



Denair Elementary Charter Academy Single Plan for Student Achievement (SPSA) 2020-2021

Greatest Progress

Based on the fall 2018 California School Dashboard, all student groups maintained or increased in Mathematics on the California School Dashboard from fall 2017. The All student group had a color indicator of yellow, as did the English Learner and White student groups. These student groups had point increases toward standard of 3.8, 9.2, and 10.3. While the Students with Disabilities group had a color indicator of orange, these students had a 6.7 point increase toward standard. Teachers in all grade levels have been working on identifying essential standards in Mathematics and including supplemental, standards-aligned instructional materials to augment the adopted core curriculum. Additionally, NWEA MAP testing and local assessment data has been used to identify students who need support in Mathematics. These students then receive targeted intervention through the school's Multi-Tiered System of Support (MTSS).

Greatest Needs

From the fall 2018 California School Dashboard: With the exception of English Learners, all student groups have a color indicator of orange or red on the suspension rate indicator. While the White student group maintained their suspension rate, the Students with Disabilities, Hispanic and Socioeconomically Disadvantaged student groups increased their suspension rates by 2.9%, 1.8%, and 2%. Chronic absenteeism has a color indicator of orange for the All Student, Students with Disabilities, Hispanic and White student groups, with each of these groups increasing slightly or maintaining their absenteeism rate from the previous year. The Socioeconomically Disadvantaged and English Learner student groups improved their absenteeism rates by 0.6% and 4.4%. DECA will continue to utilize Positive Behavior Intervention Supports (PBIS) to lower suspension rates and chronic absenteeism.

English Language Arts (ELA) scores for all students have a color indicator of orange with English Learner, Hispanic and Socioeconomically Disadvantaged student groups having a color indicator of red. While the Students with Disabilities group increased by 15.5 points, the Hispanic group declined by 11.7 points, and the Socioeconomically Disadvantaged group declined by 5.2 points. DECA will continue to utilize NWEA MAP testing to determine student needs throughout the school year and will support those students' growth through the school-wide MTSS model. TK-2 teachers will receive training in and focus on implementation of effective early literacy practices beginning in the 2019-20 school year.

Performance Gaps

Based on the Fall 2018 California School Dashboard, there were no state indicators in which any student group was two or more performance levels below the "All Student" performance. Additionally, DECA has no student groups with a color indicator of red in any two state indicators.

Goal 1 All stakeholders will be provided with the necessary tools to develop the fullest potential in every student to achieve academic success.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Planned Actions/Services	Resource Needs	Financial Needs	Metrics	Responsible Party	Progress
Employ highly qualified staff and provide them with the necessary tools to complete their duties while continually improving the qualifications of staff in each position	Teachers, Support/Clerical Staff, Administrative Staff, Substitutes, Benefit Plans Tools/Resources necessary for effective performance such as office supplies and training Property/Liability Insurance, Administration, Postage Professional Development Bilingual Paraeducators and Benefit Plans	LCFF Base 2,072,046 Classified PD Block Grant 3,084 Lottery 15,250 LCFF Supplemental 1,093,858	Percentage of staff highly qualified in their positions Number of staff retained each school year Rate of staff receiving professional development relevant to their positions	Principal District	In Progress <u>2019-2020</u> Five new teachers Three of the new teachers fully credentialed and in a two year induction program <u>2020-2021</u> Four new teachers Three of the new teachers fully credentialed and in a two year induction program

<p>Students will have full access to ELA, Math, ELD, Science, Social Science, Physical Education, World Language, and Visual and Performing Arts instruction and state standards for each subject will be fully implemented</p>	<p>Curriculum, Books, Supplies Assessments</p>	<p>LCFF Supplemental 32,000 Lottery Prop 20 26,000 Lottery 17,000</p>	<p>California Assessment of Student Performance and Progress (CAASPP – statewide assessments)</p> <p>District audit and inventory of instructional materials</p> <p>Number of students being reclassified based on ELPAC, renaissance place benchmarks, and/or administrator and parent coordination</p> <p>California Science Test (CAST)</p> <p>Fitness Exam</p> <p>Student Participation in World Language</p> <p>Student Participation in Visual and Performing Arts</p>	<p>Principal Learning Director Teachers</p>	<p>In Progress</p> <p><u>2019-2020</u> Reviewed and piloted Social Science/History Curriculum</p> <p>Began reviewing Science Curriculum prior to school closure</p> <p><u>2020-2021</u> Adopted Social Science/History Curriculum</p> <p>Will continue to review Science Curriculum for potential pilot and adoption</p>
<p>Continually improve functional, safe and clean classrooms, facilities, and grounds including new and modernized facilities and maintaining the reserve for equipment maintenance and replacement</p>	<p>Ongoing Utilities</p> <p>Custodial, Grounds, Maintenance Supplies, Services, Repairs</p> <p>New buildings for DECA expansion</p> <p>Custodians and Benefit Plans</p>	<p>LCFF Base 136,948</p> <p>Maintenance 283,481</p> <p>One-time Unrestricted 305,000</p> <p>Lottery 32,000</p>	<p>School Safety Inspection</p> <p>Checklist and Facility Inspection Tool</p> <p>Master Facilities Plan</p> <p>Master Equipment Plan</p>	<p>Principal Learning Director Director FCMOT Maintenance and Custodial Department CBO</p>	<p>In Progress</p> <p><u>2019-2020</u> Added two portables (phase 1)</p> <p><u>2020-2021</u> Added two portables (phase 2)</p>

	Equipment Maintenance and Replacement				
	Single Point Entry to Campus (fencing needed)				
Continually improve the District's wellness policy	Meeting Supplies and after hours for food service/wellness staff	Lottery 500	Participation in Wellness Committee	district	In Progress

Goal 2 All students have the right to a safe and healthy environment to achieve social, emotional and academic success.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Planned Actions/Services	Resource Needs	Financial Needs	Metrics	Responsible Party	Progress
Implement and continually improve Intervention Support, Foster Youth Remedial Support, and English Learner Development support prior to reclassification	Intervention Materials Intervention Teachers, Paraeducators, Substitutes, and Benefit Plans Additional Intervention Supports	Lottery 1,750 LCFF Supplemental 144,902 Low Performing Student Block Grant 20,564	Participation in Intervention Bilingual staff compared to the number of English Learner students Percentage of students being tracked after reclassification (same goal as C) NWEA Student receiving RTI based on their NWEA	Principal Learning Director RTI Coordinator ELD Coordinator	In Progress

<p>Continually improve services that promote physical, emotional and mental health while instilling a sense of self-confidence, integrity, positive decision making, community pride, and responsible citizenry</p>	<p>Safety Supplies</p> <p>Mental Health/Special Education services including Speech Services</p> <p>Campus Supervisor, Counseling, Security, PBIS</p> <p>Healthy meals through DUSD Nutrition Services program</p>	<p>Maintenance 2,000</p> <p>Special Education 952,374</p> <p>LCFF Supplemental 79,538</p> <p>Food Service 178,342</p>	<p>Suspensions</p> <p>Expulsions</p> <p>Chronic Absenteeism</p> <p>Participation in clubs</p> <p>California Healthy Kids Survey</p> <p>Participation on Child Nutrition Program</p> <p>Follow-up on medical/health services</p>	<p>Principal</p> <p>Learning Director</p> <p>MTSS Team</p> <p>Counselor</p> <p>Mental Health Clinician</p>	<p>In Progress</p> <p><u>2019-2020</u></p> <p>Employed a mental health clinician for students</p> <p>Implemented Attendance Initiative with additional incentives</p> <p><u>2020-2021</u></p> <p>Clubs/enrichments will continue via Zoom during distance learning</p>
<p>Implement and continually improve a process for two year tracking of English Learners who have been reclassified</p>	<p>Additional hours for tracking English Learners who have been reclassified</p>	<p>LCFF Supplemental 9,000</p>	<p>Percentage of students being tracked after reclassification</p>	<p>Principal</p> <p>Learning Director</p> <p>ELD Coordinator</p>	<p>In Progress</p>

Recommendations and Assurances

The Advisory Committee (AC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

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

This SPSA was adopted by the AC at a public meeting on

9/10/2020. Attested:

Kelly Beard 9/10/2020
Principal, Mrs. Kelly Beard

Laura Machado
AC Chairperson, Laura Machado