CHAPTER 3: MAINTAINING THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT AS A FRAMEWORK

School Site Councils are required at every school as a condition for participation in certain state and federally funded programs. The role of the SSC includes oversight of the SPSA and corresponding categorical (compensatory) budgets and must allow for all stakeholders (students, parents, community members, teachers, other staff and principals) to contribute to the success of the CA Ed Code, 52050-52050.5, 52052.6, 52062(a)(4), 52068(a)(4), 64001 (a)(d)(f)(g)(h).

School principals are the critical leaders at school sites. They are responsible for establishing a vision for improving achievement for all students. Principals are ultimately accountable for ensuring the school goals and budget are focused on meeting the identified instructional needs of all students.

If principals or any other members of the School Site Council are not confident that a SPSA, as drafted, is adequately focused on the needs of all students, they have recourse with the district to ensure that their concerns are heard and can redirect the plan through the SSC process.

The plan should be a "living document" that guides decision-making and the work of the school throughout the year. Needs and Self-Assessment are an integral component of developing and implementing a responsive plan.

SPSA as a Framework
The School Plan for Student Achievement (SPSA) is a school's framework for continued improvement and the basis for holding schools accountable for improving student achievement. It is the single document that outlines a school's programs and strategies for improving student achievement, as well the responsibilities for everyone involved in that process. The SPSA is useful for the following purposes:

- ➢ To specifically define a school's target for meeting the District's primary goals of improving student achievement and closing the achievement gap as defined in the LCAP and LCAP Federal Addendum.
- ➢ To identify and communicate the school's Title I Schoolwide Program Plan by embedding it into the SPSA framework.
- ➢ To identify and align strategies, programs, services and resources that a school will use to meet its student achievement goals.
- ➢ To identify and communicate to the whole school community (all site stakeholders) the roles and responsibilities for implementing the components of the plan.

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a School Plan for Student Achievement (Education Code Section 64001), developed by school site councils with the advice of any applicable school advisory committees.

The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the standard met level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (School Plan) have been designed to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools can benefit from the use of a shared vocabulary and planning process that is embedded in a context of continuous improvement.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process. The School Plan is used to meet planning requirements for Title I Schoolwide Programs (SWP), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI). This accountability program is explained in further depth later in this chapter.

Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 65001, the School site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

KEY COMPONENTS OF THE SPSA

Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description
Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Resource Inequities
Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment, which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable. While not explicitly required in an LCAP, LEA or school-level resource inequities may be addressed in the LCAP. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the Annual Update of the LCAP and provide a basis for the establishment of goals and/or expected outcomes for specific student groups.

Goals, Strategies, Expenditures & Annual Review
In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities

Goals
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference. When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.

Identified Need
Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities
Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable. This plan shall include evidence-based interventions and align to the goals, actions, and services in the LCAP and LCAP Federal Addendum.

Students to be Served by this Strategy/Activity
Identifies which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity
The funding source for each strategy/activity identified, the funding source(s) for the proposed expenditures for the school year to implement these strategies/activities must be identified. LCFF and Title I funds must be identified in the plan.

Annual Review
Identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Outcome data, including state indicator data from the Dashboard, should be used to analyze whether the planned strategies/activities were effective in achieving the goal. It is important to include the following information:

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Funding:

Identification of the source(s) of funding to support specific strategic activities should also include the rationale of each strategy that is listed in the site plan.

DISTRICT STRATEGIES - SYSTEMS OF INTERVENTION

San Diego Unified School District has identified the key elements – "Response to Instruction and Intervention" that should be included in every school's site plan. A brief description of these elements is listed below.

Tier 1 - Universal Access (for all students):

All students have access to a common, strong core instructional program (curriculum, instruction, and assessment) that is engaging, rigorous, culturally relevant and standards-based. This core program is flexible and includes strategies for differentiation and English language development. *Should meet the needs of about 70-80% of students.*

At the secondary level, this might include literacy strategies across the content areas.

Tier 2 - Strategic Support (for some students):

Tier 2 provides additional layered support in the form of targeted, explicit instructions provided in small groups. These strategies may include additional time for practice.
At the secondary level, targeted instruction may also be delivered in a supplemental support class in literacy or mathematics that is aligned with Tier 1 instruction. *Should address the needs of about 15-20% of all students*

Tier 3 - Intensive Support (for select students):

Tier 3 provides intensive support (push in/out, small group) that is more explicit and specifically designed for individual targeted students.
At the secondary level, students may be placed in an intensive intervention class. *Need for about 5-10% of all students.*

<u>**RESEARCH BASED INTERVENTIONS TO SUPPLEMENT DISTRICT SERVICES**</u>

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use "scientifically-based research" as the foundation for education programs and interventions. This has been replaced by "evidence-based interventions" under the Every Student Succeeds Act (ESSA). This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches. Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Interventions applied under Title I, Section 1003 (School Improvement) are required to have strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV can rely on Tiers 1–4.

<u>**TITLE I SCHOOLWIDE PROGRAM**</u>

Title I status of schools is determined within the first full year a school has been in existence. Schools begin the School Wide Program process upon identification as a Title I school. The School Wide Program (SWP) is similar if not identical to the process a school follows when developing, reviewing and revising the School Plan for Student Achievement. Therefore, SDUSD embeds the SWP work into the SPSA.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, meet or exceed achievement expectations on State academic achievement standards. This schoolwide reform strategy requires that a school -

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I regardless of a student's background.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are economically disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for all students and staff;
- An environment focused on learning;
- Strong instructional leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide programs also reflects the following fundamental principles of Title I, as amended by NCLB, furthered by ESSA and are essential components of the continuous cycle of improvement inherent in the SPSA planning process:

➤ Accountability for results
➤ Evidence-based practices
➤ School and community engagement

CONDUCTING THE NEEDS ASSESSMENT

All San Diego Unified School District schools receiving Title I funds have elected to operate a Title I Schoolwide Program (SWP). The Title I SWP Plan is embedded within the School Plan for Student Achievement.

The SSC helps to direct the Title I Schoolwide Program that requires all schools to annually evaluate academic outcomes and the plan's implementation to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written (34 CFR 200.26).

The first cycle of continuous improvement is completed when the school uses the results of the review to more effectively implement its schoolwide program and to improve student achievement. Once the findings have been widely disseminated and input has been received, the schoolwide team identifies which recommendations will be incorporated into the existing school plan. Some suggested process steps:

- Review the strategies and action steps originally proposed in the schoolwide plan.
- Use the findings and recommendations to identify the parts of the schoolwide plan that have been implemented ineffectively or not at all.
- The SSC can assist to solicit the input of all stakeholders in identifying more effective strategies to achieve identified goals.
- Identify any additional training that is needed to improve implementation.
- Determine if additional resources are needed to implement the revised improvement plan and, if so, how they will be obtained.
- Re-establish responsibilities and timelines for implementing the revised plan.
- Communicate to all stakeholders what has been incorporated into the revised plan.
- Review the implementation design that was used and revise as appropriate to reflect plan modifications in preparation for the following year's evaluation.

The purpose of the annual review of the schoolwide program is to ensure that the program described in the schoolwide plan is implemented as designed and that its implementation has a positive effect on student achievement. Results of the annual review should not be perceived as a sign that the school should start over again with a new plan. Instead, the school should revise its existing plan to incorporate the revisions and reflect a revitalization of the school's commitment to implementing a schoolwide program that helps all students achieve at high levels.

A sample Needs Assessment can be found in the appendix section of this handbook. The actual Needs Assessment may be distributed to schools by January as part of the SPSA development process for the upcoming year.

There are basic processes all teams need to follow in order to be successful. School Site Councils in particular need to develop specific content knowledge about how to make sound educational decisions for all the students in the school.

The primary objective of the School Plan for Student Achievement (SPSA) process is to support data-driven decision-making to improve teaching and learning. Underlying this objective is a belief that schools cannot rely on hunches or personal preferences as a basis for developing effective programs. Data and research should be used to help School Site Councils:

  ➢ *Assess current performance and conditions* - The district and the state provide data about the achievement levels of students, groups, and schools.
  ➢ *Select strategies/actions and programs to meet student needs* - The district provides guidance on research-based strategies and approaches for improving student achievement.
  ➢ *Monitor the effectiveness of implemented programs* - In addition to annual district and state assessments, schools can develop their own tools for tracking progress in the classroom. Monitoring should be done on a monthly basis.
  ➢ *Develop goals for academic achievement, academic equity, and parent and community involvement.* Reviewed and approved by the site's SSC.

Goals should be developed to significantly increase academic achievement and learning for all students, including closing the achievement gap. Focus must be on reading and mathematics as measured by the State achievement tests and other assessments as appropriate.

Other types of goal examples based on:
Academic Equity: Ensure that all students have access to a comprehensive education by providing a high-quality program of studies in the Core Curriculum areas (English/language arts and mathematics as well as English Language Development).

Initiatives to Improve Instruction: Improve the instructional delivery to all students using best practices for student learning as reflected in Focus on Learning recommendations, Compliance, whole school reform models, school-wide programs, school-based curricular instructional, or programmatic improvements.

School Climate: Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior, consistent with State requirements for a Safe School Plan.

Parent and Community Involvement: Significantly increase the involvement of a broad base of parents and community at school.

AGGREGATED VS. DISAGGREGATED DATA

Student achievement data is reported for whole populations, or as aggregate data. When data is disaggregated, patterns, trends, and other important information is uncovered. Disaggregated data can tell you if professional development for teachers or parental involvement is affecting student performance. You can look at the data by demographics or by schools within a district for example.

Several different ways to disaggregate data include:
- ➤ Gender
- ➤ Ethnicity
- ➤ Special Education
- ➤ Socio-Economic Status
- ➤ Course Enrollment
- ➤ Course Completion
- ➤ English Learners

Below are sample questions that can be used when analyzing disaggregated data:
- ➤ Is there an achievement gap in reading (or any other subject) among different groups of students? Is the gap growing larger, smaller or staying the same?
- ➤ Are male students performing better or worse than female students in math? How will we increase the performance of the lower-performing group of students?
- ➤ Are socio-economically disadvantaged or other subgroups disproportionately enrolled in special education classes compared to advanced placement classes? What are the reasons behind the difference and what will we do about it?

Once data has been studied and strengths and challenges identified, the school will need to identify the most urgent and compelling needs. Some schools may find they have instructional challenges in many areas, whereas other schools may be moving student achievement toward the advanced level.

Though a strong instructional program will address all of the appropriate content standards, a solid school improvement plan will focus a school-wide effort on one or two priority instructional needs.

Assessment is the key to interventions and to effective instruction in general, but even the most reliable and valid assessment system is meaningless until data are correctly interpreted and used appropriately. Assessments must provide information that teachers can use in assist individual students in their classes.

How do State/Federal Funds Supplement the Base Programs in the District?
Perhaps the most important guiding principle in the proper use of resources provided under Compensatory Education is the concept of "supplementing" and not "supplanting" District effort. Funds provided under the Consolidated Application such as Title, are intended to provide programs to supplement the District effort in order to ensure that every student has equal access to the core curriculum (that is, the basic overall program of instruction required for all students). To assist in providing such access, supplementary resources may be provided to enhance the efforts of the District.

The key to this concept lies in the "efforts of the District." The District must provide what is called a "base program" of instruction available to every student. This base includes such things as the provision of a teacher, a regular classroom furnished for learning, textbooks, related materials and equipment to provide basic instruction for all students on a daily basis.

Additional state and federal funds may then be used to provide supplementary materials to enhance this base program so that students who may need it can be provided extra help to achieve what is expected in the core curriculum. Such supplementary support may include additional instructional materials to enhance the basic textbooks and additional personnel, such as an additional teacher or paraprofessional to work with small groups of students requiring greater attention to master given concepts.

However, if items are purchased with funds that replace what should properly be a District effort, such expenditures are considered "supplanting District effort" and are not permissible.

The fundamental concept is that supplementary state and federal funds must supplement the base program offered by the District. If there is difficulty identifying the base program, then the use of supplemental funds may well be supplanting because there is no base program to supplement, and therefore, the supplemental funds replace District effort.

Supplanting is a serious violation of Federal and State program requirements. The District may be required to return all funds found to be used for supplanting.

Supplementing	Supplanting
A workbook that provides simplified approaches to word problems as presented in the base textbook	A simpler textbook that replaces the District text in math. (The regular text is seldom if ever used.)
An additional teacher or paraprofessional who works with the regular teacher to provide small group instruction for particular skills areas.	A nurse is provided at a school site by the district, whereas a similar school must use Title I funds to fund the same FTE nurse.

What Guidelines Does the SSC Use to Allocate the Budget?
After reviewing the data with the SSC/staff and determining strategies to meet school goals, budget decisions are the next important decisions for a School Site Council to make. It is crucial to maintain a strong and clear link between the budget and academic goals and objectives in the SPSA. These decisions can be difficult because funding is almost always constrained and some strategies cost more than others.

One major challenge SSCs face in building budgets is determining how to distribute limited funds, most of which come with spending restrictions, in ways that effectively support all elements of the SPSA that require financial resources. Funds must be used to support all struggling students at the site based on the needs assessment.

Steps in budgeting that many SSCs find useful are:
- ➢ Identify and prioritize strategies.
- ➢ Determine how much each strategy costs.
- ➢ Decide which funding source should support each strategy (try starting with the most restrictive funds first).
- ➢ Check whether the resulting budget supports a strong site plan.
- ➢ Revise the budget and/or SPSA until both are sound and connected to each other.

2019-20 SPSA TIMELINE

January/February 2019
- Review assessment data
- Evaluate the School Plan for Student Achievement using the SPSA Assessment and Evaluation Survey provided by Financial Planning, Monitoring and Accountability
- Discuss and prioritize changes for next year
- Seek other school advisory committees' input
- Community meeting to get input for upcoming school year SPSA
- Review tentative budget allocations for next year with Budget Analyst
- Propose expenditures for the upcoming year's site based budget to improve academic performance.
- SSC Training: SBB for Administrators

March 2019
- Monitor student progress and prepare SPSA and budget adjustments for current year
- Review and begin end-of year budget balancing
- Spending Deadlines Begin

April 2019
- Monitor student progress and prepare SPSA and budget adjustments for current year
- Continue end-of-year budget balancing
- Spending Deadlines Continue

May 2019
- Review and finalize end-of-year budget balancing
- Spending Deadlines Continue

June / July 2019
- Spending Deadlines: Transfer Justification paperwork and SSC minutes due for all expense transfers and budget balancing (Financial Year ends June 30th)

August/September 2019
- Review assessment data
- Review SPSA Assessment and Evaluation Survey completed in Spring 2019 during budget development
- Analyze new data and information related to student performance, staffing, teacher needs, school needs.

- ➢ Conduct Resource Inequities study
- ➢ Review and revise School Parent & Family Engagement Policy and School Parent Compact if necessary prior to distributing
- ➢ Discuss and prioritize changes for next year
- ➢ Seek other school advisory committees' input
- ➢ Community meeting to get input for upcoming school year SPSA
- ➢ SSC Training: SBB for Administrators

October 2019
- ➢ Submit Recommendations and Assurances documents
- ➢ SPSA is due to FPMA for review and recommendation to the SDUSD Board of Education