School Year: [2020-21]

# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
| --- | --- | --- | --- |
| Health Sciences High and Middle College | 37683380114462 | [Add SSC Approval Date here] | [Add Local Board Approval date here] |

## 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.

HSHMC is a single school LEA (charter) that generally uses its LCAP as the SPSA. Due to the lack of an LCAP in 2020-21 (due to COVID-19 based requirement changes) HSHMC is creating this SPSA, using the same goals as the LCAP, and the same LCAP community engagement activities to inform the development of the SPSA. The LCAP goals support the entire school program and provide the focus and priorities for the allocation of resources at the school.

## Stakeholder Involvement

**Involvement Process for the SPSA and Annual Review and Update**

Prior to COVID-19 school shut down, HSHMC had engaged in regular stakeholder engagement activities to inform and share the development on the LCAP and the Annual Updates. These activities included:

 - Parent Advisory Group meetings

 - Family nights

 - Parent, student and staff surveys

 - Staff meetings

 - Board meeting with public hearing regarding the draft LCAP

Since the beginning of COVID-19’s impact on education, HSHMC has been working with all stakeholders in a transparent and proactive manner to find the best possible solutions for students, parents and staff. As changes in state and county requirements for schools are enacted the school has responded with a focus on ensuring safety, while maintaining continuity and a quality education. Resources and processes for maintaining communication and collaboration between course instructors, ELD and special education specialists, all staff, students, parents and administration were a priority.

Parents/Students: Both extensive and ongoing outreach to parents and students occurred to ensure students were aware of, had access to, and understood the advantages of the supports and services available. Surveys, work with parent leadership teams, parent academies and trainings are all part of the on-going, two -way communication system at HSHMC. Staff mets regularly to share updates and problem solve challenges.

Public meetings and hearings were held virtually since March 16, 2020, per Executive Order N-29-20.

Advance notice regarding meetings, including time, agenda and teleconferencing information, was done in a variety of ways, including notices on the website, Facebook and other distribution channels.

When possible, virtual meetings were held using platforms that are accessible via phones, tablets and/or computers, and included social networking platforms to expand availability.

Key themes were noted from all stakeholder meetings, and influenced both the development of the SPSA, and the eventual 2021-24 LCAP.

##

## 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

All students will benefit from the maintenance of a strong base program that is foundational to student academic success at HSHMC.



#### Identified Need

Tier 1 Instruction is the foundation for building successful programs that meet the needs of all students. At-risk students need additional support to access core curriculum

#### Annual Measurable Outcomes

***Metrics for Expected Outcomes will be found in the 2022-23 LCAP.***

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Progress in implementing state academic standards, as measured by the Reflection Tool in the Local Indicator for Implementation of Academic Standards on the California Schools Dashboard. | HSHMC had a rating of 4 (Full Implementation), or 5 (Implementation and Sustainability), for each content area in all sections of the Reflection Tool (PD, Instructional Materials, Policy and Program Support, Implementation of Standards, and Engagement of School Leadership), with the exception of ratings of 3 (Initial Implementation) for Physical Education, World Language, Health Education and Visual/Performing Arts in the section for Implementation of Standards. | HSHMC will progress to earning a 4 or 5 for all content areas in all sections of the Reflection Tool. |
| The extent to which students have access to, and are enrolled in, a broad course of study, including programs and services for unduplicated students and students with exceptional needs, as reported on the Local Indicator, question 2. | All students have access to, and are enrolled in, a broad course of study, included programs and services for unduplicated students and individuals with exceptional needs. | 100% of the students have access to, and are enrolled in, a broad course of study, included programs and services for unduplicated students and individuals with exceptional needs |

#### Strategy/Activity 1

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

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

All students, with a focus on English Learner, Low Income, Homeless and Foster Youth, and students with exceptional needs

Strategy/Activity

Supplemental materials/software and personnel (including Instructional/College Coaches and Resource Teachers) will be provided to better meet the unique needs of those students not meeting grade level standards. This may include virtual instruction supports, supplies and materials.

**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) |
| --- | --- |
| $147,000;  | Title 1; LCFF  |

#### Strategy/Activity 2

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

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

All students, with a focus on English Learners

Strategy/Activity

Professional Development and academic coaching focused on supporting research-based instruction to improve the outcomes of all at risk students and especially on meeting the needs of English Learners and Foster/Homeless 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) |
| --- | --- |
| $2,500; $20,000; 7,000 | Title III; Title II; Title I  |

### Goal 2

Student achievement will be accelerated through a defined system of high-quality instruction supported by academic and social- emotional programs and interventions.

#### Identified Need

The HSHMC community (staff, parents and students) recognize that every student deserves the opportunity to earn a diploma that matters. Research indicates that this can only happen in an environment where both academic and social/emotional needs of students are met. In reviewing state and local data with the HSHMC community both successes and challenges exist. The charter will continue to monitor all indicators to determine areas of need.

#### Annual Measurable Outcomes

***Metrics for Expected Outcomes will be found in the 2022-23 LCAP.***

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Statewide assessment results in ELA, Math | English Language Arts (2019 SBAC)All students - 5.3 points above standardEL - 78.4 points below standard Socioeconomically Disadvantaged -9.9 points below standard Math - (2019 SBAC)All students -108.2 points below standardEL - 190.2 points below standard Socioeconomically Disadvantaged -128.3 points below | Maintain or improve scores |
| [College/Career Indicator] | Percent Prepared on College and Career Indicator on the California Dashboard - 83.8% (2020) | Maintain or improve rate |
| Attendance Rate and Chronic Absenteeism Rate | Attendance Rate 2020 – 97.24% | 2021 – maintain or increase*COVID conditions impacted attendance calculations.* |
| A Suspension and Expulsion Rates | 2020 Suspension Rate - all students = 0.2 %2020 Expulsion rate - all students = 0 | Maintain both measures at under 1%. |
| Graduation Rate and Dropout Rate | 2020 Graduation Rate - 97.3% all studentsEL - 93.3%Socioeconomically Disadvantaged - 96.7%All students - 1.3% Dropout rate | Maintain or improve graduation and Dropout rates |
| Students feelings of school safety and connectedness, as measured by an annual survey. | 2020 survey was not provided due to covid and 100% at home learning. | Results will improve |
| English Learner Progress | 2019 - 55% ofEls are making progress towards English Language Proficiency | Improve rate |
| English Learner Reclassification Rate | 2019 ELReclassification Rate - 10%. | Improve rate |

#### 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

Students who are not meeting attendance standards will receive counseling and home visits from attendance staff.

**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) |
| --- | --- |
| $10,000; $10,000 | Title 1; LCFF  |

#### 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

Supplemental, research proven, instructional support and intervention strategies will be provided to meet the unique needs of English Learner 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) |
| --- | --- |
| 5,000; $10,000 | Title I; Title III  |

#### Strategy/Activity 3

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

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

All students, with an emphasis on students not meeting grade level standards.

Strategy/Activity

For students who need additional levels of support, programs are available outside the regular school day. This includes summer sessions, Saturday School, or other types of interventions

**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) |
| --- | --- |
| $26,000 | Title I  |

#### 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

In response to the concerns and Social/Emotional needs of students and staff HSHMC will provide more SEL activities and support staff. This will may include Restorative Practices, School Climate Team, equity work and more. Focused supports will be provided for Foster/homeless 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) |
| --- | --- |
| $37,000 | Title I  |

### Goal 3

Student, family and community voice, in partnership with HSHMC staff, will build engagement and enhance the welcoming and inclusive climate and culture at HSHMC.

#### Identified Need

Surveys of our parents, staff and community indicate that this is a high priority area and so we are always looking for ways to continue to improve. We believe that parent participation in their young adult's education is a key factor in enhancing student success.

#### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
| --- | --- | --- |
| Parent surveys | MyVoice 2019-20 Parent Family Survey | Increase in parent voice and involvement. Positive student survey responses. |

#### Strategy/Activity 1

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

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

All students with a focus on ensuring representation from all student groups.

Strategy/Activity

Increase meaningful involvement by parents, students and community in Leadership groups and in school events, by removing barriers to participation, improving communication and offering topics of interest to parents.

**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) |
| --- | --- |
| $10,000; $5,000 | LCFF; Title I  |

## 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 Federal Funds Provided to the School Through the Consolidated Application | $ 188,653 |
| 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 | $ 289,500 |

### 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 | $154791 |
| Title II | $23,192 |
| Title III | $10,670 |

| State or Local Programs | Allocation ($) |
| --- | --- |
| LCFF | $100,847 |

Total of state or local funds included in SPSA for this school: $ 100,847