

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
Grimmway Academy Shafter	15 63578 0135186	January 21, 2021	January 25, 2021

Purpose and Description

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

NA

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.

NA

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

To engage our stakeholders, GA has implemented the ParentSquare communications platform, phone app or web-based communications platform for the 20-21 school year. By mid-September, at least one parent or guardian from nearly every family has registered for the service (680 out of 700 students enrolled). ParentSquare and our social media presence (Facebook, Twitter, Instagram) have allowed stakeholders to communicate directly and offer feedback to school leadership. In addition, we send out weekly parent letters, distance learning support surveys, and the site leadership hosts weekly town hall meetings via Zoom. These weekly meetings are consistently held on Mondays, and announced in the weekly newsletter: The Community Comet. To accommodate the various daily schedules of our stakeholders, Monday Town Hall meetings are hosted on a rotational schedule: Early Morning, Mid-Morning, Afternoon, and Evening. Town Hall meetings are designed to provide information, answer questions, and solicit feedback. Parents were notified about the Learning Continuity and Attendance Plan (LCP) process via ParentSquare in both Spanish and English. Initial Surveys were given to parents to inform them of the writing of the first draft of the LCP. Survey questions centered on the broad themes of the LCP – focusing on perceptions of the effectiveness of, as well as areas in need of improvement for Distance Learning, In-Person Learning, and Social and Emotional Learning. Specific questions were asked of families of English Language Learners and SPED students about relative effectiveness of Distance Learning and potential needs or improvements. A similar survey was provided to faculty and staff members of Grimmway Academy Shafter. Students from Grimmway Academy Shafter participated in a focus group and will be given follow up surveys as well. Surveys were provided in both

Spanish and English. The Parents of Grimmway Academy (POGA) and ELAC parent groups held meetings to review and provide feedback on the LCP draft. A Public Forum was held on September 22, 2020. Based on feedback from the public hearing and stakeholder survey results, Grimmway Academy Shafter revised the LCP based on provided suggestions. The LCP was approved at the Grimmway Schools Board of Directors meeting on September 28, 2020. Grimmway Academy Shafter plans to frequently solicit feedback throughout the course of the 2020-2021 school year and will revise our program and approach according to the needs of our various stakeholders.

Resource Inequities

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

N/A

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

Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

Identified Need

Continued instructional support to grow the overall effectiveness and rigor in the classroom. Last year's assessments identified students 5 points below the standard in English Language Arts and 26.9 points below the standards in math. Additionally, 88% of teachers are in their second or third year teaching. To address this need, Grimmway Academy Shafter teachers will continue to receive high level professional development focused on analyzing data to serve the individual needs of students.

Co-teaching: Overall, our students with exceptional needs were the lowest performing sub-group on state standards. In order to support a fully inclusive special education model and improve the proficiency of all students, Grimmway Academy Shafter will pair special education teachers with general education teachers to co-teach in the general education classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers are appropriately assigned and fully credentialed for assignments.	65 % of teachers are fully credentialed in subject areas	Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas
Implementation of Common Core State Standards (CCSS) and performance standards.	100% of Math & English teachers received professional development in CCSS.	Maintain 100% of Math & English teachers received professional development in CCSS. Maintain 100% of STEM teachers receive professional

		development in Next Generation Science Standards (NGSS).
How programs and services enable English Language Learners (ELL) access to the English Language Development (ELD) and CCSS for academic content knowledge and English language proficiency.	100% of ELL students have access to high quality ELD Instruction and support materials.	Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials
Maintain the safety and sanitation of school facilities due to COVID-19.	All facilities will follow the CDPH guidelines for school safety and sanitation of campus for COVID-19.	Maintain all facilities will follow the CDPH guidelines for school safety and sanitation of campus for COVID-19.
Students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials.	Maintain 100% of students have access to standards-aligned instructional materials
NWEA Measures of Academic Progress, nationally normed students achievement assessment	44% of students at or above 50th percentile in NWEA Reading 35% of students at or above 50th percentile in NWEA Math	Maintain 60% of students at or above 50th percentile in STAR
Access to programs/services by students with exceptional needs	100% of Identified Special Education receiving adequate services as described in their IEP	Maintain 100% of Identified Special Education receiving adequate services as described in their IEP
Percent of EL pupils making progress towards English proficiency.	No Baseline. Transition to ELPAC	50% of students grow one proficiency level on the ELPAC
English Learner reclassification rate.	ELL reclassification rate (No Baseline)	Maintain reclassification of 20% of ELL students

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)

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) intervention and enrichment time is to be provided to targeted groups of students most at risk of learning loss, with an emphasis on ensuring that we serve our unduplicated students, via RtI

with our Intervention Specialist, during Skills Block with Certificated Educators, and via review of Individual Learning Plans with Small Group Instructors (SGIs).

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)
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\$440,187	LCFF
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Intervention Coordinator to oversee the implementation of the intervention and extension program by providing professional development and support to intervention/extension teachers in lab classes that are identifying those most at risk of learning loss and addressing individual learning needs accordingly.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
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\$77,250	Title I
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) to guide instruction, intervention and enrichment provided by lab teachers to all students in lab

classes addressing the individual learning needs of students in light of learning loss from distance learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$363,014	LCFF, CARES Act

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Based on student feedback through surveys concerning feelings of isolation and loneliness, Grimmway Academy is committed to providing enrichment programs in the arts that foster positive emotions by providing music and art enrichment for all students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$190,004	CARES Act

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally responsive to the unique needs of unduplicated students using the Optimum Learning Environment (OLE) framework devised by the New Teacher Center in conjunction with CASEL. Lesson planning and feedback are intended to ensure that the needs of all learners are met – with a particular emphasis on unduplicated students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$220,526

Title IV and LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Implementing a Co-teaching model in all ELA classrooms in which an additional certificated instructor (Special Education Credential) co-teaches the class along with the general education co-teacher, allowing for additional capacity and supports to students most in need, with particular emphasis on those most at risk of learning loss.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$491,100

Special Education & LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$36,000

LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Provide Professional Development for teachers, instructional coaches, and paraprofessionals, focusing on CCSS and EL development to increase and improve services to our unduplicated students specifically GLAD Strategies Training, Success for ALL (SFA) Literary and Reading Program and Science Instruction Consultants from Anita Kreide.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$29,000

Title II Part A, Title III & CSP Grant

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development (“Getting Along Together”) to increase and improve services to our unduplicated students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$10,000

CARES Act

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This Goal is principally directed for Unduplicated students however all students participate.

Strategy/Activity

Classroom cleaning and sanitation supplies to mitigate the risk of contracting COVID.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$105,000

CARES Act

Annual Review

SPSA Year Reviewed: 2020–21

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.

NA

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

NA

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.

NA

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

\$ 236,261

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

\$1,962,084

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	\$ 179,845
Title II	\$ 24,933
Title III	\$18,762
Title IV	\$12,721
CSP Grant	\$85,580
CARES LLM GEER + CRF	\$ 543,357
CARES ESSER	\$ 142,137
Special Education	\$ 93,258

Subtotal of additional federal funds included for this school: \$ 1,100,593

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 (\$)
ASES	\$ 159,803
Special Education	\$ 283,568

Subtotal of state or local funds included for this school: \$ 443,371

Total of federal, state, and/or local funds for this school: \$ 1,543,964