with tutoring and intervention strategies.

Continue to provide an EL Specialist to deliver additional services to identified EL students including the administration of assessments, providing instruction, communicating with classroom teachers and families, reclassifying students, and completing all state requirements.

Provide incentives for teachers based on teacher effectiveness.

Continue to provide EL specialists to deliver additional services to identified EL students including administration of new EL assessments, provide instruction, communicate with classroom teachers and families, reclassify students, and complete all state requirements.

Determine indicators of success for English Learners charter-wide and for students with disabilities.

Continue to provide 1/2 day long-range planning sessions to analyze student data for all grade levels twice a year.

Ensure Common Core and ELD standards are embedded into all Literacy and Math assessments.

Utilize CDE online formative and interim assessments and Edmentum adaptive tests as part of the CAASPP program.

Analyze student progress and performance on CAASPP data to growth targets. Continue planning to analyze CAASPP results and other student data; develop an intervention plan for targeted and numerically significant subgroups.

Continue to provide an EL teacher to deliver additional services to identified EL students.

Continue to support and improve services for English Language Learner assessment, reclassification processes, and materials.

SLOs Addressed:

- Integrate skills of reading, writing, math, and technology.
- Demonstrate the higher-order thinking skills such as application, analysis, synthesis, and evaluation

Responsible Person(s) Involved: Teachers, Counselor

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1,647,952	LCFF, CSI, CTEIG, Strong Workforce Grant, AB602 SPED

Goal 2

Goal 2: Develop targeted student interventions and implement the best practices professional learning plan, including training and professional development, that will support teachers in the alignment of student learning to the Common Core State Standards (CCSS) and SEL strategies that will prepare PAL teachers to help all students (including English Learners) to successfully complete high school and graduate prepared for the college and/or career of their choice.

Identified Need

Rationale:

Professional development for teachers and administrators to increase knowledge, experience, and skill in delivering instruction aligned to the CCSS for all students. After reviewing the LCAP Surveys; CCSS, ELD, Professional Development (PD) needs, teacher assignment, and credentials; California English Language Development Test (CELDT), HS Graduation Rate and HS Dropout Rate, it was determined that teachers need ongoing Professional Development (PD) to provide them with the skills necessary to implement Common Core State Standards (CCSS), English Language Development Standards (ELD), and address the needs of all students.

Supporting Data:

- CAASPP Results
- CELDT Scores
- Mastery/Diagnostic Tests

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	100% of teachers will participate in one or more PD and/or PLC training on the CCSS and ELD Standards as verified by sign-in sheets.	<p>Implementation of research-based assessment where 100% of teachers will implement lesson plans incorporating CCSS and student learning targets.</p> <p>ELs will make progress on the ELPAC and meet school goals for reclassification.</p> <ul style="list-style-type: none"> • HS graduation rate will increase by 15%. • HS dropout rate will remain below 2%.
A-G courses/Literacy	80% of students will participate in A-G and literacy courses	College Prep leading to a seamless transition to postsecondary options.

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

All Students

Strategy/Activity

Growth Targets:

Year One 2021-2022

Continue mentor teacher support program to mentor new teachers, inform about requirements for maintaining their teaching credential for all teachers, and being an independent study teacher.

Continue to provide staff development by providing classroom teachers with training in ELA/ELD for working with EL's, math, and English literacy for all students.

Continue to structure professional learning experiences for teachers to share innovative practices aligned to targeted goals for CCSS, NGSS, Technology, EL strategies. Utilize teachers to lead staff development.

Continue to provide training to Admin/Board/Principal to support teachers implement CCSS in their work with all students and parents.

Provide training in student intervention for addressing targeted needs for students at different levels.

Provide training in the use of data management tools for assessment and analysis of student achievement, including the new state assessment resources.

Year Two 2022-2023

Continue Mentor teacher support program to mentor new teachers, inform about requirements for maintaining teaching credential for all teachers, and experience as an independent study teacher.

Provide incentives for teachers based on effectiveness and teacher participation in incentive programs.

Continue to provide staff development by providing classroom teachers with training in ELA/ELD for working with English Learners and math and English literacy for all students.

Plan professional learning experiences for teachers to share innovative practices aligned to targeted goals for CCSS, NGSS, Technology, EL strategies. Utilize teachers to lead staff development. Continue to provide training to Admin/Board/Principal to support teachers implementing CCSS in their work with all students and parents. Provide training in student intervention for addressing targeted needs for students at different levels.

Provide training in the use of data management tools for assessment and analysis of student achievement, including the new state assessment resources.

Year Three 2023-2024

Plan professional learning experiences for teachers to share innovative practices aligned to targeted goals for CCSS, NGSS, Technology, EL strategies. Utilize teachers to lead staff development. Continue to provide training to Admin/Board/Principal to support teachers implementing CCSS in their work with all students and parents. Provide training in student intervention for addressing targeted needs for students at different levels.

Provide training in the use of data management tools for assessment and analysis of student achievement, including the new state assessment resources.

SLOs Addressed:

- Plan and follow a career/education plan for high school years and beyond.
- Integrate skills of reading, writing, math, and technology.
- Demonstrate higher-order thinking skills such as application, analysis, synthesis, and evaluation.
- Communicate effectively.

Responsible Person(s) Involved: Head of School, Teachers, CEO, Counselor

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)
\$12,500	Title 2

Goal 3

Goal 3: Increase school-to-home communication, parental involvement, and postsecondary outcomes for our students by engaging our parents, families, and community stakeholders as partners in the education and improvement strategies of all students.

Identified Need

Rationale:

- Increase the participation of parents in school activities because after reviewing the LCAP Surveys, Parent Survey, Parent Advisory Committee meetings, and overall feedback and observations of parent participation it was determined that parents and families needed more support and communication from the school to be involved in the education of their children.

Supporting Data: Surveys, School Site Council

Growth Targets:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Satisfaction/ Student understanding of how their learning connects to the real world and future careers.	Annual Parent orientations will be given at the beginning of each school year. The Parent Advisory Committee will meet a minimum of once, every other quarter. The school will have frequent communication as evidenced by letters, phone calls, progress reports, parent conferences, and a documented record of school communication with parents.	Our annual parent and student survey will demonstrate an increase in self-reported positive school interactions and awareness by students about the real-world connection of school to careers.
College and career readiness	All students will be enrolled in a career pathway and complete two sequenced CTE courses	Career prep leading to industry-recognized credentials/certifications or entry-level transition to a career

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

Year One 2021-2022

Parent workshops/conferences on parent involvement, College & Career Readiness, the importance of high stakes tests (ELPAC, CAASPP), to go to college, and Career Readiness prep through career pathways.

Home visitation Team

Parent Advisory meetings, Open House

Year Two 2022-2023

Parent workshops/conferences on parent involvement, College & Career Readiness, the importance of high stakes tests (ELPAC, CAASPP), to go to college, and Career Readiness prep through career pathways.

Home visitation Team

Parent Advisory meetings, Open House

Year Three 2023-2024

Parent workshops/conferences on parent involvement, College & Career Readiness, the importance of high stakes tests (ELPAC, CAASPP), to go to college, and Career Readiness prep through career pathways.

Home visitation Team

Parent Advisory meetings, Open House

SLOs Addressed:

- Respect themselves, others, and their community as a whole.

Responsible Person(s) Involved: Parents, Administrators, Teachers

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)

\$161,807

LCFF, Title 1, Strong Workforce Grant

Annual Review

SPSA Year Reviewed: 2019-2020

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 implementation of the strategies and activities to achieve the goals outlined in this SPSA was interrupted due to COVID 19 closure and change to distance learning. However, the charter school created new strategies based on virtual learning and technology access to make up for the change in delivery to students. The school maintained its classroom instructional format online and strategized options and resources for technology-based interventions for students. Student data was utilized in a more effective way to meet student individualized needs. Teachers were still able to participate in online professional development opportunities and additional technology resources were utilized to engage and communicate with parents. Because of networking and collaboration opportunities through technology the charter school has been able to focus students on College and Career planning and to increase career pathway classes. Despite major challenges, we are still expecting growth and good outcomes for our students due to these adaptations.

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

Due to technology needs, implementation, and maintenance of COVID 19 protocols along with increased support, resources, and technology purchases, the budgeted expenditures to meet the articulated goals have increased by significant percentages. PAL has kept all teachers and school staff employed during the COVID 19 pandemic. New employees, including teaching staff and counselors, have also been hired for the 2020-2021 school year so that we can continue to support our students and make progress on SPSA goals.

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.

The goals and actions have not changed from our LCAP goals or CSI plan. They continue to guide student engagement, the dedication to student academic growth, and the improvement of teacher instructional practices even though the delivery and implementation steps have changed.

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	\$96,427
Total Federal Funds Provided to the School from the LEA for CSI	\$134,546
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,822,259

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 1	\$84,205
Title 2	\$12,222
Title 4	\$10,000
CSI	\$134,546
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school: \$ 240,973

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 (\$)
NA	

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]