Sacramento City Unified School District
Est. 1854

2021-22 School Plan for Student Achievement Approval Board Item 10.3
June 24, 2021

Presented by:
Vincent Harris, Chief, Continuous Improvement and Accountability
Kelley Odipo, Ed.D., Director of State and Federal Programs
Gema Godina-Martinez, Ed.D., Washington Elementary School
Jennifer Kretschman, MTSS Director

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."
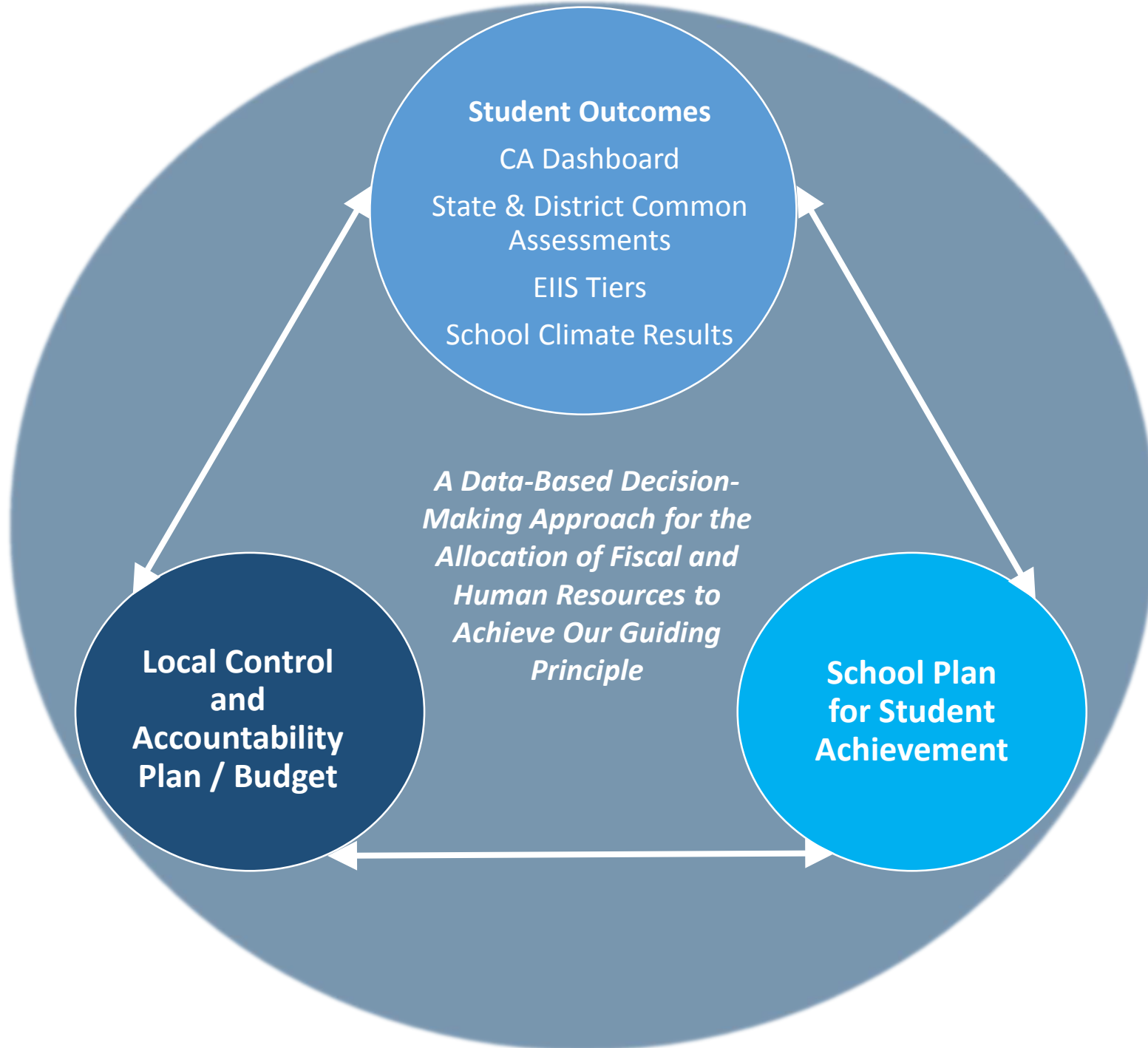*– W. E. Demings*

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.

# School Plan for Student Achievement Defined

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).

School Plan for Student Achievement (SPSA)

Continuous School Improvement Process
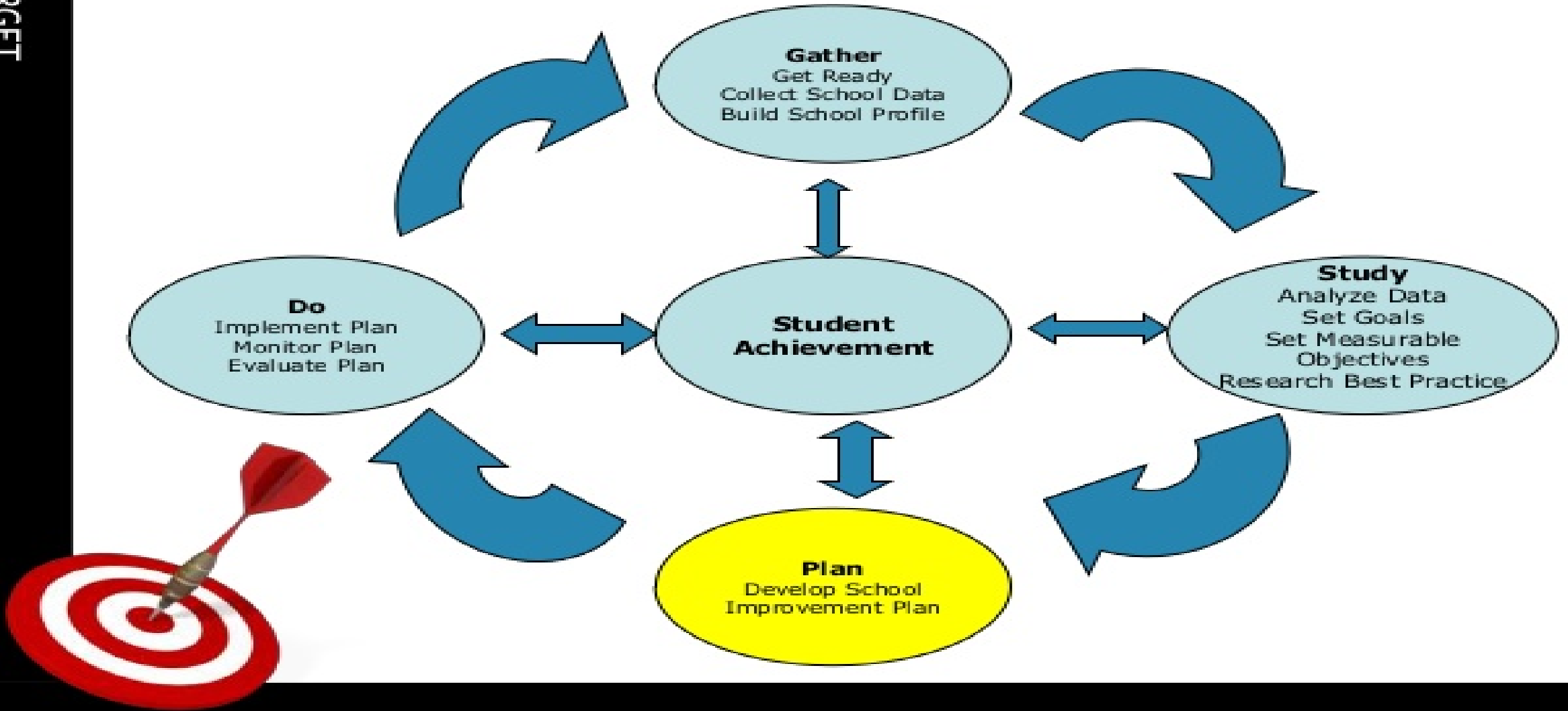
Federal and State Funds

- **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)

School Plan for Student Achievement - Local Control and Accountability Plan Relationship
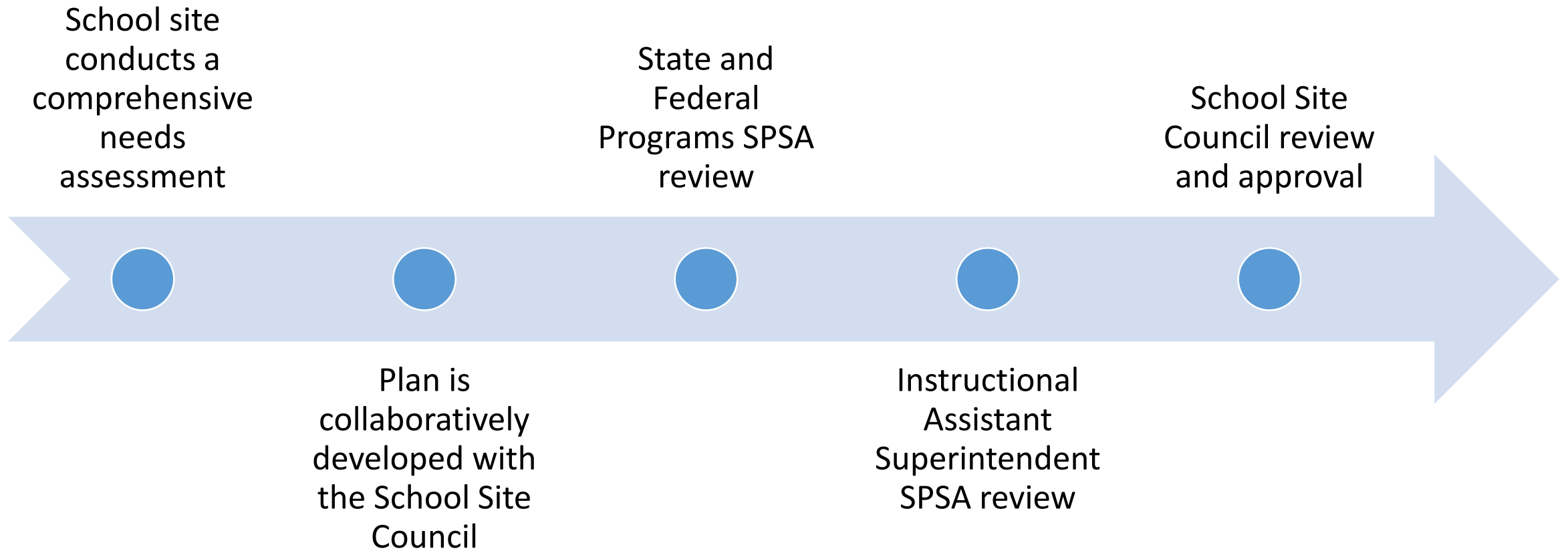
Similarities	Differences
• Verifiable state data	• Title 1 federal funding requirements
• Develop goals to improve student outcomes	• The LCAP includes school site expenditures
• Consult with the community	• School Site Council approves SPSA prior to Board adoption
• Align fiscal resources to the plan	
• Progress monitoring	

SPSA Review Process

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

SPSA Goal Trends

| LCAP Goals	SPSA Goal Trends
1: College/Career Readiness	• Increase number of students demonstrating improvement in Math and Language Arts as measured by District Benchmark assessment or iReady diagnostic data. • Increasing Graduation Rate
2: Foundational/Tier 1 Educational Experience	
3: Integrated Supports	Reducing Chronic Absenteeism
4: Culture and Climate	Improve School Climate as measured by stakeholder climate survey data, home visits, suspension and chronic absentee data.
5: Engagement and Empowerment	

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.

- School site improvement cycles must focus on professional learning that is supported by more coordinated effort across district offices.

- The SPSA process, as structured by the state and enhanced by the district, has too many limitations to be an adequate lever for school site transformation.

Emerging Progress

As a result of the 2018-19 Federal Program Monitoring (FPM) findings, the district implemented a new SPSA development process that included structured guidance and increased supports to school sites.

During the March 2021 FPM, there were no findings related to the district's new SPSA development process.
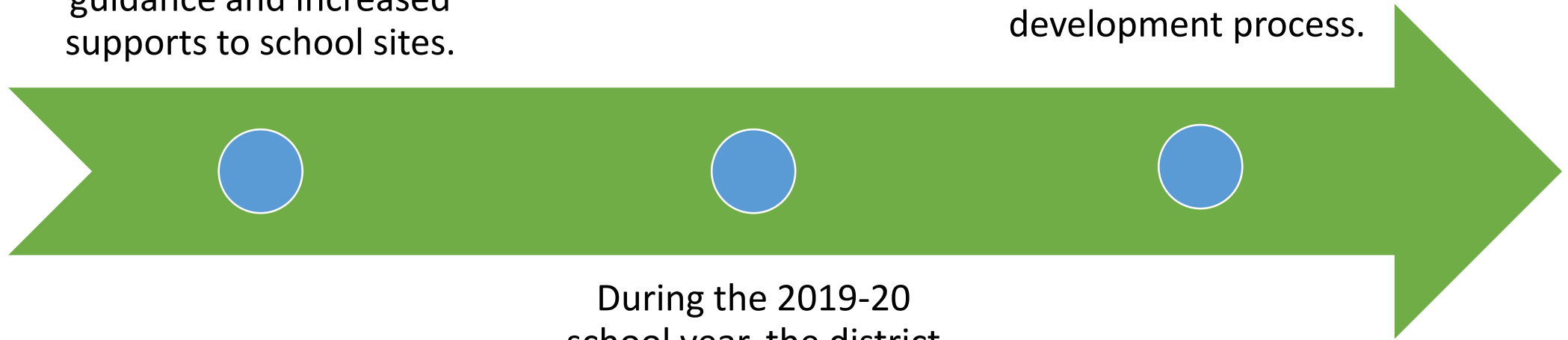
During the 2019-20 school year, the district partnered with Sacramento State University to conduct a research study focused on the revised SPSA process.

SPSA Mid-Year Review: *Explicit application of improvement mindset*

- 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*).

SPSA Mid-year Review "Applied" Lessons Learned

| 2019-20 Mid-year Review Question	2020-21 Mid-year Review

1. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
   A. At full implementation, what is the expected outcome of the strategy in terms of student achievement (e.g. Specific percent of students improving or meeting standards in which identified subject)?
   B. What specific actions related to your strategy implementation have been taken to-date?
   C. Describe your current progress in achieving your planned expected outcomes as a result of implementing the strategy.
   D. How were identified student groups impacted by the strategy?
2. In terms of your identified strategy, describe your level of implementation. (Check one of the options below.)
   A. Briefly describe your above rating. If there were any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal, please include them below.
3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this mid-year analysis.
	1. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
	   A. At full implementation, what is the expected outcome of the strategy in terms of student outcomes (impact on student performance, social emotional/behavior, and/or attendance)?
	   B. What specific actions related to your strategy implementation have been taken to-date?
	   C. Describe your current progress in achieving your planned expected outcomes as a result of implementing the strategy.
	   D. How were identified student groups impacted by the strategy?
	2. In terms of your identified strategy, describe your level of implementation. (Check one of the options below.)
	   A. If there were any major differences between the strategy's implementation or budgeted expenditures, please include them below.
	3. Describe any changes that will be made to the strategy's year-end outcomes / metrics, or activities to achieve this goal.

SPSA Mid-Year Process Aligned with the Plan Do Study (PDSA) Cycle

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. At full implementation, what is the expected outcome of the strategy in terms of student outcomes (impact on student performance, social emotional/behavior, and/or attendance)?

Describe any changes that will be made to the strategy's year-end outcomes / metrics, or activities to achieve this goal.

PLAN
- What's your change?
- What's your prediction?
- Plan to conduct test

ACT
- Next steps: adapt, adopt, abandon

STUDY
- Compare results to prediction
- What did you learn?

DO
Execute test
Collect data, document observations

Describe your current progress in achieving your planned expected outcomes as a result of implementing the strategy. How were identified student groups impacted by the strategy? In terms of your identified strategy, describe your level of implementation.

What specific actions related to your strategy implementation have been taken to-date?
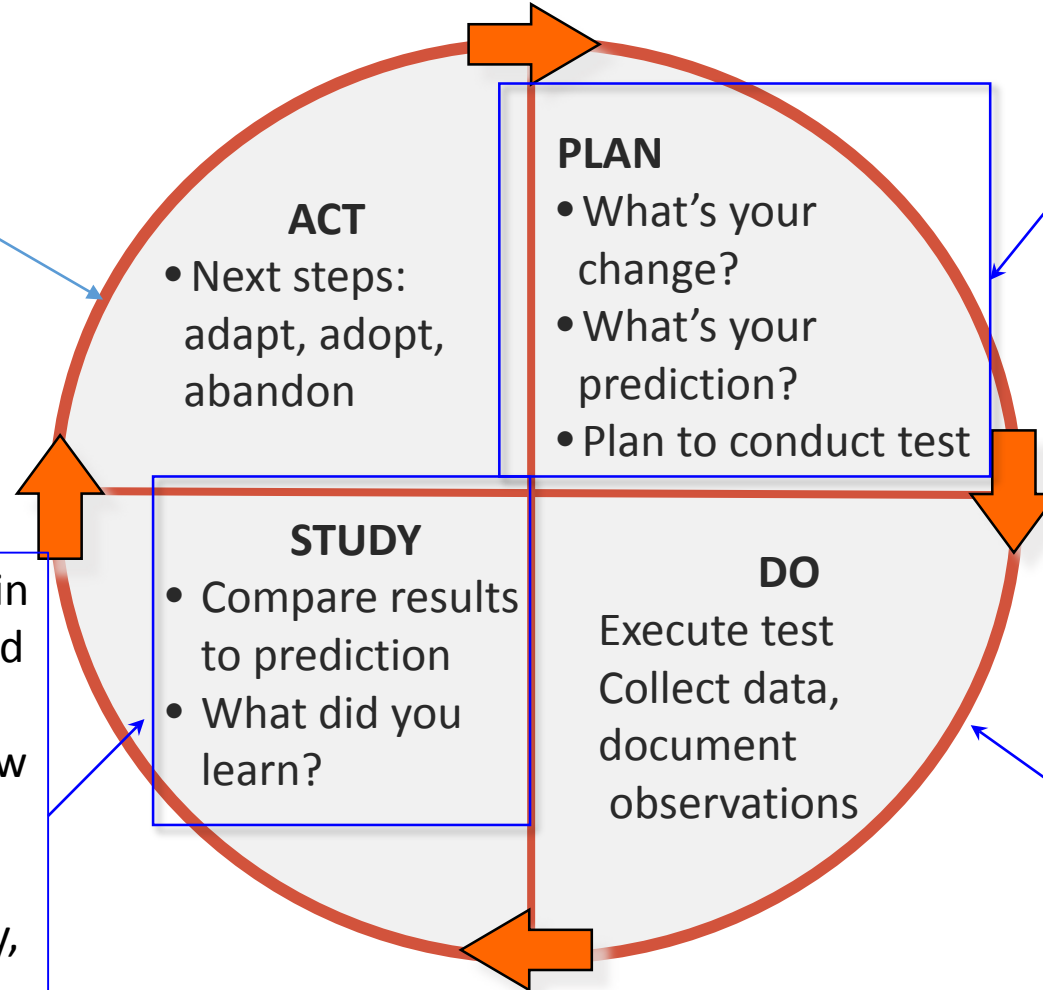
Data Based Decision Making

- 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-Tiered System of Supports

MTSS isn't reinventing the wheel—it's simply bringing cohesion to the student-centered practices while breaking down silos. When implemented with fidelity, it not only helps us increase the effectiveness of our existing efforts, but through needs assessments, it also uncovers areas in which we may need to adjust or increase our efforts.

MTSS makes the district-wide system more effective and ensures we're supporting the needs of **all** of our students either through a strong Tier 1 foundation or that coupled with evidence based interventions from our Tier II and Tier III resources.

STEAM

SEL

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

Anti-Racism/DWSC Practices

- Book studies
- Teacher led committees
- Conferences, PD

#WeAreLocomotives

Next Steps – Based on Lessons Learned

- 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