School Year: 2020-21

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
Oxford Day	4110413-0135269	12/5/2020	12/7/2020

Purpose and Description

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

Oxford Day Academy (ODA) operates a Title I Schoolwide Program (SWP), designed to improve academic achievement throughout the school so all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards. The improved achievement results from improving the entire educational program of the school. Oxford Day Academy is currently in Comprehensive Support and Improvement status.

This plan was created to serve both purposes of a) Schoolwide Program and b) Comprehensive Support and Improvement.

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.

Oxford Day Academy (ODA) regularly reviews student performance data on state and local indicators for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black, and Latinx students. The school has developed practices to address the unique needs of each student group and measures the effectiveness of these practices by tracking progress towards annual targets. The goals, measurable outcomes, strategies, and budget expenditures align to Oxford Day Academy's LCAP goals and to the specific purposes of each funding program. Ordinarily, Oxford Day Academy would use the LCAP as SPSA planning option. This separate SPSA document was created to meet the

federal planning requirements for 20-21 in the absence of an LCAP due to the COVID-19 pandemic and to serve as the CSI Plan.

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 Oxford Day Academy SSC consulted with the ELAC for their input and approved the SPSA and Annual Review and update on 12/5/2020.

Resource Inequities

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

In reviewing the needs identified above and considering the resources currently available, the school determined that there is a need for additional support for data analysis and related professional development, staffing support for development and monitoring of the CSI plan, and counseling support for students. Analysis of suspension data in particular revealed 10.1% suspended in 2019 as reported on the CA School Dashboard. This data shows that a large proportion of students were suspended and points to the need for increased academic and social emotional support as well as support to develop, implement and monitor a plan for improvement. Oxford Day Academy has determined that the following resources will be essential to the success of the school improvement plan: Staffing support for development and monitoring of the CSI plan, consultant support for data analysis, related professional development, and counseling support for students. In order to ensure equitable allocation of resources, we will align our resources with the findings of our needs assessment and ongoing data analysis.

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

ODA students will develop as critical, creative, global thinkers with strong foundational skills in math, reading and writing.

Identified Need

The 2019 CA School Dashboard does not yet include data for CAASPP ELA and Math because ODA students have not yet taken the tests. The 2019 CA School Dashboard indicates English Learner Progress in Low Performance Level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA MAP: % meeting or exceeding the Norm Grade Level Mean RIT	"2019-20: Spring test results not available due to school closure Based on Fall and Winter scores, the percentage of students exceeding the RIT National Norm increased: Math: 36% (Fall) to 40% (Winter) Reading: 38% (Fall) to 44% (Winter) Language Usage: 29% (Fall) to 39% (Winter)"	>70% meeting growth target
% earning passing grades of C or above in math, ELA, history, science, world language, PE/heath, and art courses	19-20 Percentage of passing grades* | Course	19-20 Sem. 1	19-20 Sem. 2 Passing (Sem. 2 at 71% and above)
Math	67%	68% (55%)
English	96%	92% (88%)
History	96%	97% (96%)
Science	76%	87% (79%)
Spanish-Rosetta Stone	100%	100% (100%)
Spanish- College Course	100%	100% (100%) | *Note that Semester 1 passing grade was 71%+ and Semester 2 passing grade was lowered to 65%+ due to pandemic.	>70%
% of students in Special Education meeting 85% of IEP goals in math and reading comprehension (2023 goal: 85% to meet 85% of IEP goals)	81%	>80%
% of students enrolled in A-G coursework (starting in 2020-21: A-G completion rate)	100%	100%
% of 11th graders meeting/exceeded standard on SBAC ELA and Math (starting in 2019-20)	2019-20: CAASPP testing cancelled	Baseline Year
AP pass rate (3 or higher) (starting in 2019-20)	2019-20: 0	Baseline Year

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% of students prepared for college (EAP) (starting in 2019-20)	2019-20: CAASPP testing cancelled	Baseline Year
EL reclassification rate	2019-20 0%	>5%
% scoring 3 or 4 on ELPAC	2019-20: ELPAC Summative cancelled 2018-19: 68% (36% Level 3, 32% Level 4)	>60%
% of core teachers who are highly qualified as measured by ESSA Act and an audit of teacher assignments	100%	100%
% of teachers rate curriculum materials as adequate, aligned to school goals and state/national standards and up-to-date (as measured by annual survey or results of annual materials assessment)	100%	100% per leadership audit - Note: (staff select curricula materials, admin review and approve)

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

Core Curriculum

Core Curriculum

-Standards-aligned benchmark assessments in all subject areas

-Personalized instruction during studio time and class time—adaptive online programs, small group instruction, etc.

-Curriculum maps for each course aligned to EAP, ELD standards, AP, ACT, CCSS, NGSS and

other standards; include strategies and supports for low income, special education students,

ELs, and other struggling students.

-Rigorous graduation requirements, including UC A-G

-Competency-Based Instruction

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-Harkness tables and Socratic Seminars

-Tutorials with Academic Teachers: Miniature oral defenses of student work

-Up-to-date standards-aligned instructional materials, evaluated annually by faculty

-Off-campus college coursework

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)
[Add Amount(s) here]	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low Income, English Learners, Foster Youth

Strategy/Activity

Enrichment *

-Professional Workplace Management: Opportunities for students to spend a portion of the school day working in the field (i.e. internships) and training on professional workplace skills to manage workflow on professional projects (i.e. Google Suite & Asana).

-Multicultural Social Leadership Trips: To help students understand their place in a global world, ODA offers student exchanges with schools around the world as well as trips to develop field experience as part of the cultural anthropology program.

-Service learning with Design Thinking: Students create a social justice project portfolio

-Interdisciplinary Learning Studios – multi-grade, interdisciplinary learning for four hours, followed by opportunities to bring those ideas to life through field research, internships, and service project implementation.

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.

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Amount(s)	Source(s)
Student Travel $17,000	CSI funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Low Income, English Learners, Foster Youth

Strategy/Activity

Student support structures *

      -Summer Institute- Rising 9th grade students spend two weeks acclimating to ODA academic

      program—Harkness, Tutorial, small group instruction.

      -Weekly office hours

      -Bi-weekly tutoring

      -Academic tutorials once weekly in each subject

      -Enrichment and remediation class

      -Small group instruction

      -Early intervention plans

      -RTI program and Student Support Team: Identification and support for struggling students

      based on grades and assessment data

      -Use of online learning programs such as Newsela and IXL for specialized supports

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)
Staffing to plan and monitor CSI plan $78,264	CSI funds
Consultant Services for Data Analysis $19,686	CSI funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Special Education

Strategy/Activity

Comprehensive Special Education program: Includes push-in and pull-out services to meet the needs of students with IEPs
 	
    -Push-in and pull-out services based on offer of FAPE for each student with an IEP
 	
    -PD specific to SPED program based on data. Instructional strategies for English Learners
    with IEPs:
 	
        i. Modifications vs. Accommodations for students with special needs.
 	
        ii. How to modify curriculum and assessments
 	
        iii. Differentiated learning
 	
        iv. Functions of Behavior
 	
        v. Student-led IEPs
 	
        vi. Community Learning Sessions: Understanding My Child's Disability.
 	
        vii. Instructional strategies for English Learners with IEPs
 	
    -Grades monitoring and grading alternatives for students with IEPs
 	
        i. 50-65% = IP (in progress) in replacement of F grade.
 	
        ii. 67-70% = Competency-based project will be completed to receive a passing grade.

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)
[Add Amount(s) here]	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

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Strategy/Activity

Targeted ELD Support *

-Engage Ensemble Team to support development of Instructional program that includes personalized and differentiated learning, with regular benchmark assessments aligned to the ELD standards.

-ELD course to provide Designated Supports differentiated for Newcomers

-Targeted small group instruction for English Learners

-Teacher PD for ELD strategies and instruction, informed by data, supporting academic English, and cultural competency/culturally responsive teaching

-Explicit EL strategies in all classrooms including:

    i. SIOP

    ii. Sheltered instruction

    iii. Pre-teaching vocabulary

    iv. Specifically teaching Academic English

    v. Reading support groups

    vi. Increasing production

    vii. Small group support

    viii. Accountable Talk structures and sentence starters

    ix. Intervention strategies

    x. Reclassification Process

    xi. SDAIE Strategies

-Heritage Spanish classes at Canada College

-Grades monitoring and grading alternatives for English Learners

    i. opportunity to re-do assignments/additional opportunities to improve grade

    ii. providing additional assignments to support competency

    iii. Supports around group work: Teachers and paraprofessionals provide small group and one-on-one as needed.

-Improving Newcomer students' transition to include understanding how to better meet their social and emotional needs by affirming their cultural backgrounds and experiences

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)
[Add Amount(s) here]	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Low Income, English Learners, Foster Youth

Strategy/Activity

Teacher Professional Development *

-Professional Development sessions through Professional Learning Communities (PLCs) model on:

i. Implementing CCSS and NGSS. Content areas engage in cycle of lesson planning, implementation, and analysis of assessment and student work in order to evaluate efficacy of lesson and determine next steps.

-Math: focus on the Mathematical practice 3:   Construct viable arguments and critique the reasoning of others.

-ELA: reading comprehension focus on analyzing a passage.

-Science: focus on what constitutes evidence and correcting misconceptions around reasons as evidence

ii. Lesson Study focus on developing students as critical thinkers

iii. Data-driven instruction: analyzing results of and creating action plans informed by benchmark assessments

iv. Community building

v. Classroom management

vi. Working with struggling/at risk students: Special Education, ELs, low income, foster youth

vii. Social-emotional learning

viii. Culturally competent teaching

- Collaborative teamwork: grade level teams, department teams and other PLCs

- Teachers develop Personalized Educator Plans with individual goals to provide targeted and personalized PD

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)
Various professional development for staff, such as: ELD training - Ensemble Distance learning training with SMCOE & SMCC Summer PD ACS training - Adolescent Counselling Service Summer Training with Marin on the Bay for AP Chemistry SEL training with Transforming Education $4,427	Title II
Professional Development: To develop staff capacity to use an interactive data visualization resource that presents MAP and MESH data. Staff will develop proficiency using data to inform instruction, curricula design/refinement, and collaboration. $20,173	CSI funds

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

Hiring and retaining a highly qualified faculty and staff
-All candidates undergo a rigorous hiring process, which includes paper screening, interviews, performance tasks, curricular and teaching materials review, teaching demonstration, and reference checks. All teachers will meet ESSA legislation.

Proposed Expenditures for this Strategy/Activity

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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)
[Add Amount(s) here]	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Low Income, English Learners, Foster Youth

Strategy/Activity

COLLEGE COUNSELING *

Include actions/services to address:

-Develop plan for intervention and credit recovery (for all students, 5th year, and Newcomer group)

-Development of articulation plan with SUHSD

-Refine competency-based grading plan

-Develop college counseling program to support graduation progress, college applications, and college enrollment

   i. Develop processes and resources in support of student success to communicate: EL classification, A-G course credit, graduation requirements, transcripts, grading policy, college counseling roles and responsibilities, and expected outcomes for the ODA educational model as compared to those of a traditional education model;

   ii. Monthly communication to students and parents on student progress and projected graduation and promotion status

   iii. Staff to conduct regular on-target credit meetings to ensure students who are not making adequate progress are placed into an effective catch-up plan that makes every effort to help students meet credit targets

-Steps to attain A-G course list and WASC accreditation

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)
[Add Amount(s) here]	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2019-20

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.

Overall, the actions were implemented as planned, despite the necessity of shifting to distance learning during the Spring of 2020 due to the COVID-19 public health crisis. We tried to maintain all the actions as much as possible but in the remote format as needed.

Overall, based on available data, we find that the actions were effective in achieving the goal.

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

The major difference between intended and actual implementation was due to the global pandemic and the need to move our program online. However, as documented in the COVID-19 Operations Written Report, we were able to transition our program for full implementation in the distance learning format when we were required to do so.

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.

Based on the analysis, Oxford Day Academy will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions. We will also prepare to make changes as necessary to adapt to COVID-19.

Goal 2

ODA creates a school culture that fully engages all stakeholders to encourage ownership and mission alignment.

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Identified Need

The 2019 CA School Dashboard shows the ODA suspension rate at Level Red for All students, Level Red for Socioeconomically Disadvantaged students, and Level Orange for Hispanic students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of parents expressing satisfaction with ODA (based on parent survey)	86%	80%
% of parents who feel engaged in school decision-making (based on parent survey)	81%	>36%
Cohort graduation rate	Data not available until 2020-21	Not available yet
Suspension rate	2019-20 estimate as of 2/28/20: 2.8% (Met) 3 of cumulative enrollment of 109	<5%
Expulsion rate	2019-20 estimate as of 2/28/20: 0% (Met)	0%
ADA	2019-20 estimate as of 2/28/20: 93.9% (Not Met)	95%
Dropout rate (cohort)	2018-19: 0% (Met)	<5%
Chronic Absence Rate	2019-20 estimate as of 2/28/20: 19.4% (Not Met)	<10%
Transfer rate	71% returned from 2018-19 to 2019-20	<10%
SEL Rubric: Aggregated score of 4 out of 5 across SEL categories on MESH Survey	3.5	4 or higher
School safety: Aggregate score of 4 out of 5 across school safety questions on MESH Survey	4.2	4 or higher
School connectedness: Aggregate score of 4 out of 5 across engagement categories on MESH Survey	3.4	4 or higher
% of teachers expressing satisfaction with school on annual community survey results	100%	>80%
Parent & teacher feedback on school safety and connectedness	92%	>80%

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Less than 10% of staff leave ODA after 2 or fewer years that are a cultural, philosophical and skills fit	0%	<10%
School leaders rate the school condition as "adequate" on monthly walkthroughs.	Met	Met

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)

Low Income, English Learners, Foster Youth

Strategy/Activity

Parent Liaison *

    -Plans and facilitates extensive community building with parents and families

    -Responds to the needs of the families, including parent education classes

    -Creates and maintains a diverse set of volunteer opportunities for parents/families, including

    those that can be done remotely or during non-business/school hours

    -Oversees the Oxford Day Academy Student Teacher Parent Community (STPC)

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)
[Add Amount(s) here]	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Low Income, English Learners, Foster Youth

Strategy/Activity

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Comprehensive Family Engagement Program *: This program is designed to increase parent and student engagement in school decision-making.

- Board representation: Two parents are elected to the Board to provide feedback from family Saturday meetings and students share feedback from student meetings.
- Student Teacher Parent Community (STPC, formerly PYCAB): A community-building advisory board that encourages family involvement in Personalized Learning Plans for students with the SELC coaches and provides designated times for parents to give feedback to school leadership.
- Community Support Fund management, which provides financial support to special student populations in need
- Informal survey development throughout year, as needed, to address issues and inform discussions.
- Regular review of attendance and planning of attendance Initiatives: Identifying students who are in need of attendance interventions and creating action plans with families.

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)
[Add Amount(s) here]	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Low Income, English Learners, Foster Youth

Strategy/Activity

Partnership with East Palo Alto Association for Continuing Education (EPA ACE) Parent Center *
- Monthly parent meetings to go over student data, specialist speakers, Saturday programming
- Provides parenting courses, such as financial literacy, mental or physical health services, and college counseling

Proposed Expenditures for this Strategy/Activity

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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)

[Add Amount(s) here]	[Add source(s) here]

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

Cultural Celebrations

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)

[Add Amount(s) here]	[Add source(s) here]

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low Income, English Learners, Foster Youth

Strategy/Activity

School Culture Plan *

-Includes SELC, Personalized Learning Plans, consistent behavior and discipline procedures and expectations, and community building aligned to the school values in studio time, advisory, morning meeting and orientation.

-Social-Emotional Learning Coaches: Each student is assigned an SEL coach who stays with

that student all 4 years to form a close relationship with the family and the student. Coaches are also responsible for helping students set and achieve short and long-term academic, SEL, and college/career goals.

-Explicit teaching of social-emotional skills daily in studio time, and integration of social-emotional skills throughout the curriculum. Integration of school values throughout school culture and curriculum.

-Anti-Bullying Initiative

-Mental Health Support for students and families (linked to Student Support Team—SST from Goal 1)

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)
Social Emotional Learning Coaches $41,972	Title I/IV
Adolescent Counseling Services $35,000	CSI funds

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

Student recruitment plan

-Engage all members of the school and local community

-Continue to Create partnerships within the community for social, health, and educational services for students and families

-Refine marketing and recruitment plan.

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)
[Add Amount(s) here]	

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

Well-maintained school facilities: School leaders implement monthly walk-throughs to ensure the facility is clean and safe, maintained and in good repair.

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)
[Add Amount(s) here]	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Safety Plan: Design and implement targeted training for staff and students

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)

[Add Amount(s) here]	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2019-20

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.

Overall, the actions were implemented as planned, despite the necessity of shifting to distance learning during the Spring of 2020 due to the COVID-19 public health crisis. We tried to maintain all the actions as much as possible but in the remote format as needed.

Overall, based on available data, we find that the actions were effective in achieving the goal.

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

The major difference between intended and actual implementation was due to the global pandemic and the need to move our program online. However, as documented in the COVID-19 Operations Written Report, we were able to transition our program for full implementation in the distance learning format when we were required to do so.

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.

Based on the analysis, Oxford Day Academy will maintain the measurable outcomes from 19-20 and continue implementation of this goal and its actions. We will also prepare to make changes as necessary to adapt to COVID-19.

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	$ 46,399
Total Federal Funds Provided to the School from the LEA for CSI	$ 170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 216,522

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	$31,972
Title II	$4,427
Title IV	$10,000

Subtotal of additional federal funds included for this school: $46,399

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 ($)
[List state or local program here]	$0

Subtotal of state or local funds included for this school: $ 0

Total of federal, state, and/or local funds included for this school: $216,522

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: 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.

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.

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.

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.

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

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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 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

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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

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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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

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

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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/

Developed by the California Department of Education, January 2019