

2020-21 School Plan for Student Achievement Approval

Board Meeting
June 25, 2020

Agenda Item No. 10.2

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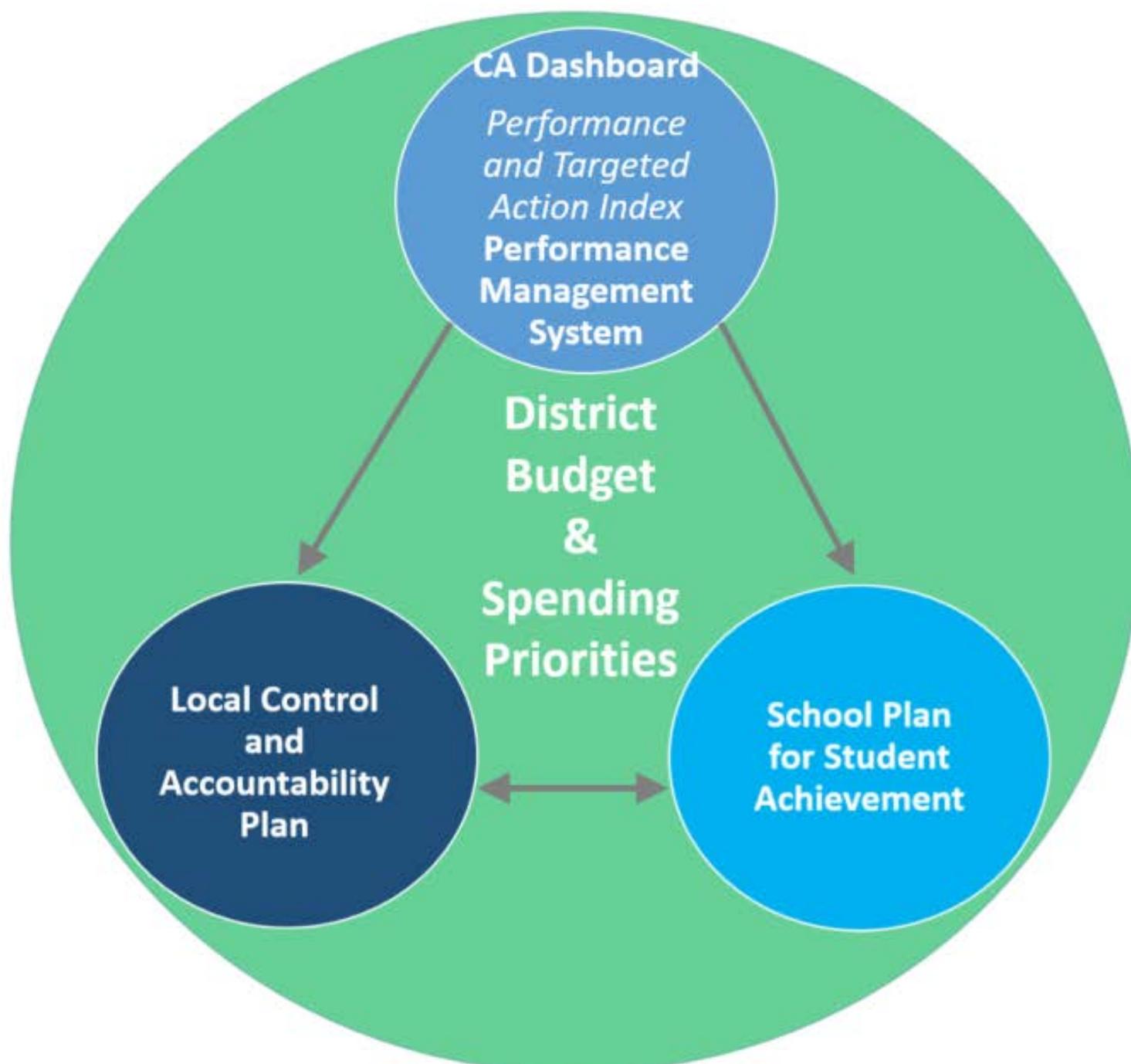
SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
from the widest array of options

*“Every system is perfectly designed to get the results that it gets.”
– W. E. Demings*



A more coherent process for planning and monitoring to improve student outcomes!

Public Education Leadership Project (PELP)

2019 Problem of Practice

Boldly improving unacceptably low student achievement levels, particularly among each school's most vulnerable students, depends on grounding every budget and instructional decision in school site and district plans using principles of continuous improvement with the belief that all children can learn.

The SPSA - LCAP Relationship

- The SPSAs show alignment to the goals of the district's Local Control and Accountability Plan (LCAP)
- The LCAP includes school site expenditures that use LCFF supplemental and concentration dollars
- The process to develop the SPSA mirrors the LCAP:
 - Implement a Needs Assessment using verifiable state data
 - *Utilize California State Dashboard*
 - Develop goals to improve student outcomes
 - Consult with the community
 - Align fiscal resources to the plan
 - Initiate a Mid-Year review of progress

Federal and State Funds

- **Title I Part A (\$19,145,824)**- to ensure that all children have an opportunity to reach academic proficiency. Funding goes to district and sites
- **Title II Part A (\$1,727,289)**- to increase the academic achievement of all students by improving teacher and principal quality. Funding is centrally managed.
- **Title III English Learner (\$843,895)**- to ensure English learners attain English proficiency and meet the same challenging state academic standards that other students are expected to meet.
- **Title III Immigrant Education Program (\$111,101)**- to ensure that immigrant students meeting the same challenging state academic standards that other students are expected to meet.
- **Title IV Part A (\$1,421,705)**- to provide all students with access to a well-rounded education, improve conditions for student learning, and improve digital literacy.
- **LCFF Supplemental and Concentration Grant Funds (\$70,104,768)** – To be principally directed towards and effective in meeting goals for unduplicated students (English Learners, Foster Youth, and Low-income Students)

Summary of Federal Program Monitoring (FPM) Findings

November 2018 FPM district and site findings:

- Work to better analyze and understand student achievement data and identify student academic needs by all student groups.
- Provide support to all staff in order to identify and implement effective instructional strategies to improve academic programs and the close achievement gap for all students.
- Develop learning communities that encourage the linkage of site action planning to budget decision making

June 2019 FPM resolution of findings:

- The LEA has shown evidence that demonstrates that a system has been put into place to work directly with sites to assist them in strengthening academic programs for all students.

SPSA Planning Cycle - Principal Bulletin Resources

- August 9th – School Site Council (SSC) roles and responsibilities
- August 22nd – Updating SPSA
- August 26th – School Site Council Training
- August 29th – School Site Council Timeline
- September 18th – School Site Council Best Practices
- September 25th – Requirements for Monitoring and Evaluating the SPSA
- September 26th – Online Requisitions
- October 1st – Provide SSC list and Meeting to state and federal
- November 19th – SPSA Mid – Year Review
- December 10th – SPSA Mid – Year Review Reminder
- January 17th – School Site Council Reminder

SPSA Planning Cycle - Principal Bulletin Resources

- February 5th - SPSA – Title I Carryover and Final Allocation
- March 2nd - Comprehensive Supports and Improvements (CSI) and Additional Targeted Support and Improvement (ATSI) Meeting
- March 9th – SPSA Timeline
- March 19th – SPSA Technical Assistance
- March 20th – Revised School Site Council Meeting Guidelines
- April 6th – Off-Site SSC Meetings
- April 13th – Budget Carryover Bulletin
- April 17th - Reminder of SPSA CCI Tool to DTS Transfer Dates
- April 24th - Deadline Extension and Reminder for Schools Identified for CSI and ATSI
- April 24th – SPSA Measurable Outcomes Resource

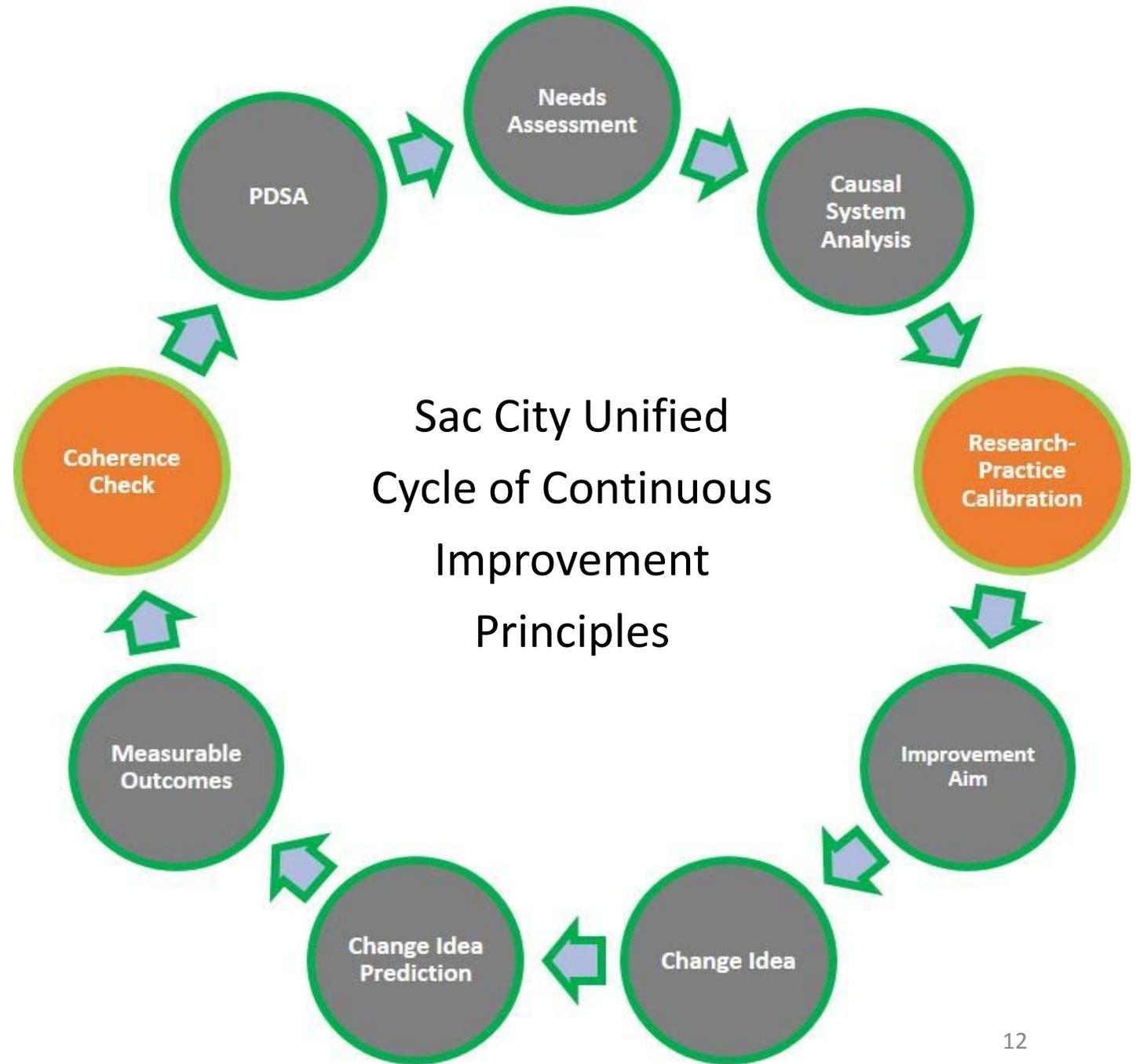
SPSA Mid-Year Review

- The School-wide Program Requirements state that we must identify the process for evaluating and monitoring the implementation of the School Plan for Student Achievement (SPSA) and progress towards accomplishing the goals.
- The SPSA Mid-Year Review provided schools the framework for monitoring the implementation of high leverage activities and strategies funded with Title I and Supplemental Concentration funds.
- Schools used local data to measure student outcomes and progress toward achieving their stated goals.
- Data from the Mid-Year Review should inform One-Stop decision-making and updates to the SPSA (*Completed December 20, 2019*).

Mid-Year Review Process

- Schools reviewed the Mid-Year Review outcomes with School Site Councils (SSC)
- Instructional Assistant Superintendents (IAS) received weekly completion updates.
- An analysis of the responses for SPSA Goal 1 was conducted and shared with the IAS team.
- IASs met with select principals to discuss their Mid-Year Review and progress toward achieving expected outcomes.

Utilizing the SCUSD Continuous Improvement Process to Develop the School Plan for Student Achievement



SPSA Goal Development Process

- Sacramento County Office of Education's (SCOE) Differentiated Assistance sessions focused on analyzing and refining SPSA goal statements.
- A Goal Statement Self-Assessment/Reflection Tool was developed in partnership with the Continuous Improvement and Accountability team
- Instructional Assistant Superintendents met with their Principals, to review and revise Principal's first draft of their goal statements:
 - Is the goal clear?
 - Does the goal clearly specify a target?
 - Does the goal clearly identify student groups it intends to impact?
 - Does the goal clearly specify a date by when the goal is to be achieved?

SPSA Goal Trends

- School Climate Goal – 5% variance suspension report (*African American Achievement Task Force Recommendation*)
- Improving Math and English Language Arts performance
- Reducing Chronic Absenteeism
- Increasing Graduation Rate
- Eighteen schools are identified for Additional Target Support and Improvement
- Thirteen schools are identified for Comprehensive Support and Improvement
- All goals were shared with Serna department staff and the LCAP PAC

Edward Kemble SPSA Development Process

- SPSA Development Process
 - Principal Neng Her from Edward Kemble Elementary School
- **Beginning of School Year:**
 - Review SPSA goals with SSC/English Language Advisory Committee (ELAC) and staff; ensure all stakeholders understand SPSA goals and how site will accomplish goals
 - Provide staff with a calendar of academic conferences that will be held for the year; use academic conferences to review data and connect back to SPSA goals
 - SSC/ELAC Meetings: continuously review school data (academic, behavior, and attendance reports); understand student needs
- **Mid-Year Progress Monitoring:**
 - SSC/ELAC & staff reviews school data (academic, behavior and attendance), discuss real-time where we are as a site, are we on track with our goals, develop next steps to meet goals
 - Mid-year staff survey
- **Development of SPSA for next school year**
 - Understand the overarching goals in SPSA
 - Review end of year data (site, district and CA dashboard) for academic, behavior, attendance, ELs, & socioeconomically disadvantaged groups
 - Using data, determine measurable goals that focus on targeted group(s) with a timeline based on student needs
 - Review new goals with SSC/ELAC & staff
 - Most important part of SPSA: on-going data review, students as a priority, team collaboration, opportunities for feedback and suggestions

Next Steps

- In light of the COVID-19 pandemic we recognize the importance of flexibility and the need to adjust our plans to meet the current environment
- Closer alignment of over-arching goals of LCAP and SPSA – build on the relationship of the Dashboard driving the needs assessment
- Continue our work to develop:
 - Actionable goal statements and measureable outcomes
 - Stronger connections between stated strategies, proposed expenditures and student outcomes
 - Sustained collaboration on SPSA monitoring process and tool

Board Adoption of School Site Plans for Student Achievement