

# Welcome!

As you join...

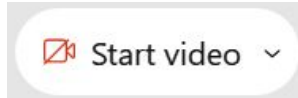
Note the controls at the bottom of the screen:

Unmute, Start Video, Participants, and Chat

To turn the microphone on/off (mute/ unmute)  
click the microphone icon



To turn the webcam on/off click the start video icon



The **participants**, **chat**, and **panel options** buttons  
are located at the bottom right.



## General Etiquette For Smooth Meeting

Muting microphones (\*6 on phones) when not speaking reduces background noise and echo. The chat feature (bottom right of WebEx) can help capture comments or ideas as a presentation is occurring. Acknowledge technical issues and understand this is a unique setting

**This meeting is being recorded for the purposes of minutes and note taking.**

# Accessing This Presentation

Home > PUSD Services > Special Projects, State & Federal Programs > Webinars

## SPECIAL PROJECTS, STATE & FEDERAL PROGRAMS

- Department Home
- **Webinars**
  - 2022-2023 SSC Webinar
  - 2021-22 SSC Webinar
  - 2020-21 SSC Webinar
- + LCAP Information
  - LCAP Town Hall April 2020
  - PUSD LEA Plan 2015 Revision

### School Site Council (SSC) Webinars

Select the following link to view the Slide-deck: [2022-2023 School Site Council Training](#)

Select the following link to view the Slide-deck - Spanish:

Select the following link to view the SSC Recording: [Coming Soon](#)

**September 13, 2022 4:00pm - 5:30pm**  
Join Webex Meeting: <https://pusd.webex.com/pusd/j.php?MTID=m4bf1c3007725ae854c9b28481a7cc7fb>  
Join by Phone: (US) +1 415-655-0001  
Password: **JEjVGvRM825**  
Access Code: **2621 919 1653**

# Welcome (Sign-in)

1. For record keeping, please use the chat box to type in
  - Your name
  - School / organizational affiliation
  - Role within the School Site Council / organization

**Example:** Alvin Nash, PUSD, Program Support Specialist

2. Facilitated opportunity to verbally introduce yourself (if you choose to)

## School Site Training #3: Understanding & Reading School Plan for Student Achievement (SPSA)



**Dr. Robert Hernandez**, Director-  
Planning, Innovation,  
Accountability, & Special Projects

**Mr. Alvin Nash**, Program Support  
Specialist

# Common Acronyms

**SPSA** (school plan) School Plan for Student Achievement

**SWP** Schoolwide Program (Title I)

**TAS** Targeted Assistance School (Title I)

**SSC** School Site Council

**LCAP** Local Control and Accountability Plan

**LCFF** Local Control Funding Formula

**ESSA** Every Student Succeeds Act

**CSI** Comprehensive School Improvement

**TSI** Targeted Support and Improvement

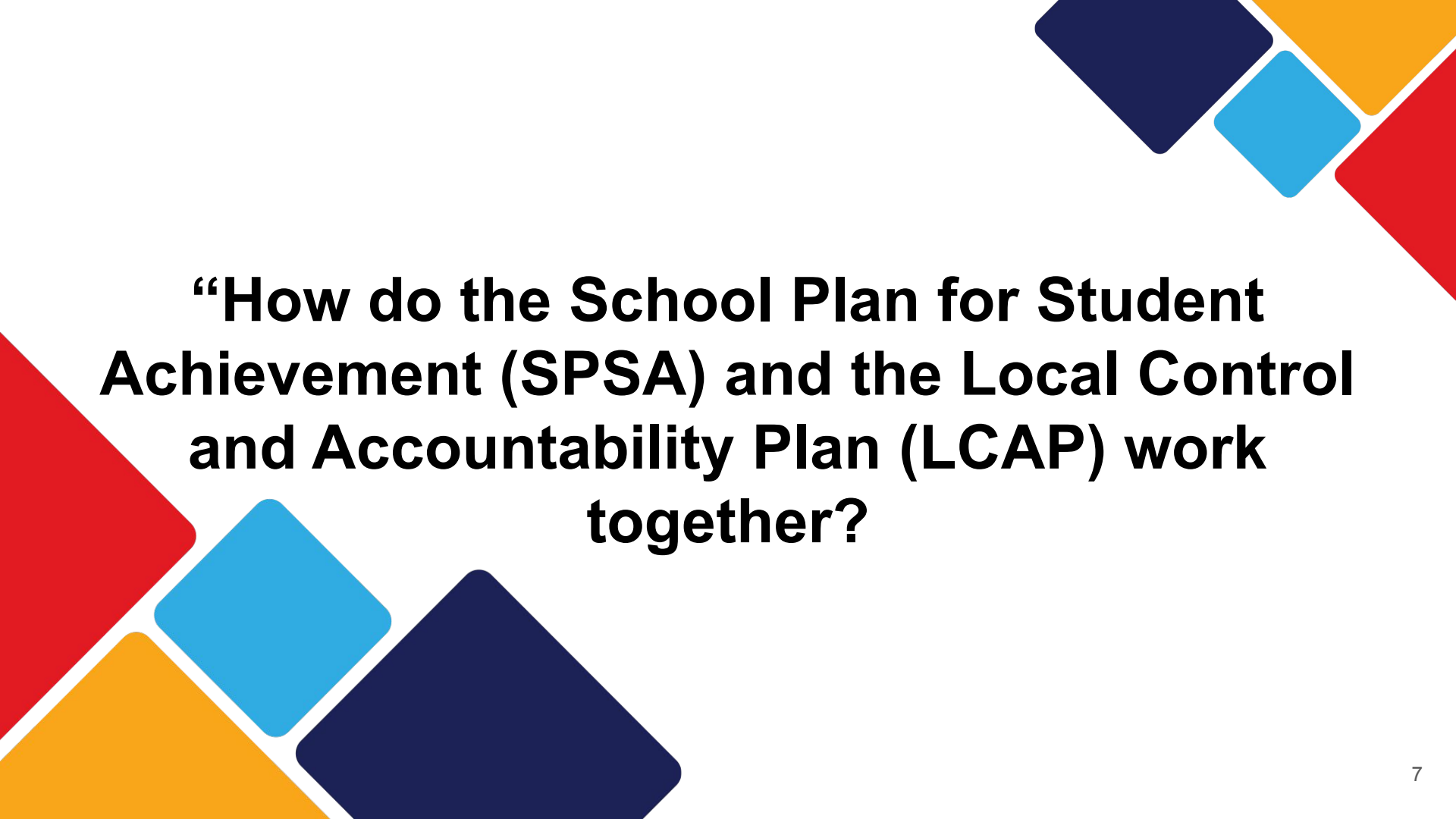
**ATSI** Additional Targeted Support and Improvement

**LEA** Local Education Agency

**CDE** California Department of Education

# Purpose and Outcomes for Our Time

- Understand components of School Plan for Student Achievement (SPSA) and how they align with the PUSD Local Control and Accountability Plan (LCAP)
- Understand how to utilize tools for monitoring implementation and effectiveness of SPSA strategies/actions

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**“How do the School Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP) work together?”**

# Resources for Today's Session





# SPSA Overview

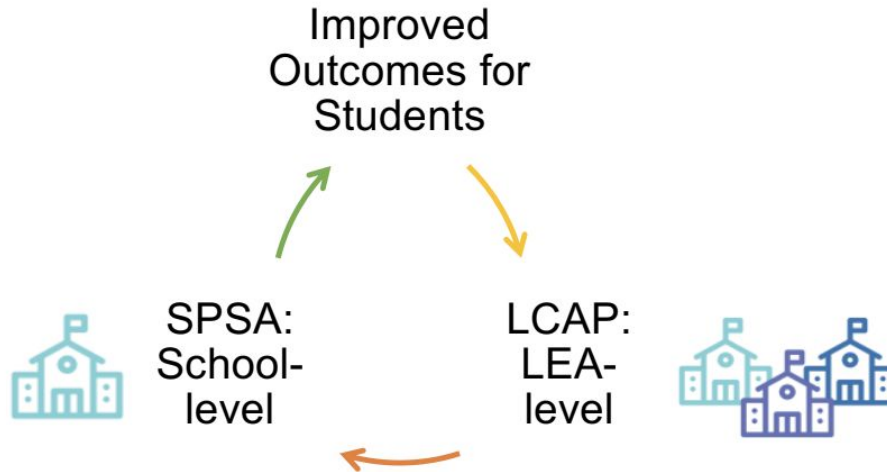
# SPSA Background & Requirements

- **The ESSA requires schools receiving Title I funds and operating a schoolwide program, or schools identified for CSI, TSI, or ATSI, to develop a school plan (SPSA).**
- Analysis of verifiable state data, consistent with state priorities, including state-determined long-term goals
- An identification of the process for evaluating and monitoring implementation of the School Plan and progress towards accomplishing the goal
- Educational partner involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures



# Aligning Sections of the SPSA and LCAP

# LCAP & SPSA Alignment



# Similarities Between the LCAP & SPSA

- **Engagement:** Involves educational partners in the plan development through meaningful engagement which is an annual and ongoing process. The feedback collected is incorporated into the relevant plan.
- **Measurable Outcomes:** Identify the metric(s) and/or state indicator(s) that the LEA or school will use as a means of evaluating progress toward measurable outcomes and accomplishing the goal.
- **Actions/Services:** The actions/services support the improvement needed to achieve the goal.
- **Goals:** A goal includes the goal statement, identified need, annual measurable outcomes, and planned actions or strategies.
- **Identified Needs:** Needs are identified through a process of continuous improvement and provide the rationale for why a particular goal is created.
- **Analysis:** The analysis section of the plan examines both outcome data and effectiveness of practice, it provides the opportunity to conduct a needs assessment and should be closely related to the identified need for the goal.

# What are some differences between the SPSA and LCAP?

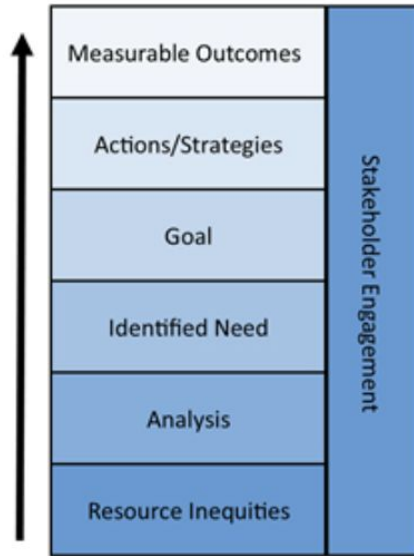
## LCAP

- State requirement
- Scope: LEA-level
- Timeframe: LEA-level planning document for three-year term

## SPSA

- Federal requirement
- Scope: School-level
- Timeframe: A school-level planning document with one-year term

# Integrated Planning Approach for Continuous Improvement



- Model suggests a sequence of planning stages beginning with the identification of resource inequities, and a review of past performance addressed in the analysis section
- More information can be found on the CDE webpage [Planning for the LCAP and School Plan](#), with further information on each section available

# 2021-2024 LCAP Goals

## 2020-2021: Five goals developed for new three year cycle

**Goal 1:** Students will demonstrate grade-level knowledge in all core subjects and graduate in four years, in line with the PUSD Graduate Profile. All students, English Learners, Foster Youth, students eligible for Free/Reduced Meal Program and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

**Goal 2:** There will be a well-trained and qualified teacher in every classroom, every day, supported by sufficient, well-trained support staff.

**Goal 3:** Students will be in school every day in an environment that is safe, caring, clean, and conducive to learning. All facilities will be in good repair and equipped for 21st-century learning

**Goal 4:** Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.

**Goal 5:** Systems and processes of the district are effective, transparent, and efficient. The central office is responsive to the needs of school sites.

## 2022-2023: Goal 6 developed for Foster Youth\*

**Goal 6:** Foster Youth and homeless students will experience a safe, caring, and responsive learning environment where they can demonstrate academic proficiency and be part of a learning community

## 2023-2024: Goal 7 developed and implemented for English Learners\*

**Goal 7:** PUSD will reclassify English learners by the end of elementary school, reduce the number of long-term English learners (LTEL) students in secondary school, improve academic language proficiency and academic achievement in order to ensure English Learners graduate college & career ready.

*\*Goals 6 and Goal 7 were required goals based on performance of identified student groups*

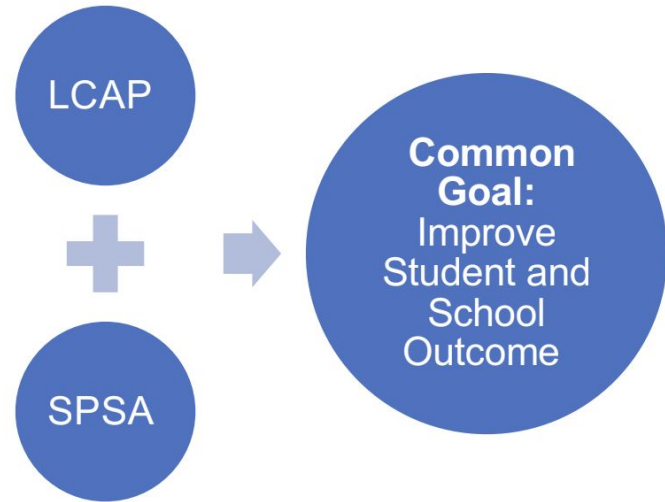




# Monitoring & Evaluating Actions

# LCAP & SPSA Common Goal

- The LCAP and SPSA development processes are not mutually exclusive, but work in conjunction and inform one another
- The end goal for both plans is to identify and address areas of need while improving student outcomes at both the LEA and school level



# SPSA Monitoring & Evaluation Tool

## School Plan for Student Achievement: Title I Funded Program Evaluation

### Monitoring and Evaluation Template

Guiding Questions: Annual Review and Analysis **(use these questions in Spring 2023)**

- How have the actions/services addressed the needs of all student groups, including, but not limited to English learners, low-income pupils, and foster and homeless youth; and did the provision of those actions/services result in the desired outcomes?
- What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils that led to the school's identification?
- What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?
- How does this action/service impact student learning and academic achievement?
- What data are you using to drive this discussion?
- If this program has helped improve student learning, what can be done to make it even better?
- If this program has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal/ Action	Budgeted Amount (Title I)	Actions/ Activities (Strategies)	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(From SPSA)	(Actions from your SPSA)	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including quantitative and qualitative data points	Continue or discontinue and why?
Copied verbatim from the SPSA (provided)		Updated with current data for each SSC meeting (monitoring in JAN/FEB)		Completed in Spring by SSC when planning for the following year

(Repeat colored rows as necessary so that you have one row for every action in the SPSA)

- Tool for SSC to use in monitoring and evaluating SPSA strategies/actions
- Sites have a Google Sheet to document and monitor strategies/actions

# SPSA Monitoring & Evaluation Tool

## Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Is it working?

We performed at an academic levels (ELA and Math) that shows a need to continue to support student needs through targeted interventions and small group instruction

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Differences

There were no substantive differences in planned actions and the actual implementation of those actions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

What changes will result?

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# Feedback & Suggestions



## Resources & Reminders

- [Planning for the LCAP and School Plan \(CDE\)](#)
- [PUSD Special Projects, State & Federal Programs Website](#)
- California Schools Dashboard expected to be released on December 15, 2023: <https://www.caschooldashboard.org/>
- [CDE Dashboard Resources](#)

# Future Trainings

<b>November 14 &amp; 30</b>	<b>January 18 &amp; 23</b>	<b>February 27 &amp; 29</b>	<b>March 14 &amp; 19</b>	<b>April 9 &amp; 11</b>
Reading the Single Plan for Student Achievement (SPSA)  Implementation & Monitoring Actions/ Strategies	Understanding the California School Dashboard	Allocation of Funds to School Sites  Evaluation of SPSA Actions/ Strategies	Examining Needs Assessment & Building SPSA	Preparing for Elections of New Members

# Contact Supports

If you have questions or need general guidance, contact the PUSD **Planning, Innovation, Accountability, & Special Projects** Office:

Robert Hernandez, Ed.D.

Director

[hernandez.roberto2@pusd.us](mailto:hernandez.roberto2@pusd.us)

Alvin Nash

Program Support Specialist

[nash.alvin@pusd.us](mailto:nash.alvin@pusd.us)

April Armendariz

Administrative Assistant

[armendariz.april@pusd.us](mailto:armendariz.april@pusd.us)



THANK

YOU