

2018-2019 SPSA Training Local District West

January 17, 2018

What is the same for the 2018-19 SPSA?

* Logging into The Online SPSA Template:

Home About LAUSD Employment Find

Federal and State Education Programs

- ▶ FSEP Home
- Single Plan for Student Achievement (SPSA)
 - ▶ SPSA Resources
 - ▶ Online SPSA
 - ▶ Online SPSA User Guide and Video
 - ▶ 2017-2018 TAS SPSA
 - ▶ 2017-2018 SPSA Modification
 - ▶ SPSA Frequently Asked Questions
- ⊕ Budget Planning 2017-2018
- ⊕ Federal Program Monitoring (FPM)
- ⊕ Title I Resources

Welcome to Federal and State Education Programs

The Federal and State Education Programs (FSEP) for each Local District, provides technical assistance for:

- Title I, Part A, Fiscal and Program Monitoring (FPM)
- Federal Program Monitoring (FPM)
- Single Plan for Student Achievement (SPSA)
- Schoolwide Programs (SWP)
- Community of Practice (CoP)
- Title I Equitable Participation (ETP)

FSEP Mission Statement

To design, develop, and administer programs for Districts, and schools to execute based resources that result in improved student achievement.

Online Single Plan for Student Achievement

Schools participating in programs funded through the state's consolidated Single Plan for Student Achievement (SPSA). The content of the SPSA must address student achievement and address how funds will be used to improve academic achievement. The School Identification Council (SSC) is responsible for the development, annual review, and update of the SPSA.

Online SPSA Template

To access the online SPSA template, click on the button below.

Schools must complete the **School Identification** page before proceeding to the online SPSA template.

Launch Online SPSA Template

For additional information, please contact James Mundy at (213) 241-6000.

What is the same for the 2018-19 SPSA?

* Logging into The Online SPSA Template:



Login to Single Plan for Student Achievement	
Username:	<input type="text"/> •Enter your Single Sign-On (email) username and password to Log In. e.g. (msmith@lausd.k12.ca.us, mary.smith@lausd.net) •Do not add domain name (@lausd.k12.ca.us @lausd.net)
Password:	<input type="password"/> <input type="button" value="Login"/> This is your e-mail password
<p>The online 2017-2018 SPSA template will be unavailable 7:30 AM- 8:30 AM (Monday through Friday) in order to complete required updates/maintenance to the system. Work input during this time period will not be saved.</p> <p>Session times out after 60 minutes.</p> <p>Note:Your Single Sign-On username and password is the same as your email username and password</p> <p>Having login or account creation problems? Please call the ITD Helpdesk at (213) 241-5200 for assistance</p>	

besint2pc

Accessing resources is the same:

Home About LAUSD Employment Find

Federal and State Education Programs

- ▶ FSEP Home
- Single Plan for Student Achievement (SPSA)
 - ▶ SPSA Resources
 - ▶ Online SPSA
 - ▶ Online SPSA User Guide and Video
 - ▶ 2017-2018 TAS SPSA
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- ⊕ Budget Planning 2017-2018
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- ⊕ Title I Resources

Online SPSA Video Tutorial

School Site Council (SSC) members developing or modifying the Single Plan for Student Achievement (SPSA) are strongly encouraged to view the online SPSA Training Video before writing the school's SPSA. To access the online SPSA Training Video, click on the button below.

SPSA 101

» Introduction to the Online Single Plan for Student Achievement Template

▶ Launch Video Tutorial

Online SPSA User Guide

📄 **Complete Online SPSA User Guide**
To access a printable SPSA User Guide containing directions on how to complete the online SPSA template, click on the link below.

Online SPSA User Guide by Sections

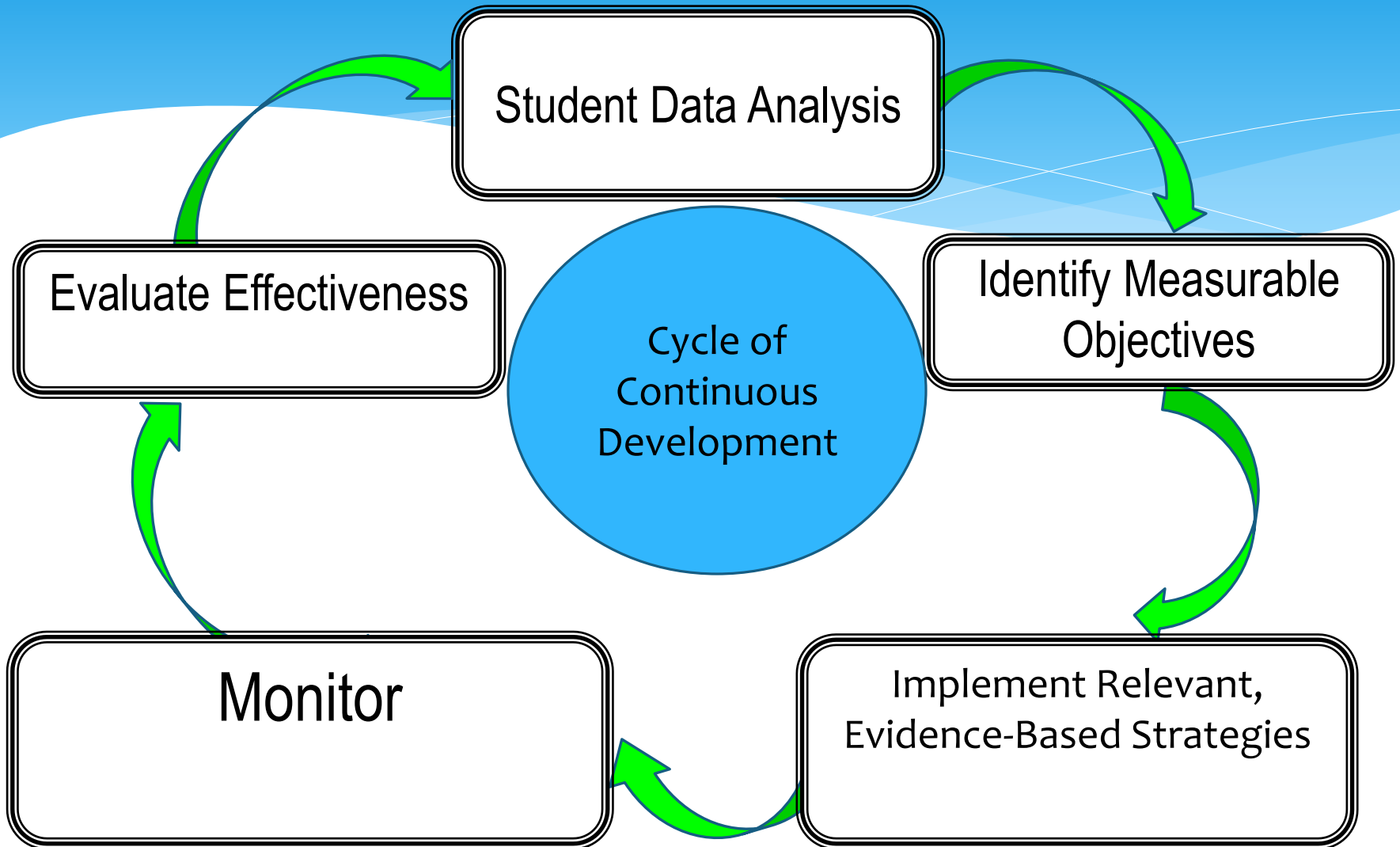
Online SPSA User Guide by Sections

📄 **SPSA 101**
Introduction to the Online SPSA

SSC Involvement is the same:


- Conduct Needs Assessment
- Develop Goals and Objectives
- Develop Budget
- Recommend SPSA and Budget for Approval
- Monitor Implementation of the SPSA

SPSA Process



Recommendations and Assurances

SPSA Components

School Identification 

Recommendations And Assurances

Funding Allocated To School

School Vision and Mission Statement

School Review Process Recommendations

The School Site Council recommends this school plan and its proposed expenditures to the district governing board for approval and assures the board of the following:

1. School Site Council has developed and approved, and will monitor the plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process.
2. School plan was developed with the review, certification, and advice of any applicable school advisory committees.

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. Signatures are requested for those advisory committees/groups providing input in the development of this plan.

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school will provide an accelerated, high quality curriculum.
7. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).
8. The school will, on an ongoing basis, review the progress of eligible children and revise the targeted assistance program under this section if necessary to provide additional assistance to enable such children to meet the challenging State academic standards.

Committees	Date of recommendation	Typed name of Chairperson	Signed
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not Applicable (if a school has less than 21 English learners, ELAC is not required)	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="button" value="Add"/> Please type Committees and click Add button			

The school plan was adopted by the School Site Council on:

(school plan approval appears in SSC Minutes)

Attested:

Typed SSC Chairperson name: Date: e-Signature

Only the Principal or Assistant Principal can enter the Typed SSC Chairperson's name, Date and e-signature.

School principal name: Date: e-Signature

Save

- Insert date of ELAC recommendation and name of Chairperson
- Enter date when SSC approved the SPSA
- Only the Principal or Assistant Principal can enter the typed SSC Chairperson's Name and e-signature

Comprehensive Needs Assessment/Self-Review Process

SPSA Components

- School Identification ✓
- Recommendations And Assurances
- Funding Allocated To School
- School Vision and Mission Statement
- School Review Process Recommendations
- Comprehensive Needs Assessment**

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Click on the link to review and analyze the data below, and determine the actions that will increase student achievement and help improve teaching.

- [LAUSD School Review Process Recommendations \(if applicable\)](#)
- [School Accountability Report Card](#)
- [School Experience Survey](#)
- [Smarter Balanced Assessment \(SBA\)](#)
- [California School Dashboard](#)
- [California Assessment of Student Performance and Progress \(CAASPP\)](#)
- [MISIS Login](#)

Comprehensive Needs Assessment / Self-Review Process

Add group or committee

DIRECTIONS: Check the groups or committees that participated in the plan writing process (analysis of data, review of intervention results, examination of research-based strategies)? When did the process occur (dates)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., what happened during the process (analysis of data, review of intervention results, examination of research-based strategies)? When did the process occur (dates)?

Add participating Group or Committee

Who was involved?	What happened?	Date [mm/dd/yyyy]
<input type="text" value="Select"/>	<input type="text"/>	<input type="text"/> <input type="text"/>
		<input type="text"/> <input type="text"/>
		<input type="text"/> <input type="text"/>
		<input type="text"/> <input type="text"/>

Save

- Identify groups or committees who participated in the plan writing process
- Describe the outcomes (Things to consider: What actions are needed based on data conversations? Any recommendations?)
- Identify date or dates? (**ELAC and SSC must be identified**)
- Links take you to data resources

Goals and Objectives Pages

- Schools must answer questions 1-5 on all six Goals & Objectives pages.
- School's Measurable Objective(s) for 2018-2019 (see below).
- Schools have the option of not completing the Focus Area & Strategies Sections in four of the six Goal sections. Completion of Focus Area & Strategies Sections will be based on data analysis and students' instructional needs.
 - School's SMART Measurable Objective(s) – If any Focus Area & Strategies section within a Goal are completed, the School's 2018-2019 Measurable Objective(s) must also be completed.
 - See Matrix below for details.

Schools Must Select Data Sources and Answer Questions 1-5 for Each Goals & Objectives Page

Single Plan For Student Achievement (2018-2019)

Step 7 of 12

Goals and Objectives - English Language Arts

LAUSD Goal: All students will reach high standards, at a minimum scoring proficient or above in reading and mathematics, through a rich, rigorous, and relevant curriculum, in order to achieve the academic goal.

<input type="checkbox"/> CBEST	<input type="checkbox"/> School Report Card	<input type="checkbox"/> MYDAS	<input type="checkbox"/> Student Data
<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> DIGLE Item	<input type="checkbox"/> DIGLE	<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Deleivers	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey	<input type="checkbox"/> Publisher's Assessments	<input type="checkbox"/> Reading Inventory (RI)	<input type="checkbox"/> N/A

Please type new data and click Add New button

1. Using a template related to English Language Arts based on objective, focus area (e.g., student outcome data, observations, surveys, focus groups, etc.).

2. For areas in need of improvement, identify the underlying issues related to key findings.

3. If the school met the measurable objective or is on track to meet the measurable objective, what strategies/practices contributed to the school's success? If the question does not apply, please type N/A in the cell below.

4. If the school did not meet the measurable objective or is not on track to meet the measurable objective, describe what the school intends to do differently (next steps). If the question does not apply, please type N/A in the cell below.

5. If you are not addressing the goal, explain why. If you are addressing the goal, enter N/A in the cell below.

Data Sources

Data Sources must be aligned to Key Findings

Key Findings

Academic Goal Pages

Questions 1 & 2

- (1) List specific data results,
- (2) Summarize findings from data analysis

Question 3

If School is on track to meet goals, describe strategies that are effective

Question 4

If School is not on track to meet goals, describe what will be done differently

Measurable Objective:

Based on data analysis, identify a Measurable Objective (SMART) to improve the academic goal that will be addressed



1. List key findings related to 100% Graduation based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.). *

2. For areas in need of improvement, identify the underlying issues related to key findings. *

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s), what strategies/actions contributed to the school's success? If this question does not apply, please type N/A in the box below. *

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s), describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *

5. If you are not addressing this Goal, explain why. If you are addressing this goal, write N/A in the box below. *

State the School's Measurable Objective(s) for 2017-18.

Note Regarding New Question 5

If SSC decides that the Focus Areas in a specific Goal section **will not** be addressed, possible explanations might include:

- Students already meet California standards in this Goal area
- Supplemental support and resources will be provided from a different program source, e.g., TSP funds
- Due to limited resources, student needs can be more effectively addressed by focusing resources in a different Goal area

Entering Strategies, Actions and Tasks

Schools must create a separate Strategies, Actions, Tasks bar for each Strategy. Do not combine separate strategies in a single box.

Interventions During and After the School Day and Other Supports						
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible	Funding Source	Budget Description & Budget Item No	Total Cost & FTE	Funding %
Intervention/Prevention Support Coordinator will provide targeted, specific intervention to students that are struggling to meet grade level standards during the school day indicated by Running Record and DIBELS assessment results. The Intervention Support Coordinator position supports teachers out of the classroom in guided reading.		Principal and intervention support coordinator will monitor results of assessments to determine effectiveness of interventions	CE-NCLB T1 Schools (7S046)	20382 - ED AIDE III C 1T/5 (3 Hrs / 5 Days)	11,220.38	100
			CE-NCLB T1 Schools (7S046)	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	116,300.00	100
			CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	9,230.00	100
Paraprofessionals, including the Education Aide III, will provide one on one and small group guided reading under the supervision of a highly qualified teacher.		Principal will monitor the paraprofessionals through observations	CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	9,230.00	100
Students will have access to Accelerated Reader, Scoot Pad, IXCEL and Raz Kids online software to practice comprehension strategies on at least a weekly basis in the computer lab, on computers in the classroom and at home on weekends and holidays.		Teachers will monitor progress of students with online tools				
After School intervention with a locally designed curriculum will be provided for students who are not		Principal and intervention support coordinator will monitor results of assessments to determine				

2018-19 Targeted Student Population Plan

Principal: STEINER, DANIEL
Local District: Northville

2017-2018 School-level Plan for Use of Targeted Student Population (TSP) Funds

FSEP will soon replace 2017-18 year on the platform to reflect accurate 2018-19 school year

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds Allocated to
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	10183 \$
				10397 \$
				10400 \$
				10405 \$
				Total \$

Directions: Briefly describe, if applicable, the services being provided that are aligned to the District's LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

Description of Services that address: 100% Graduation

Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:

- Graduation rate
- Individual Graduation Plan (IGP) completion rate
- Percentage of students on track to graduate

Amount of TSP Funds

Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth

Related District-wide SY17-18 (proposed)

0

- Graduation Rate: 79%
- Percentage of high school students on track for A-G with a C-50%

Description of Services that address: Proficiency for All

Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:

- SBAC English language arts and mathematics proficiency rates
- EL reclassification rate
- Rate of ELs making annual progress on CELDT
- Rate of ELs demonstrating proficiency in English
- Decrease in long-term English learners (LTELs)

Amount of TSP Funds

Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth

Related District-wide (proposed)

0

- EL reclassification
- Rate of ELs making annual progress on CELDT
- Decrease in long-term English learners (LTELs)

Complete all Sections and include:

- Total Enrollment
- % of Low Income Students
- % of English Learners
- % of Foster Youth

Include Total TSP Allocation

Identify Amount allocated for each academic goal and identify targeted subgroups:

- Low Income
- EL/RFEP
- Foster Youth

Provide Description of positions/services that are funded from TSP and how they address the needs of the following students:

- Low-Income
- EL and RFEPs
- Foster Youth

ALL Sections must be Addressed

- 100% Graduation
- Proficiency for All
- 100% Attendance
- Parent, Community and Student Engagement
- School Safety

**New to the
2018-2019 Online SPSA**

New to the Online SPSA

Login to Single Plan for Student Achievement

Username:

•Enter your Single Sign-On (email) username and password to Log In.
e.g. (msmith@lausd.k12.ca.us, mary.smith@lausd.net)
•Do not add domain name (@lausd.k12.ca.us @lausd.net)

Password: This is your e-mail password

The online 2017-2018 SPSA template will be unavailable 7:30 AM- 8:30 AM (Monday through Friday) in order to complete required updates/maintenance to the system. Work input during this time period will not be saved.

Session times out after 60 minutes.

Note:Your Single Sign-On username and password is the same as your email username and password

besint2pc

You must Select SPSA or SPSA Modification

-- Select --

-- Select --

SPSA

SPSA Modification

You must Select the School Year from the drop down menu and Click Go

Select School Year

2018-2019 ▼


Go

SPSA Dashboard Landing Page

For Student Achievement (2018-2019) Logged in as: daniel.steiner Last Successful

minutes

SPSA Dashboard

Select  to add designees

Plan Plan Modification

Not Started Approved Revision

Search School Find Reset

Created/Response Received Closed

Received In: 10 Days Comments: All

No comments found!

To add a user, click on the 'Find' button and search for the employee. Click on the employee to select him/her and click on the 'Add User' button to finish.

User Name: Find

User Role: Designee

Location/Local District: TAFT CHS (1888001)

Add User

A Principal's Designee can only be added by the Principal or Assistant Principal. To add a user, click on the 'Find' button and search for the employee. Click on the employee to select him/her, click on save and close, then "Add User"

After a designee has been selected, use the left Navigation Bar (gray) to continue to next section

Updates to the 2018-2019 Online SPSA

- FSEP has added a “Status” column to help schools and Directors monitor new strategies that are implemented on a yearly basis
- All Principals and Assistant Principals now have automatic access and should **NOT** be added as Principal’s Designees. NOTE: As of January 16, 2018, the online SPSA does not allow Principals or Assistant Principals to be added as Principal’s Designees
- Content entered in the school’s online 2017-18 SPSA template will carry over to the 2018-19 SPSA template, **except for the following sections:**
 - Recommendations and Assurances Content (SSC and ELAC information)
 - Funding Allocated to School
 - Comprehensive Needs Assessment
 - The following information from the Goal Pages:
 - *Data and Key Findings
 - *Questions 1-5
 - *School’s Measurable Objective(s)
 - *Action Begin and End Date
 - *All Non-Position Budget Items (SIM, Community Rep, X/Z Time, etc.,)
- Targeted Student Population (TSP) Plan

New to the Online SPSA

- Some sections have been pre-populated with information from your 2017-2018 SPSA
- Review and update ALL information in each pre-populated section(s)

School Profile Description

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: [School Accountability Report Card](#), <http://www.census.gov/>, <http://www.cip-codes.com/>, <http://www.cfr-data.com/>

187th Street geographical, demographic, educational and economic community is reflective of the diverse needs of the student population. The school is located in the South Los Angeles or Watts area of Los Angeles, California with a population of approximately 73, 288. Ethnically, 23% of the local population is African American/Black, 72% is Hispanic/Latina and 1% is comprised of Native American, Asian and/or other. The average income per household is \$29, 696 with an average family nucleus of 4.22 which is drastically higher than Los Angeles City

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

The grade configuration of the school is Pre-kindergarten through 5th grade. The school hosts a Head Start Program (AM & PM programs), RALa, and Transitional Kindergarten Expansion program for Pre-Kind students. The 187th STEM Magnet Center is also housed on the campus for students in grades 1st-5th grade.

3. Indicate student enrollment figures:

187th Street's 2016 norm day enrollment was 982. 187th Street STEM Magnet's 2016 Norm Day enrollment was 85. 187th Street California Head Start Program enrollment is 44. A total of 19 students are enrolled in RALa (special education preschool program). The Transitional Kindergarten Expansion Program enrollment is 23. The total student population is 1,073 (an increase of enrollment of 27 students from the previous year).

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

The poverty level is significantly high. The Title I ranking indicated that 98.6% of the student population is low-income with a risk of 25 (which is a increase ranking from 137 to 25 representing a 113 rate decline).

5. Identify language, racial and ethnic make-up of the student body:

Currently, 47% of the population is classified as English Language with Spanish as their first language. The remainder of the population have demonstrated proficiency in English through the reclassification process, or by their primary language designation. 76% of the population is Latino, 22% are African Americans and 1% are Asian and/or White.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of these results:

The school will share individual student academic assessment results, in the language the parents understand, during parent teacher conferences with teachers where translation will be provided by Teacher's Assistant and/or other school personnel. The parent center will also serve as a hub of information, coordinated with a bilingual community representative, parents can visit the parent center to get in depth understanding in their home language of information mailed home or disseminated by the teacher.

School Vision and Mission Statement

SPSA Components

School Identification ✓

Recommendations And Assurances

Funding Allocated To School

School Vision and Mission Statement

School Review Process Recommendations

Comprehensive Needs Assessment

District Mission Statement

School Vision

State your school's vision. (Describe what your school intends to become in the future.)

Taft Charter is a diverse learning community that prepares students to take on the challenges of a global society through academic achievement, personal growth, and social responsibility.

School Mission

State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

Taft Charter will provide all students with the opportunity to develop their individual passions and talents through innovative programs and instruction that challenge them academically and creatively.

School Profile Description

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: [School Accountability Report Card](#), <http://www.census.gov/>, <http://www.zip-codes.com/>, <http://www.city-data.com/>

Taft is located in Woodland Hills, California, a suburb of the city of Los Angeles. It is a Middle to Upper class neighborhood. It is within the 91364 zip code. Taft, through its open enrollment, STEAM Magnet, and PWT programs attracts many of students come from outside our zip code area. The following community data refers to the 91364 zip code area according to the 2010 Census Demographics.

Current Population: 35,673
2010 Population: 25,851
Households per ZIP Code: 10,409
Average House Value: \$669,200
Avg. Income Per Household: \$94,495
Persons Per Household: 2.47
White Population: 22,203
Black Population: 1,330
Hispanic Population: 2,522
Asian Population: 2,511
American Indian Population: 221
Hawaiian Population: 95
Other Population: 947
Male Population: 12,739
Female Population: 13,112
Median Age: 44.00 years
Male Median Age: 43.10 years
Female Median Age: 45.00 years

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Taft Charter High School is a grades 9-12 Comprehensive ESBMM/Affiliated Charter school and is located in Woodland Hills in the West San Fernando Valley and is part of the Los Angeles Unified School District. We began a STEAM Magnet on our campus in the 2016-17 school year. It will enlarge from just 9th to include 10th grade as well in the 2017-18 school year.

3. Indicate student enrollment figures:

We currently enroll 2400 students. Our enrollment has stayed roughly the same over the last five years.

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

69.43% of our students are on the free or reduced lunch program. We are a School Wide Title 1 Program School.

- Update and modify as needed
- Answer in complete sentences or bullet form
- 2017-18 Title I Ranking

New to the Online SPSA

- The Focus Area & Strategies section has been pre-populated with information from your 2017-2018 SPSA

Focus Area & Strategies			To add/edit budget items, please click on the pencil and paper icon located on the far right side of each Focus Area											
Lesson Planning, Data Analysis, and Professional Development			<table border="1"> <thead> <tr> <th>Funding Source</th> <th>Budget Description & Budget Item No.</th> <th>Total Cost & FTE</th> <th>Funding %</th> </tr> </thead> <tbody> <tr> <td>CE-NCLB T1 Schools (75045)</td> <td>14498 - INTRV/PRV SUP COOR Hrs / 5 Days</td> <td>116,311.00</td> <td>100</td> </tr> </tbody> </table>				Funding Source	Budget Description & Budget Item No.	Total Cost & FTE	Funding %	CE-NCLB T1 Schools (75045)	14498 - INTRV/PRV SUP COOR Hrs / 5 Days	116,311.00	100
Funding Source	Budget Description & Budget Item No.	Total Cost & FTE	Funding %											
CE-NCLB T1 Schools (75045)	14498 - INTRV/PRV SUP COOR Hrs / 5 Days	116,311.00	100											
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible												
Increase time for Professional Learning Communities by releasing teachers (during their regular assignment) to attend trainings regarding: Writer's Workshop, Guided Reading, reading comprehension, fluency, and literary analysis. These opportunities will address the individual needs of all subgroups including Standard English Learners, English Learners and Students with Disabilities to increase their proficiency levels.		Measurement of effectiveness will be: Agendas, Teacher evaluations, Lesson observations, Peer observations, SBAC Data, SBAC Interim Assessments and Performance Tasks. The staff responsible will be: Principal, Assistant Principal, Instructional Coach, Intervention Coordinator, and Teachers.												
Ongoing CCSS Training and Planning (during the regular assignment and/or outside the regular assignment) to build in-depth understanding and plan effective instruction to target student performance and increase their ELA proficiency levels.		Measurement of effectiveness will be: Agendas, Teacher evaluations, Lesson observations, Peer observations, SBAC Data, SBAC Interim Assessments and Performance Tasks. The staff responsible will be: Principal, Assistant Principal, Instructional Coach, Intervention Coordinator, and Teachers.												
Develop a strong guided reading program where teachers will work with their peers (during the regular assignment and/or outside the regular assignment) to develop lessons by using guided reading as a strategy. Teachers will then observe one another conducting the same lesson. This will provide the opportunity for teachers to reflect on their teaching efficacy by monitoring and analyzing student outcomes as measured by DIBELS, SBAC Interim results, and/or common formative assessments to ensure that we are meeting the needs of all Title I students and those students that are at-risk.		Measurement of effectiveness will be: Agendas, Teacher evaluations, Lesson observations, Peer observations, SBAC Data, SBAC Interim Assessments and Performance Tasks. The staff responsible will be: Principal, Assistant Principal, Instructional Coach, Intervention Coordinator, and Teachers.												

Positions are pre-populated

Non-Position budget items are not pre-populated

New to the Online SPSA

Modify, add, or remove strategies and/or expenditures based on data analysis and needs assessment.

Focus Area & Strategies			To add/edit budget items, please click on the pencil and paper icon located on the far right side of each Focus Area			
Lesson Planning, Data Analysis, and Professional Development						
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible	Funding Source	Budget Description & Budget Item No	Total Cost & FE	Funding %
Increase time for Professional Learning Communities by releasing teachers (during their regular assignment) to attend trainings regarding: Writers Workshop, Guided Reading, reading comprehension, fluency, and literacy analysis. These opportunities will address the individual needs of all subgroups including Standard English Learners, English Learners and Students with Disabilities to increase their proficiency levels.		Measurement of effectiveness will be: Agendas, Teacher evaluations, Lesson observations, Peer observations, SBAC Data, SBAC Interim Assessments and Performance Tasks. The staff responsible will be: Principal, Assistant Principal, Instructional Coach, Intervention Coordinator and Teachers.	DE-NCLB T1 Schools (70045)	14490 - INTRUNPREV S... Hrs / 5 Days	116,311	100
Ongoing CCSS Training and Planning (during the regular assignment and/or outside the regular assignment) to build in-depth understanding and plan effective instruction to target student performance and increase their ELA proficiency levels.		Measurement of effectiveness will be: Agendas, Teacher evaluations, Lesson observations, Peer observations, SBAC Data, SBAC Interim Assessments and Performance Tasks. The staff responsible will be: Principal, Assistant Principal, Instructional Coach, Intervention Coordinator and Teachers.				
Develop a strong guided reading program where teachers will work with their peers (during the regular assignment and/or outside the regular assignment) to develop lessons by using guided reading as a strategy. Teachers will then observe one another conducting the same lesson. This will provide the opportunity for teachers to reflect on their teaching efficacy by monitoring and analyzing student outcomes as measured by DBELS, SBAC Interim results, and/or common formative assessments to ensure that we are meeting the needs of all Title I students and those students that are at-risk.		Measurement of effectiveness will be: Agendas, Teacher evaluations, Lesson observations, Peer observations, SBAC Data, SBAC Interim Assessments and Performance Tasks. The staff responsible will be: Principal, Assistant Principal, Instructional Coach, Intervention Coordinator and Teachers.				

Positions are pre-populated

Non-Position budget items are not pre-populated

New to the Online SPSA

* New “Status” Column for Strategy, Actions and Tasks

Edit Goals And Objectives

Goal: English Language Arts

Focus Area: Lesson Planning, Data Analysis, and Professional Development

Add Strategies/Actions/...

Strategies, Actions and Tasks	Status	Action Begin & End Date [mm/dd/yyyy]	Measurement of Effectiveness/Identify the title/position of staff responsible	
Provide staff with professional development in research-based reading and writing strategies that emphasize differentiation, comprehension, and supporting inferences with evidence		<input type="text"/> * <input type="text"/> *	Principal will monitor agendas and sign-ins.	
Paraprofessionals will be provided professional development on guided reading		<input type="text"/> * <input type="text"/> *	Principal will monitor agendas and sign-ins.	
Provide K-2 teachers with professional development in research-based reading strategies through the Early Language and Literacy Program that will target students based on data who are		<input type="text"/> * <input type="text"/> *	Principal will monitor agendas and sign ins.	

Position Items

Add New Budget

Funding Source &

Budget Item

Commitment Item, Sub Area,

Original

FTE &

Benefit Type &

Tot Benefit &

Funding %

Academic Goal Pages

Focus Area & Strategies

Focus Area & Strategies			To add/edit budget items, Please click on the pencil and paper icon located on the far right side of each Focus Area			
Lesson Planning, Data Analysis, and Professional Development						
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible	Funding Source	Budget Description	Total Cost & FTE	Funding %
<p>1. In order to increase our graduation rate and target the subgroups that are below our school wide percentage, Taft Charter High School will focus on professional development and time for teachers to collaborate and plan to target graduation rate increase and strategies to be incorporated in all A-G courses . To be able to achieve this strategy, a Problem-Solving/Data Coordinator will provide supplemental technical assistance to administrators, teachers, and the Instructional Leadership Team to facilitate PD on A-G intervention strategies and graduation rate based on RT12 . This effort will be developed through collaboration time between the Problem Solving Data Coordinator and teachers before the school year, during off track times, and both during and beyond the school day (Problem Solving Data Coordinator X-Time @ 60 hours for 1 day each month in preparation for the meetings with the teachers and Teacher X-time 25 hours for 10 teachers meeting twice a month for 1.25 hours each session to analyze data and create intervention lessons through the analysis of:</p> <ul style="list-style-type: none"> - CAASPP Interim Assessments - SBAC scores and data - Student grades - Graduation rate 		<p>The Problem-Solving/Data Coordinator will monitor the Interim assessment, SBAC, and student grade data and report findings to the : Principal, Assistant Principals, Math and English Department Chairs, Categorical Program Adviser</p>	CE-NCLB T1 Schools (7S046)	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	68,638 1.00	100
			CE-NCLB T1 Schools (7S046)	13205 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	116,303 1.00	100

- To add/edit click on the pencil and paper icon
- To delete click on trash can icon

4 Focus Areas for Each Academic Goal

- Lesson Planning, Data Analysis, and Professional Dev.
- Effective Classroom Instruction
- Intervention During and After the School Day
- Building Parent Capacity and Partnership to support academic goal

- Modify, add, or remove strategies based on data analysis and needs assessment
- Modify, add, or remove expenditures based on data analysis and needs assessment
- Align expenditure to strategy being discussed in the same focus area.

Developing 2018-2019 SPSA Goal Pages

	100% Graduation Goal	English Language Arts Goal	Mathematics Goal	English Learner Programs Goal	Culture and Climate Goal	Social / Emotional Goal
Data Analysis, Key Findings, (Questions 1-5)	Must Complete	Must Complete	Must Complete	Must Complete	Must Complete	Must Complete
Measurable Objectives	Must Complete if Goal is addressed	Must Complete if Goal is addressed	Must Complete if Goal is addressed	Must Complete	Must Complete	Must Complete if Goal is addressed
Focus Area: Lesson Planning, Data Analysis and PD	Optional*	Optional*	Optional*	Must Complete at least one Focus Area and describe Designated ELD instruction		Optional*
Focus Area: Effective Classroom Instruction	Optional*	Optional*	Optional*	Must Complete at least one Focus Area and describe Designated ELD instruction		Optional*
Focus Area: Interventions During and After School	Optional*	Optional*	Optional*	Must Complete at least one Focus Area and describe Designated ELD instruction		Optional*
Focus Area: Building Parent Capacity	Must Complete if any Focus Area above is addressed	Must Complete if any Focus Area above is addressed	Must Complete if any Focus Area above is addressed	Must Complete	Must Complete: Student, Staff, Parent Engagement	Must Complete if any Focus Area above is addressed
					Must Complete: Student, Staff, Parent Communication	

*Completion of Focus Area is based on data analysis and students' instructional needs.

Flexibility for EL Programs Goal Page

- * All Title I schools with at least 1 English Learner enrolled must complete the EL Programs Goal page
- * Schools need to indicate key findings for the EL Program based on data analysis, and identify action steps related to the key findings
- * Schools must address at least 1 Focus Area (see below) that best meets the academic needs of EL students, based on data analysis:
 - Lesson Planning, Data Analysis and PD
 - Effective Classroom Instruction
 - Interventions During and After School
- * Schools must complete the Building Parent Capacity Focus Area
- * Schools must address Designated ELD instruction as part of their strategies in the EL Programs Goal section
- * Schools must address Integrated ELD in the other Goal areas (100% Graduation, ELA, and Math)

SPSA Development Summary (EL)

School Type	EL Goal Page (Designated ELD)	Other Goal Pages (Integrated ELD)	TSP Plan	LCAP Plan
Title I Schools	Yes	Yes	Yes	No
Non-Title I school (No Title III funding allocation)	No	No	Yes	No
Non-Title I School (Title III funding allocation)	Yes*	No	Yes	No
Affiliated Charter (Title I)	Yes	Yes	No	Yes
Affiliated Charter (Non-Title I)	No	No	No	Yes
Affiliated Charter (Non-Title I) (Title III funding allocation)	Yes*	No	No	Yes

Non-Title I Schools (with Title III Funding)

- * Non-Title I schools with a Title III allocation need to complete the following SPSA components of the online SPSA:
 - * School Identification
 - * Recommendations and Assurances
 - * Funding Allocated to School
 - * School Vision and Mission
 - * Comprehensive Needs Assessment
 - * EL Programs Page (address Designated and Integrated ELD).

New to the Online SPSA

- Schools may enter more than one Measurable Objective for a Goal but must enter them in different boxes

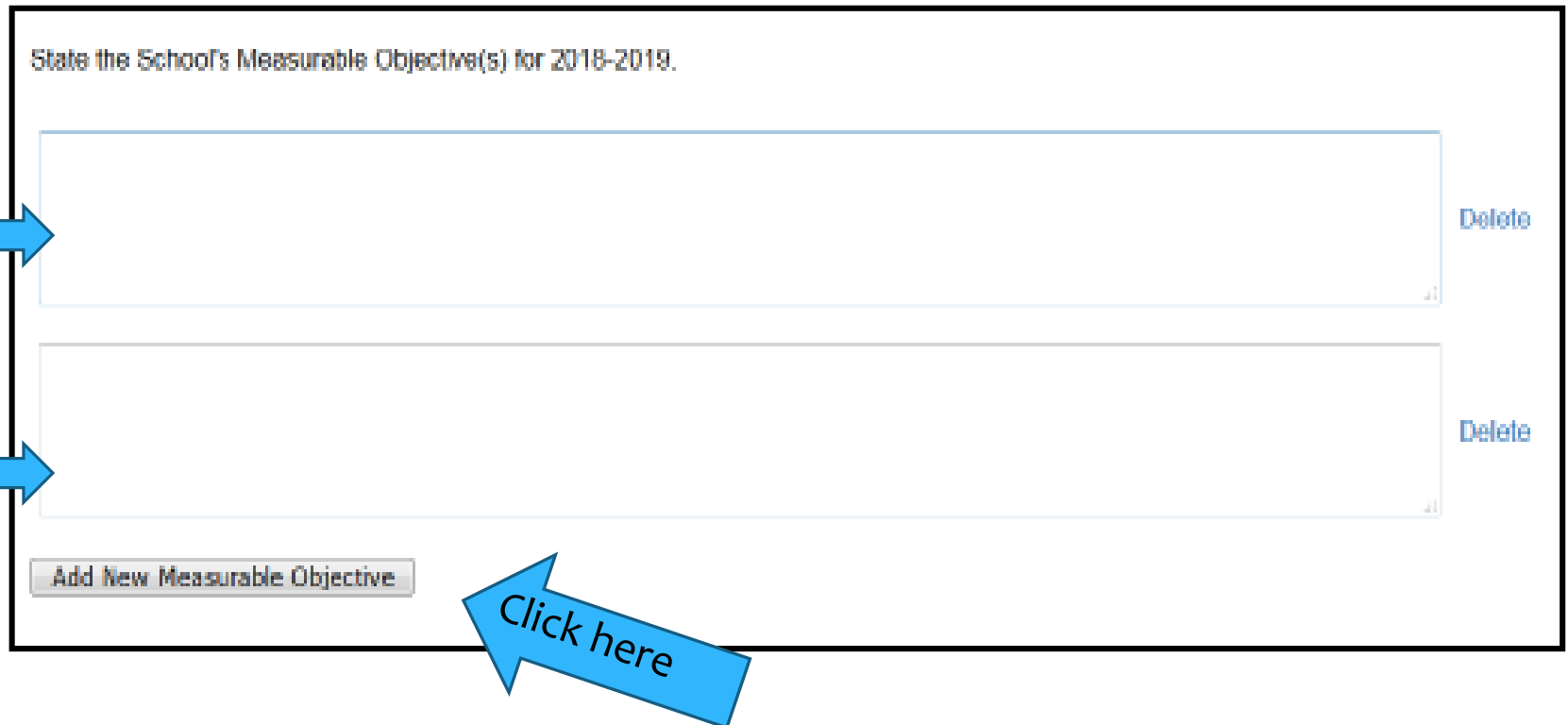
State the School's Measurable Objective(s) for 2018-2019.

Delete

Delete

Add New Measurable Objective

Click here



New to the Online SPSA

- Schools may enter more than one Measurable Objective for a Goal but must enter them in different boxes

State the School's Measurable Objective(s) for 2017-2018.

By June 2018, there will be an increase of 10% from 40% to 50% of the students in grades Kindergarten-2nd reaching benchmark or higher on the end of the year DIBELS assessment.

By June 2018, school-wide English Language Arts scores, as it relates to SBAC Claim 1 (Reading), will increase by 5% (from 16% to 21%) as measured by the SBAC Summative Assessment for grades 3-5.

In the 2018-2019 SPSA a new box must be added for each of the School's Measurable Objectives

New to the Online SPSA

- The SPSA Modification Process will be Online

HAZELTINE AVE EL (1449301)

SPSA Modification Details

Back to Modification History

Budget Mod Id	Created By & Created Date	Status	PACE Review	EL Review	Title I Review	LD Director Approval	Fiscal
1298	ARRIAGA, MARIA 11/07/2017	Pending Review			KARCH, ANTHONY		

Please select the purpose of modification request

- New allocation, \$ of Potential Funding Variance (PFV)
- Revision of SPSA content with no change to budget
- Exceptions Report correction
- Revision of SPSA content and budget

No measurable objective(s) found!

Goal >>Focus Area & Strategies, Actions and Tasks	Item Status	Action Begin & End Date	Measurement of Effectiveness/Identify the title/position of staff responsible
English Language Arts >> Effective Classroom Instruction General Supplies Technology (40127) will benefit students in English Language Arts by providing engaging opportunities for students as it allows for an interactive relationship with curriculum. Students will use technology (40 IPADs) to use instructional software in their classroom to provide an alternative instructional format that targets their individual needs. (40 IPADs, cases, and adapters x \$409= \$16,392)	New	<div style="border: 1px solid #ccc; padding: 2px; font-size: x-small;">10/24/2017 *</div> <div style="border: 1px solid #ccc; padding: 2px; font-size: x-small;">06/07/2018 *</div>	Implementation of the technology and student usage will be tracked bi-monthly and will be discussed with the Leadership Team to analyze data in order to inform future Professional Development and effectiveness of classroom technology use.

New Frequently Asked Questions



Home About LAUSD Employment Find

Federal and State Education Programs

- ▶ FSEP Home
 - ◉ Single Plan for Student Achievement (SPSA)
 - ▶ SPSA Resources
 - ▶ Online SPSA
 - ▶ Online SPSA User Guide and Video
 - ▶ 2017-2018 TAS SPSA
 - ▶ 2017-2018 SPSA Modification
 - ▶ SPSA Frequently Asked Questions
 - ◉ Budget Planning 2017-2018
 - ◉ Federal Program Monitoring (FPM)
 - ◉ Title I Resources

Frequently Asked Questions - SPSA



Shown below are frequently asked questions and answers concerning the online Single Plan for Student Achievement (SPSA). Federal and State Education Programs may periodically update this list to reflect any new questions or changes that arise. Please contact your Local District Title I Coordinator if you have questions about specific scenarios.

- Q 1: Does School Site Council (SSC) need to develop a SPSA this year? +
- Q 2: Where can the online SPSA be completed and submitted? +
- Q 3: Who can access the online SPSA? -

Principals and Assistant Principals have automatic access to the online SPSA template at their assigned school sites. Principal's Designees can be granted access to work on the online SPSA template by the Principal or Assistant Principal. To log in, enter your Single Sign-On (SSO) without the domain name (@lausd.net), then type your password and click the login button. Principals and Assistant Principals can grant access to Principal's Designees via the online SPSA platform. Principal's Designees can assist in completing the online SPSA template.

- Q 4: Does SSC need to complete all Goal pages and Focus Area sections? +
- Q 5: If we choose not to address a Goal, must we explain why? +
- Q 6: Must SSC complete all Focus Areas on the Culture/Climate Goal page? +
- Q 7: Is SSC required to answer all five questions on every Goal page? +
- Q 8: If completing a Goal, must SSC always address "Building Parent Capacity"? +
- Q 9: If not addressing a Goal, must SSC still complete "Building Parent Capacity"? +
- Q 10: Are there online tutorials to help with using the SPSA? +

2018-19 Online SPSA Timeline:

- January and February – SPSA Technical Assistance Trainings
- March – Budget Development
 - Allocation Letters Emailed to Principals
 - Submit Final Approved SPSA
- Late March to April – Budget Development Appointments
- May/June – Review and Final Approval



ANY
QUESTIONS
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