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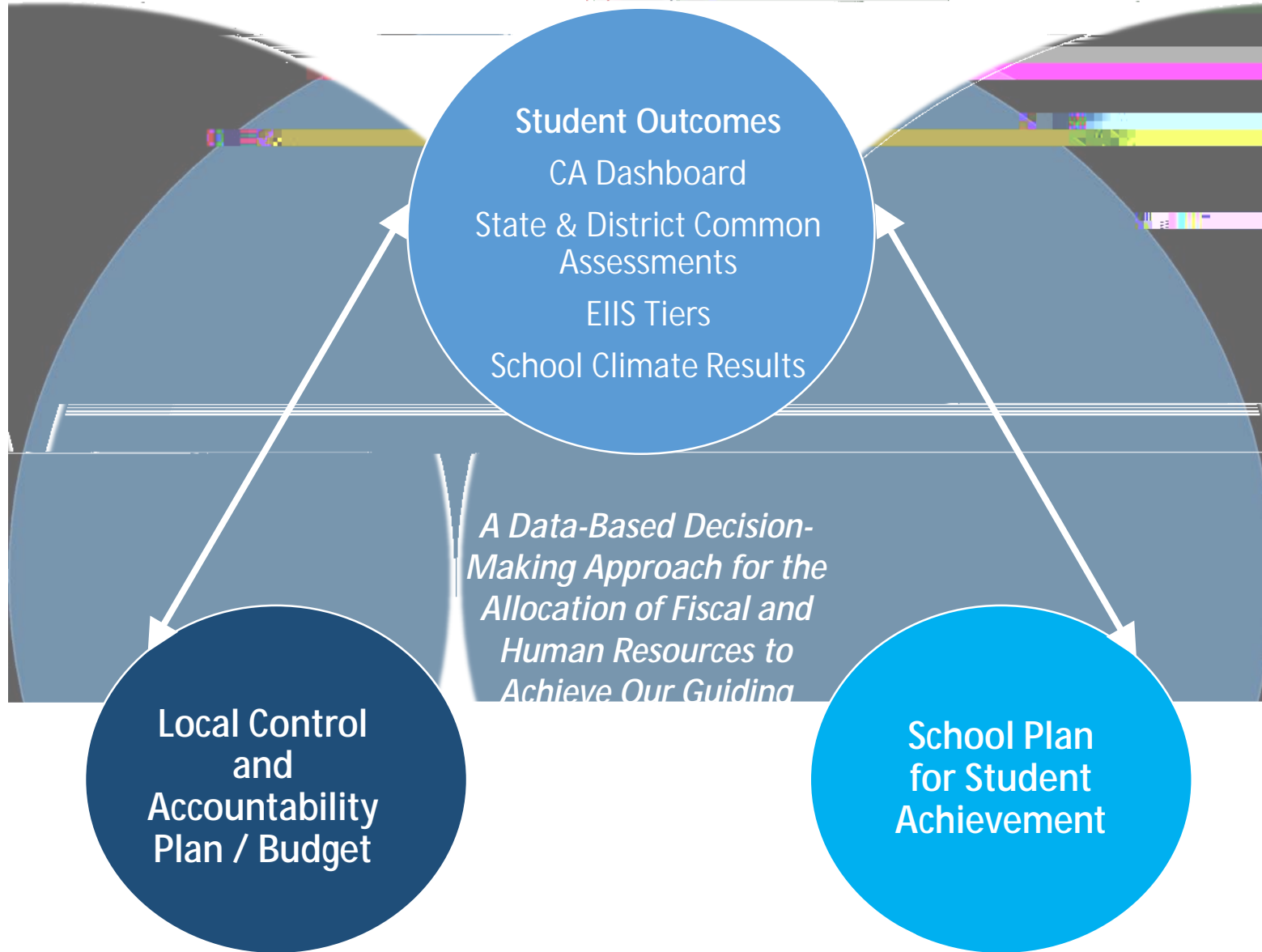
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PELP 2019 Problem of Practice

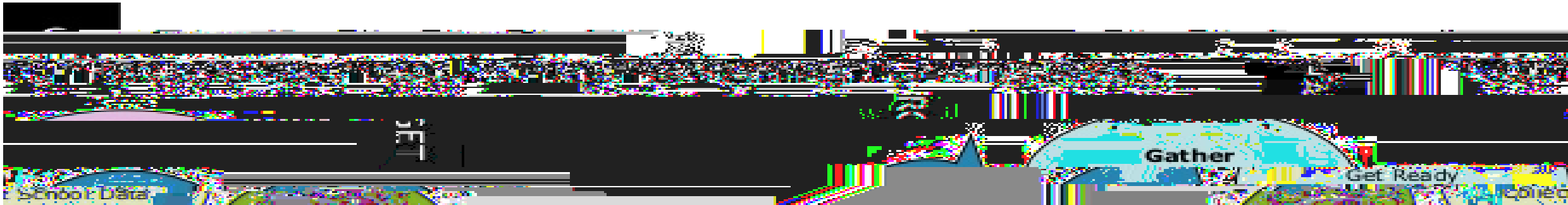
Boldly improving unacceptably low student achievement levels, particularly among each school's most vulnerable students, depends on grounding **every budget and instructional decision in school site and district plans using principles of continuous improvement** with the belief that all children can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



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!!

The School Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student performance.

The annual process of developing, reviewing, and updating the SPSA includes a comprehensive review of data and the development of actions necessary to achieve school goals. The plan also addresses funding and proposed expenditures related to state and federal categorical programs and the overall goals of our District's Local Control and Accountability Plan (LCAP).



- **Title I Part A** - to ensure that all children have an opportunity to reach academic proficiency. Funding goes to district and sites
- **Title II Part A** - to increase the academic achievement of all students by improving teacher and principal quality. Funding is centrally managed.
- **Title III English Learner** - to ensure English learners attain English proficiency and meet the same challenging state academic standards that other students are expected to meet.
- **Title IV Part A** - 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** – To be principally directed towards and effective in meeting goals for unduplicated students (English Learners, Foster Youth, and Low-income Students)

Similarities



School site
conducts a
comprehensive
needs
assessment

State and
Federal
Programs SPSA
review

School Site
Council review
and approval

Plan is
collaboratively
developed with
the School Site
Council

Instructional
Assistant
Superintendent
SPSA review

LCAP Goals

1: College/Career Readiness

2: Foundational/Tier 1 Educational Experience

SPSA Goal Trends

- Increase number of students demonstrating improvement in Math and Language Arts as measured by District Benchmark assessment or iReady diagnostic data.
- Increasing Graduation Rate

Sacramento State University Anchor Project Findings

- The district's new SPSA process provides clear guidance and expectations coupled with systematic support to school sites and is much improved since Dr. Wong's analysis, completed in fall 2016.
- Instructional excellence is not positioned as the key driver for educational equity.
- Consider underlying cultural shifts required to implement new technical processes for the SPSA.
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As a result of the 2018-19
Federal Program Monitoring



- 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 18, 2020*).

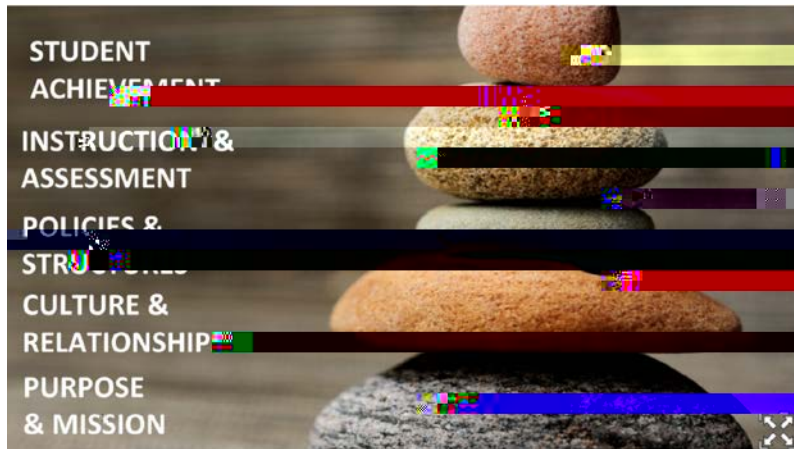
Data Based Decision Making

- The Identified Needs section of the School Plan for Student Achievement (SPSA) is where schools summarize the outcomes of their comprehensive needs assessment.
- The comprehensive needs assessment establishes the basis for each SPSA goal.
- Data collection for the comprehensive needs assessment should assist schools with:
 - Understanding the subjects and skills for which teaching and learning need to be improved
 - Identifying the specific academic needs of students and student groups who are not yet achieving academic standards
 - Establishing goals for improvement
 - Understanding the barriers to reaching goals
 - Evaluating the effectiveness of the services and supports provided

Multi-



STEAM | SCIENCE • TECHNOLOGY • ENGINEERING • ARTS • MATH



Project Based Learning

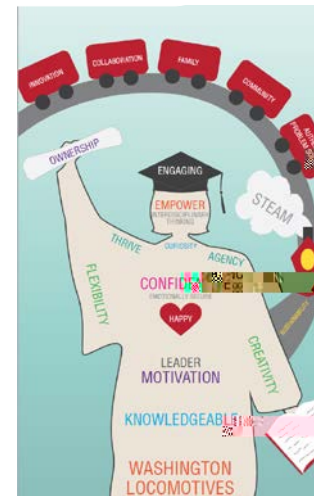
- { New Tech Network
- { Community Partnerships
- { Anti-Racist lens
- { Technology
- { Academic Supports
- { Expanded Learning/Youth Development

Healing Informed Practices

- { Yoga
- { Healing circles
- { Culture Building



#WeAreLocomotives



Anti-Racism/DWSC Practices

- { Book studies
- { Teacher led committees
- { Conferences, PD

- In light of COVID-19 we recognize the importance of flexibility and the need to adjust our plans to meet current environment
- Closer alignment of over-arching goals of LCAP and SPSA – build on the relationship of the CA Dashboard driving the needs assessment
- Continue our work to develop SPSAs which accelerate achievement for all student through:
 - Actionable goal statements and measureable outcomes drawing explicit connections to Multi-Tiered System of Support framework
 - Stronger connections between stated strategies and proposed expenditures (e.g. clear and explicit Return on Investment)
 - Sustained collaboration on SPSA monitoring process
 - Provide stronger differentiated support for all site leaders and school site councils
 - Build communication systems to support community engagement with site plans

Board Adoption of School Site Plans for Student Achievement

SPSA Webpage: <https://www.scusd.edu/spsa2122>