



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

**Meeting Date:** June 24, 2021

**Subject:** Approve 2021-2022 School Plans for Student Achievement

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading
- Conference/Action
- Action
- Public Hearing

**Division:** Continuous Improvement and Accountability Office

**Recommendation:** Approve the 2021-2022 School Plans for Student Achievement (SPSA)

**Background/Rationale:** Each school participating in state and federally funded programs, per the Consolidated Application (ConApp), is required to develop or update its SPSA on an annual basis. The SPSA is a plan of actions to raise the academic performance of all students. The plan also addresses funding and proposed expenditures related to state and federal categorical programs.

**Financial Considerations:** Site plans outline goals and actions that will be supported with state and federal funds, as allocated to each respective site, and evaluated for effectiveness.

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Executive Summary
2. Copies of the SPSAs are available for review at: <https://www.scusd.edu/spsa2122>

<p><b>Estimated Time of Presentation:</b> 25 minutes</p> <p><b>Submitted by:</b> Vincent Harris, Chief Continuous Improvement and Accountability Officer, Kelley Odipo, Ed.D., State and Federal Programs Director</p> <p><b>Approved by:</b> Jorge A. Aguilar, Superintendent</p>
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# Board of Education Executive Summary

## Continuous Improvement and Accountability Office and Office of State and Federal

2021-22 School Plan for Student Achievement  
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### I. Overview/History of Department or Program

The district requires that all schools write a School Plan for Student Achievement (SPSA), and requires that each plan show alignment to the goals of the Local Control and Accountability Plan (LCAP). The SPSAs are reviewed by the State and Federal Programs office to ensure compliance with Title I requirements and adherence to the tenets of the Local Control Funding Formula (LCFF).

### II. Driving Governance:

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. The plan also addresses funding and proposed expenditures related to state and federal categorical programs. California Education Code section 64001 requires the district to assure that the SPSA has been prepared in accordance with law; that School Site Councils have developed and approved the plan; and that the plan is developed with the review, certification and advice of applicable school advisory committees. Instructions from the LCAP template state that school-specific goals related to the state and local priorities of the SPSA should be aligned and incorporated with the district's LCAP.

### III. Budget:

Funds included in the SPSA include federal funds (Title I, School Improvement Grant, Comprehensive Support and Improvement funds), state funds (LCFF supplemental and concentration), and locally-distributed funds (such as Title I funds provided to Priority Schools).

Some schools receive Title I funds based on the percent of low-income students (50% or more). All schools receive LCFF supplemental and concentration funds, based on a weighted formula of the percent of low income and English learner students enrolled. The district has directed sites to distinguish the supplemental and concentration funds that are used for direct services to English learners and low income students by using the designation "LCFF EL" and "Low Income" in the SPSA.

School sites are empowered with local decision-making authority to direct State and Federal funds to support the goals they have set for their students, although federal funds have some restrictions that are based on the Elementary and Secondary Education Act (ESEA).

### IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states "all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities and it serves as the moral call to action to build on the district's foundation while striving for continuous improvement.

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#### V. Major Initiatives:

In a process similar to the LCAP, the SPSA is intended to foster a cycle of continuous improvement, beginning with a defined cycle of data inquiry involving school site staff and the School Site Council. This cycle of inquiry became the foundation of the school's comprehensive needs assessment. The Instructional Assistant Superintendents play an instrumental role in assisting site leaders in developing their understanding of the cycle of continuous improvement and data inquiry. To facilitate this work, the SPSA work team developed the SPSA Needs Assessment Cycle of Continuous Improvement Tool.

#### VI. Results:

Staff recommends that the Board approve the 2021-22 School Plans for Student Achievement.

#### VII. Lessons Learned/Next Steps:

- Upon adoption, the district may release funds for staff, programs and materials as designated in the SPSAs.
- The Board-adopted SPSAs will be translated as required into the languages that meet the threshold for translation at each site.
- School Site Councils will review the data related to the strategies and activities described in each SPSA.