

School Year: [2020-2021]

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School site Council (SSC) Approval Date	Local Board Approval Date
Heritage Peak Charter School	51714230132977	November 30, 2020	December 10, 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)

Heritage Peak Charter School developed the SPSA for 2020-2021 to meet the requirements for the use of federal funds in the absence of the Local Control Accountability Plan (LCAP) for 20-21.

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.

HPCS developed the SPSA in alignment with our usual process for annual development of the Local Control Accountability Plan (LCAP.) We remain committed to a cycle of continuous improvement and contend regular data review for trends, and in determining effective strategies to address areas for growth.

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 Director of Heritage Peak Charter School has held multiple LCAP meetings with stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) At these meetings, school leadership addressed the description of the LCAP process, explained the LCAP template, progress toward meeting annual goals, and discussed future LCAP goals. Annually, Heritage Peak Charter School surveys all its stakeholders (including parents, pupils, teachers, other school personnel, and other school administrators.) A majority of the questions in the surveys are directly aligned to the 8 Basic State Priorities. Data from the survey and stakeholder meetings were reviewed and discussed. High priority status pertaining to student performance, attendance, school facilities, and school climate and course offerings were taken regarding the school's needs and areas for growth. This information was compiled and the district LCAP was written based from these identified needs. Adjustments to the draft LCAP were made and the final plan was provided to the Board of Directors for approval at a regularly scheduled Board meeting in June 2019. The SPSA is written to align with the LCAP and LCP goals established in those documents. The goals focus on student achievement, specifically Mathematics, English Language Arts and Early Literacy.

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 HPCS students, including those in numerically significant subgroups (13.2% SPED, 11.9% African American, 6.5% Hispanic, 50.9% Socio-economically disadvantage, 8.4% ELL or RFEP, and 2.9% Homeless) will show high levels of proficiency in the Common Core Standards for Mathematics

Identified Need

In Fall 2020, 3rd through 11th graders were assessed using the Exact Path Diagnostic Tool. Performance data indicated student gaps in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2020 Exact Path Student Performance	Identified student math quartile	Reduction in students performing below grade level.

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, including those in significant subgroups in grades 3 through 11.

Strategy/Activity

Instruction

Virtual classroom, VOLTS, Unified Classroom, writing, Academic Vocabulary Toolkit, Carolina/PLTW

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)
\$829,395	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, including those in significant subgroups in grades 3 through 11.

Strategy/Activity

Intervention

ExactPath, Study Island, Math Seeds, Tutoring, Mobile Lending Library

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)

Included in Goal 1/Strategy/Activity 1

LCFF

Goal 2

All HPCS students, including those in numerically significant subgroups (13.2% SPED, 11.9% African American, 6.5% Hispanic, 50.9% Socio-economically disadvantage, 8.4% ELL or RFEP, and 2.9% Homeless) will show high levels of proficiency in the Common Core Standards for English Language Arts.

Identified Need

In Fall 2020, 3rd through 11th graders were assessed using the Exact Path Diagnostic Tool. Performance data indicated student gaps in ELA.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Fall 2020 Exact Path Student Performance

Identified student Lexile range

Reduction in students performing below grade level.

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, including those in significant subgroups in grades 3 through 11.

Strategy/Activity

Instruction

Virtual classroom, VOLTS, Unified Classroom, writing, Academic Vocabulary Toolkit, Carolina/PLTW

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)

\$201,425

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, including those in significant subgroups in grades 3 through 11.

Strategy/Activity

Intervention

ExactPath, Study Island, Lexia, Reading Eggs, Tutoring, Sondays, Mobile Lending Library

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)

Included in Goal 2/Strategy/Activity 1

LCFF

Goal 3

All cohort matched HPCS 2nd grade students will achieve benchmark status as measured at end-of-year assessment window based on local measures (such as DIBELS) by 2023.

Identified Need

Early literacy is proven to support improved student achievement and students accessing core curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in 2 nd grade DIBELS scores	Kindergarten students in Fall 2020 DIBELS performance data	Students in 2 nd grade cohort matched group will achieve end-of-year benchmark status in 2023

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 K-2 grade students, including those in significant subgroups will be assessed three times each year and cohort tracked for annual data gathering. This data will drive intervention efforts aimed to identify students performing below benchmark and improve early literacy outcomes in the cohort groups.

Strategy/Activity

Progress monitoring- PCI will implement progress monitoring and locally identified interventions in addition to interventions listed in Goal 2.

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)
\$154,030	LCFF

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	\$245,009
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	\$ 939,841 Supplemental and Concentration \$ 245,009 Consolidated Application \$1,184,850 Total Funds Budgeted
Total of federal, state, and/or local funds for this school: \$11,452,891	