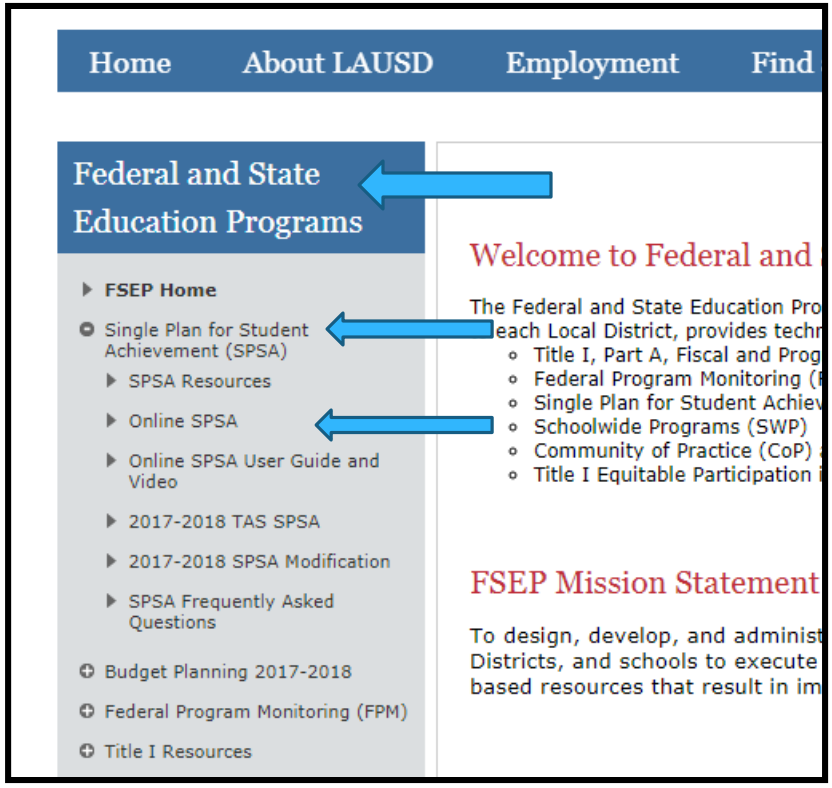
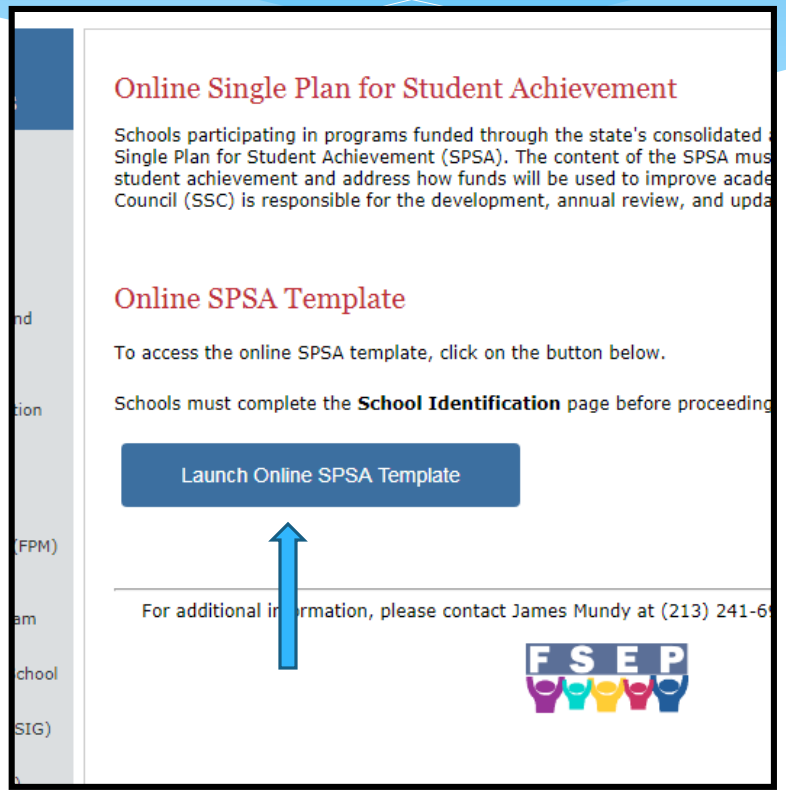
# 2018-2019 SPSA Training Local District West

January 17, 2018

# What is the same for the 2018-19 SPSA?

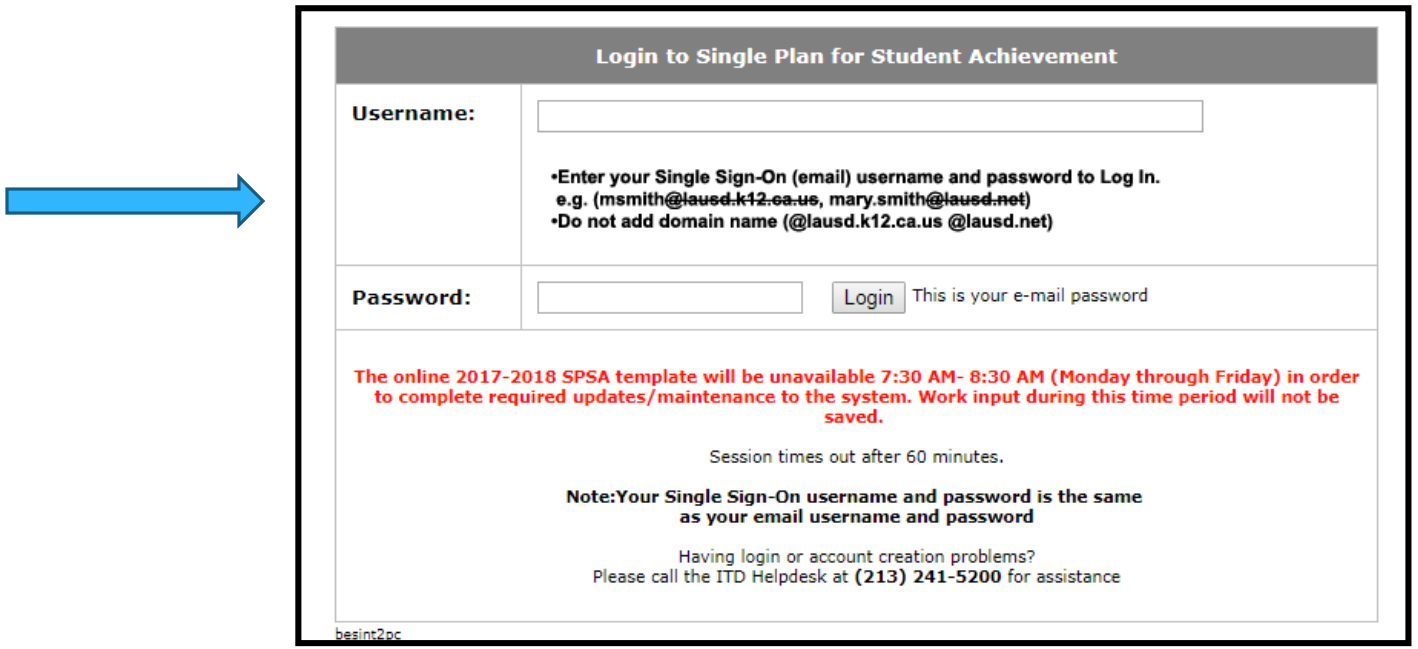
- **Logging into The Online SPSA Template:**



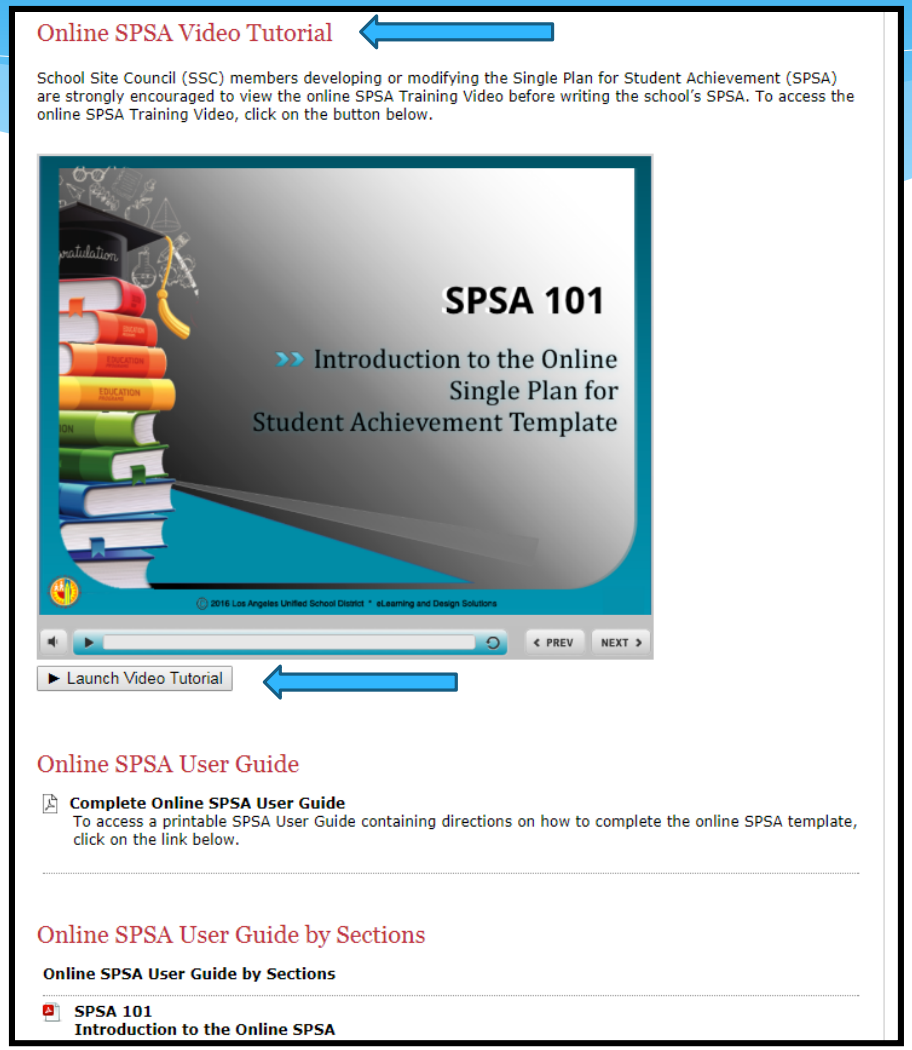



# What is the same for the 2018-19 SPSA?

* **Logging into The Online SPSA Template:**



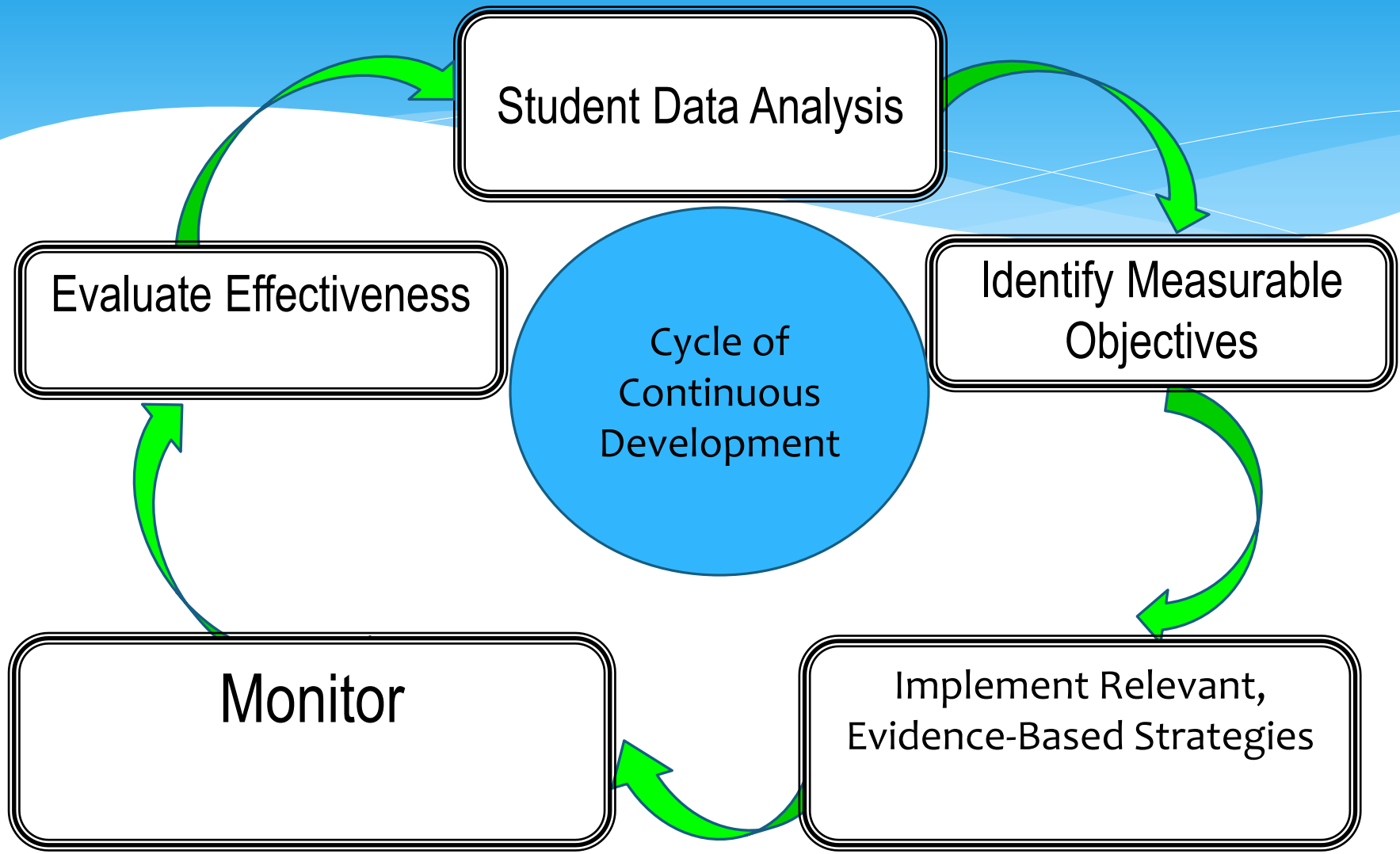
# Accessing resources is the same:



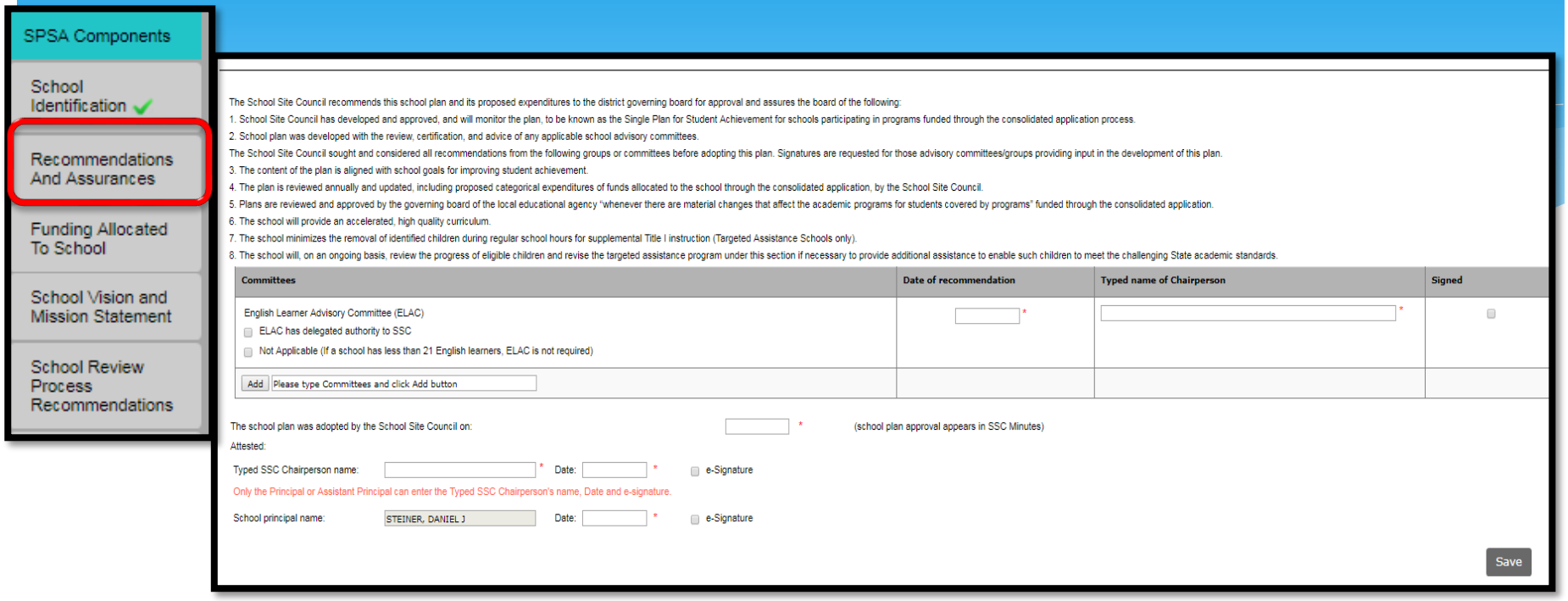
# SSC Involvement is the same:

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

# SPSA Process

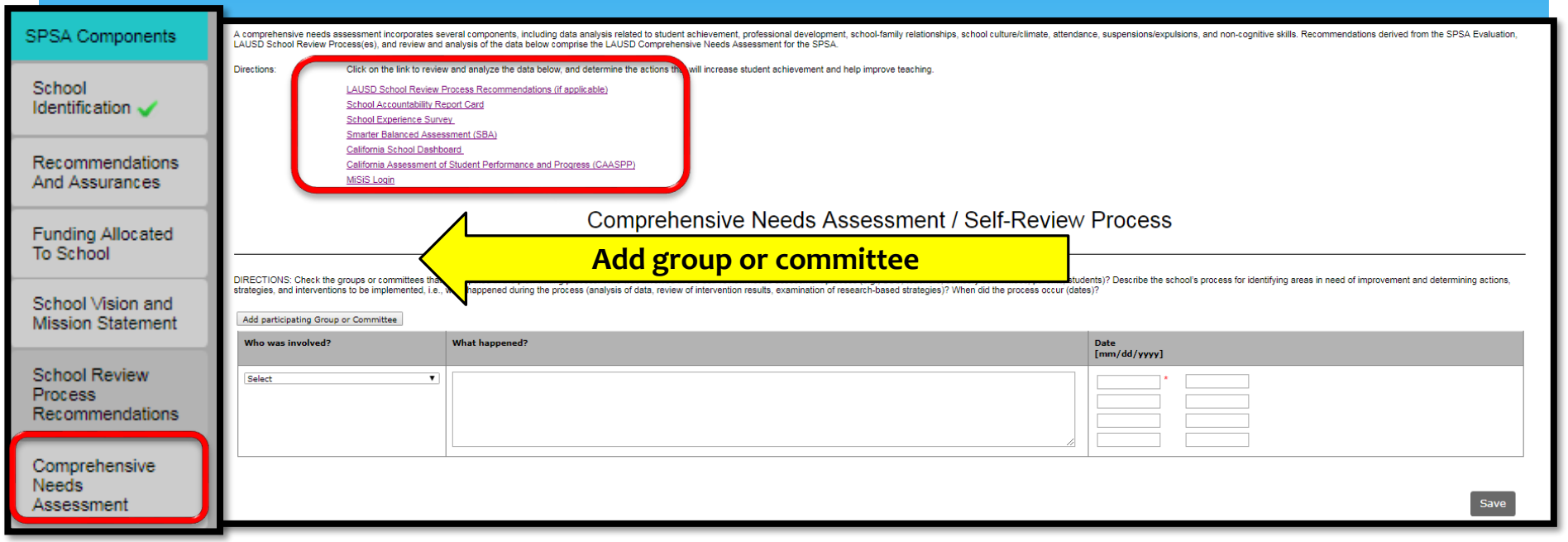


# Recommendations and Assurances




- **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

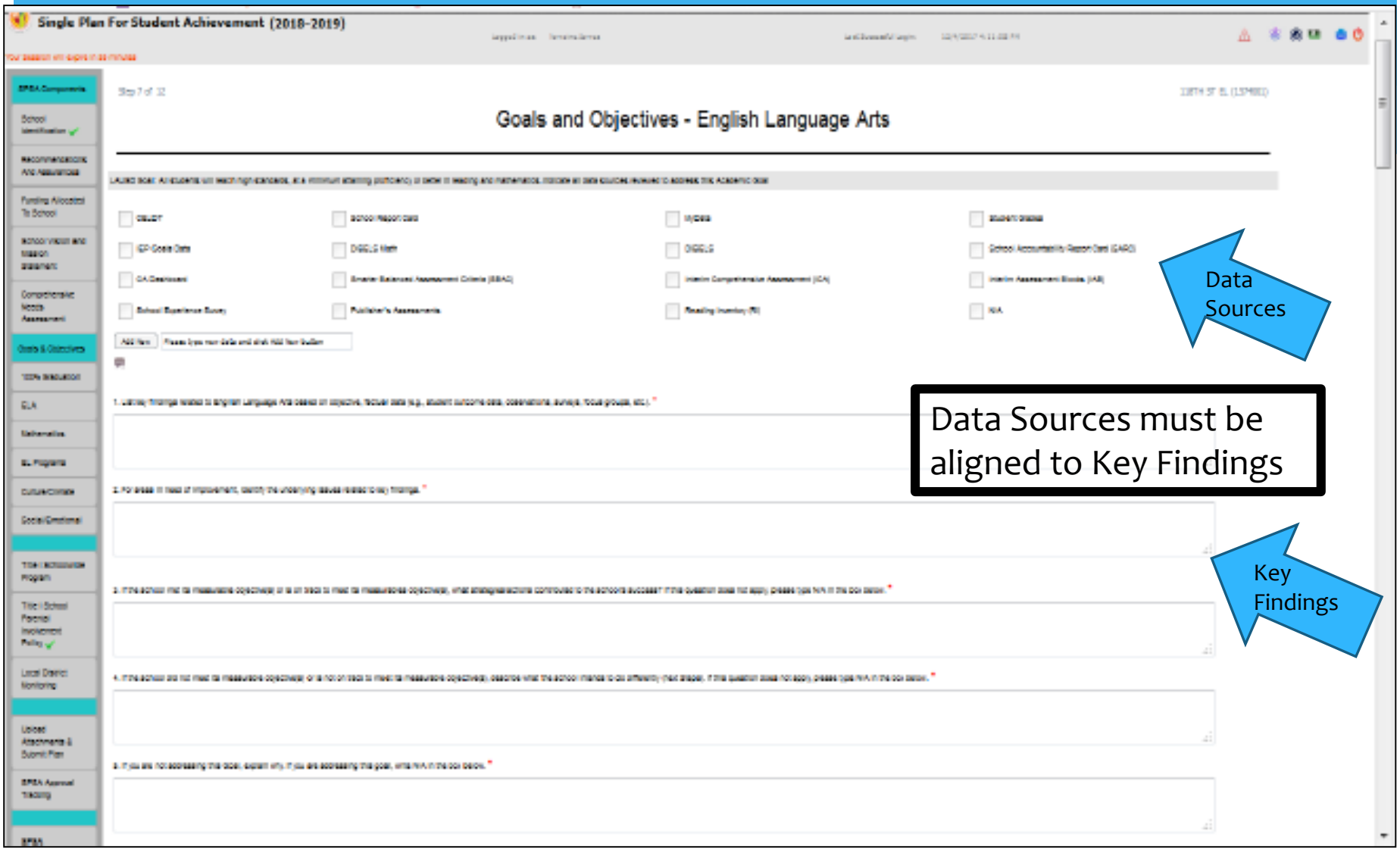



- **Identify groups or committees who participated in the plan writing process**
- **Describe the outcomes (Things to consider: What actions are needed based on data conversations? Any recommendations?)**
- **Identify date or dates? (ELAC and SSC must be identified)**
- **Links take you to data resources**

# 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



# Academic Goal Pages

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 measurables 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.

**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

# 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

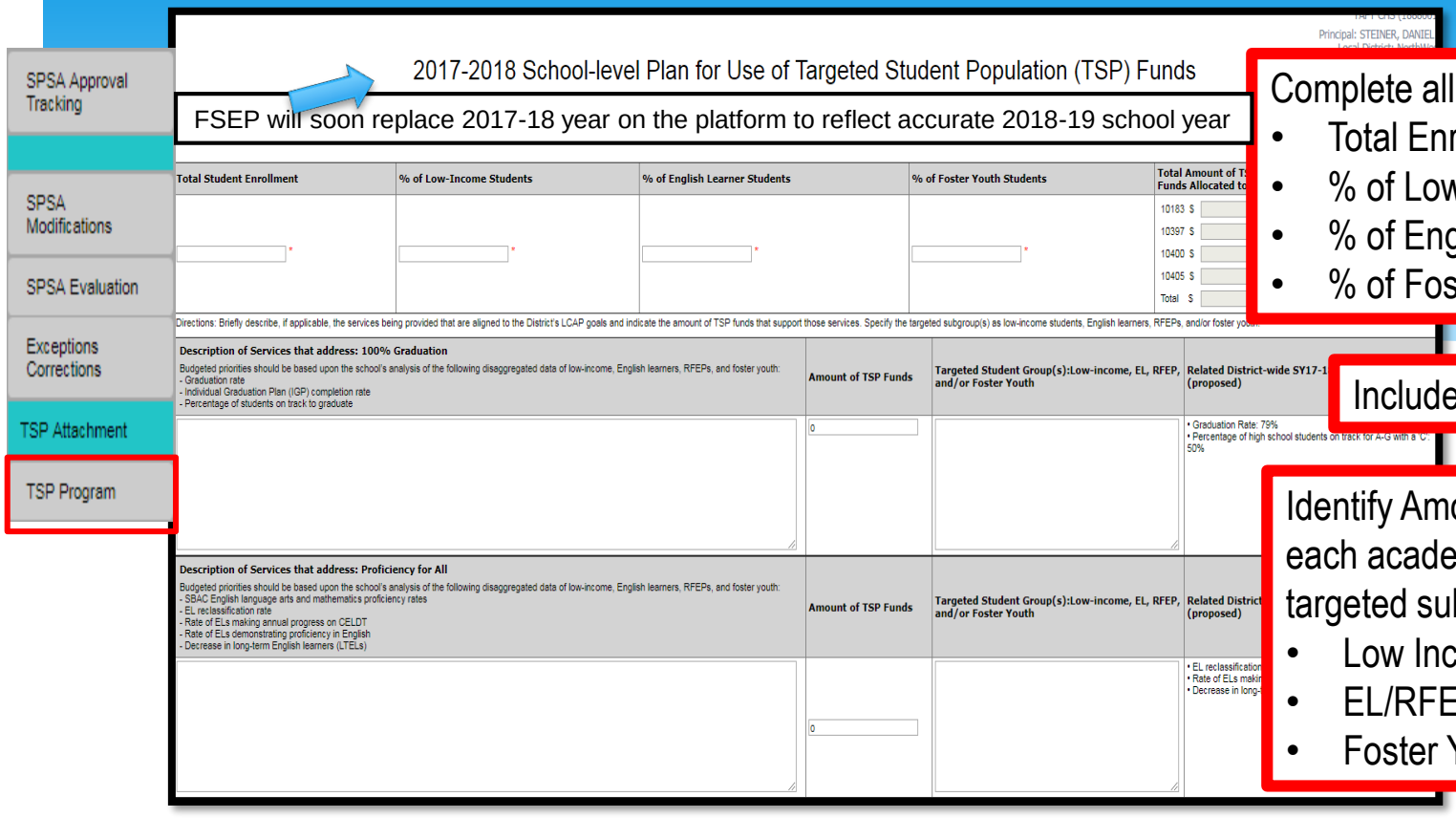
Schools must create a separate Strategies, Actions, Tasks bar for each Strategy. Do not combine separate strategies in a single box.

**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 |
|---|---|---|
| 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 |
| 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 |
| 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 |

| Funding Source | Budget Description & Budget Item No | Total Cost & FTE | Funding % |
|---|---|---|---|
| CE-NCLB T1 Schools ( 7S046 ) | 20382 - ED AIDE III C 1T/5 (3 Hrs / 5 Days) | 11,22 0.38 | 100 |
| CE-NCLB T1 Schools ( 7S046 ) | 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days) | 116,3 1.00 | 100 |
| CE-NCLB T1 Schools ( 7S046 ) | 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days) | 9,230 1.00 | 100 |
| CE-NCLB T1 Schools ( 7S046 ) | 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days) | 9,230 1.00 | 100 |

# 2018-19 Targeted Student Population Plan




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:

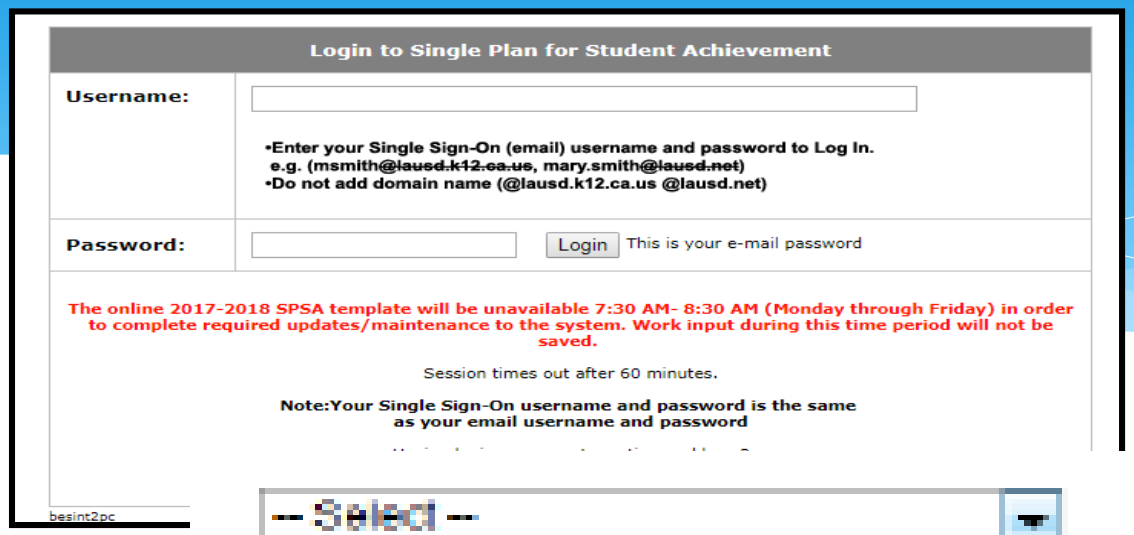
- Low-Income
- EL and RFEPS
- Foster Youth

**ALL Sections must be Addressed**

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

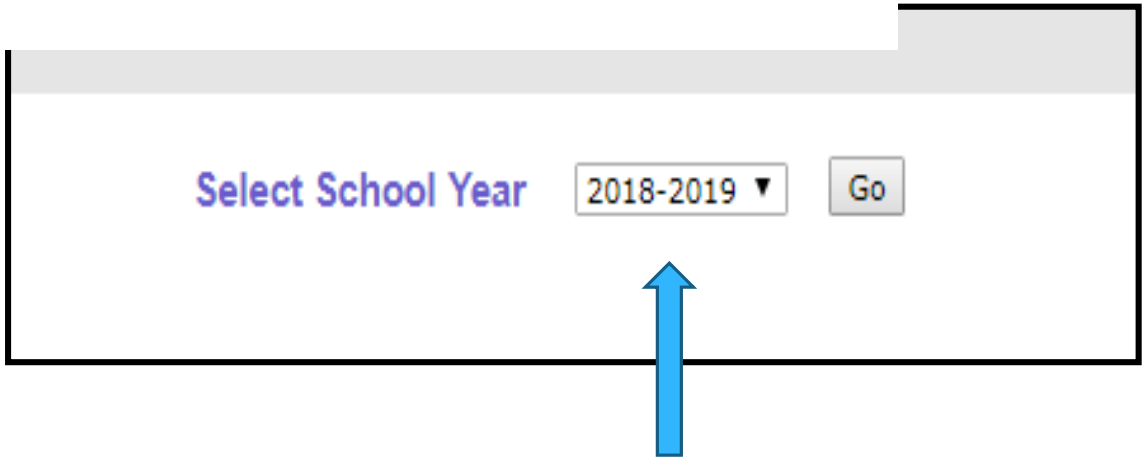
# New to the 2018-2019 Online SPSA

# New to the Online SPSA

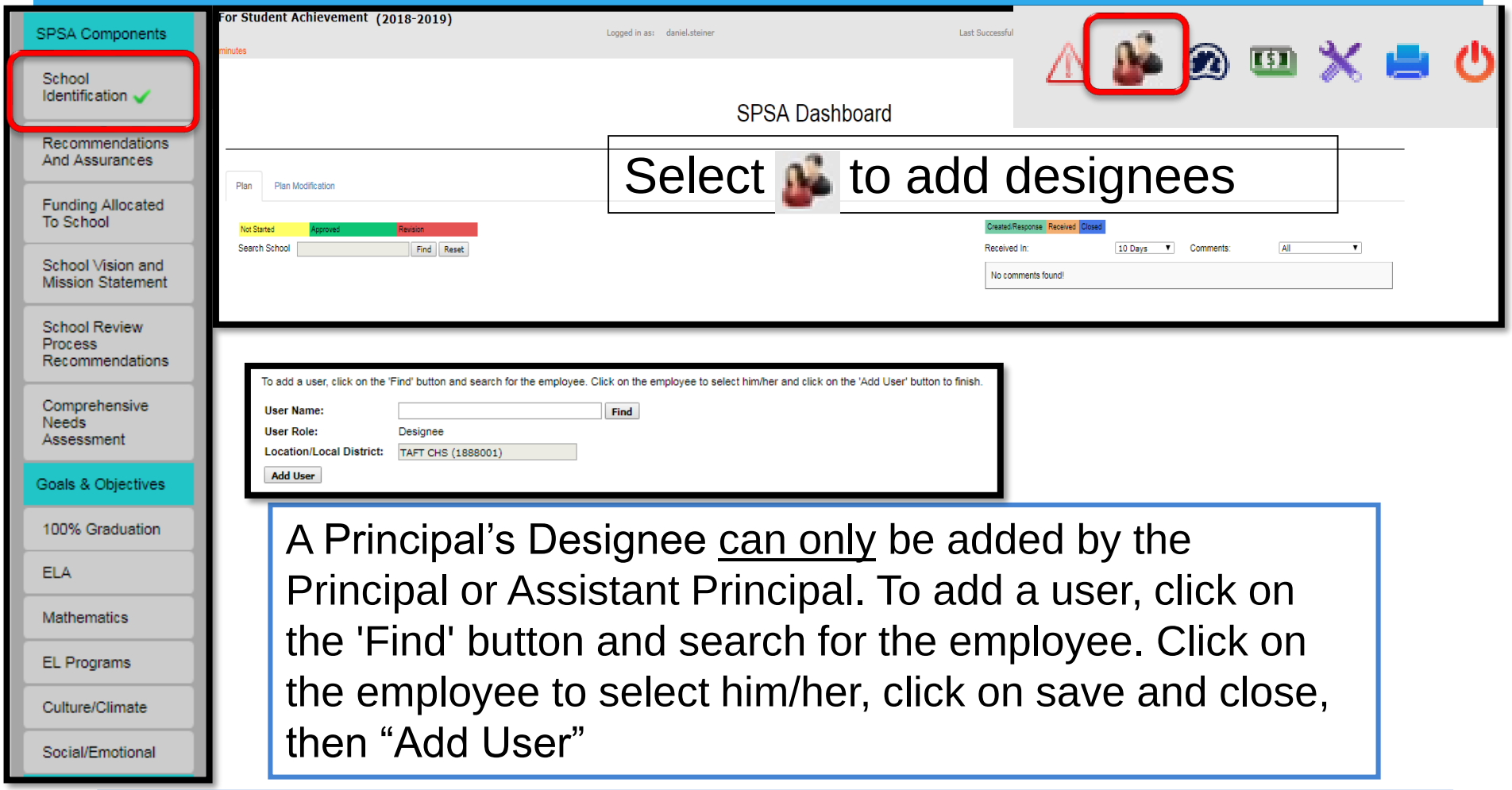


You must Select
SPSA or
SPSA Modification

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



# SPSA Dashboard Landing Page







A Principal's Designee <u>can only</u> 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"

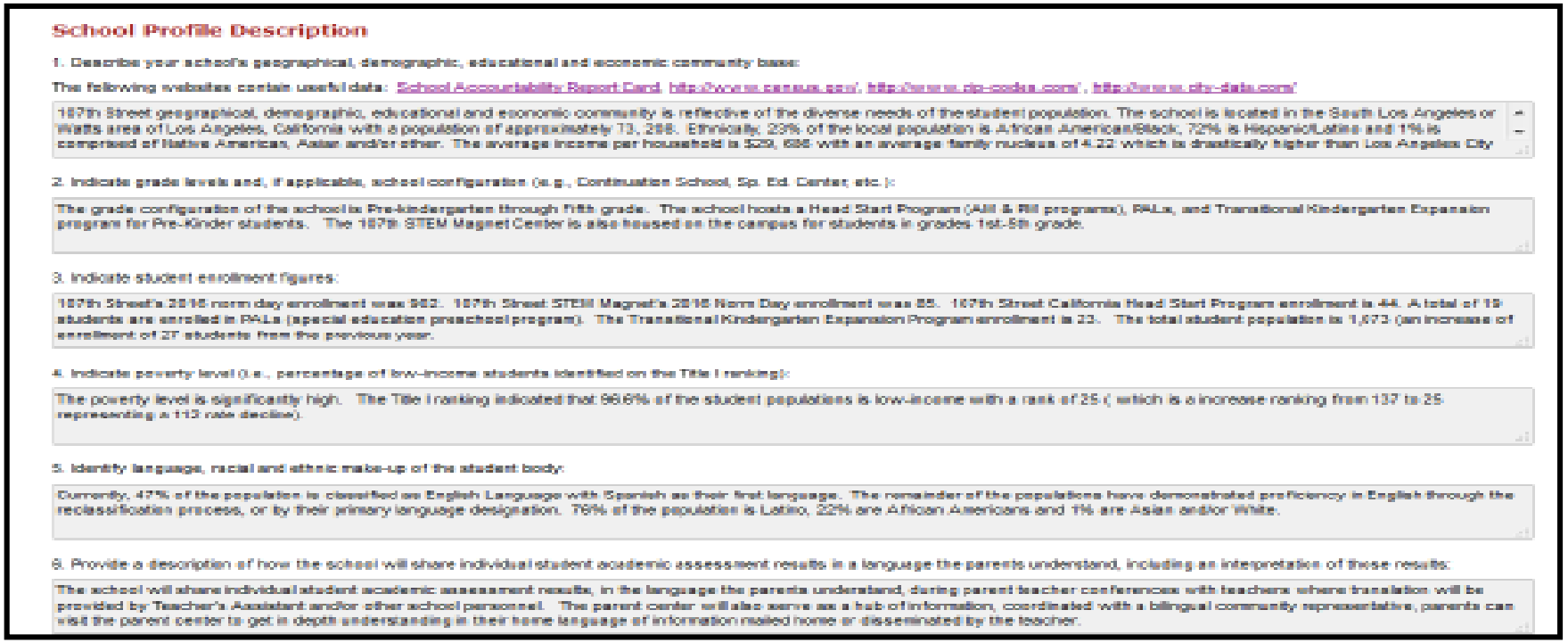
After a designee has been selected, use the left Navigation Bar (gray) to continue to next section

# 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.ic.census.gov/, http://www.zip-codes.com/, http://www.city-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/Latino and 1% is comprised of Native American, Asian and/or other. The average income per household is $29, 686 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 fifth grade. The school hosts a Head Start Program (AIII & RII programs), PALs, and Transitional Kindergarten Expansion program for Pre-Kinder 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 PALs (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 96.6% of the student populations is low-income with a rank of 25 ( which is a increase ranking from 137 to 25 representing a 113 rate decline).

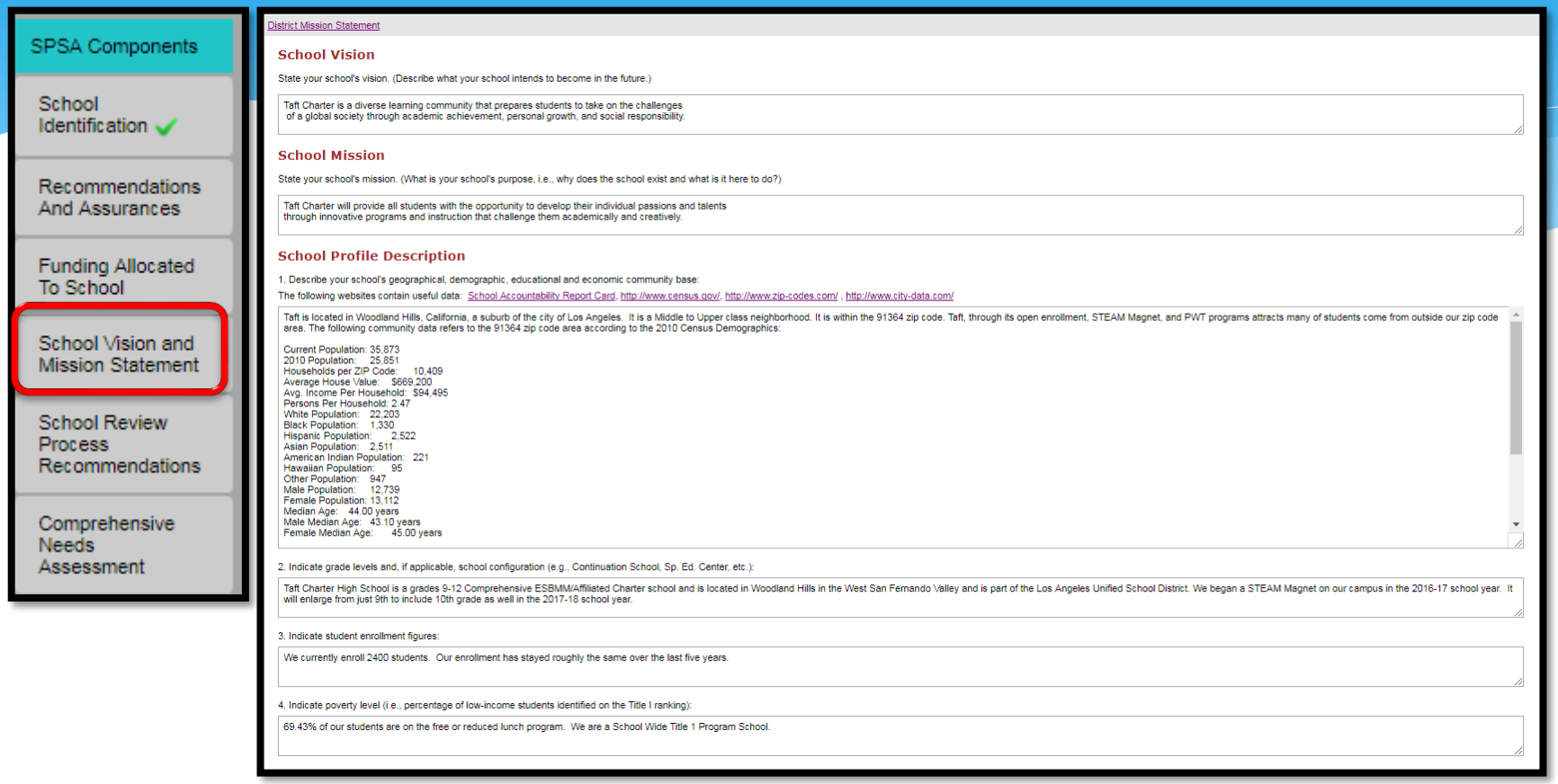
5. Identify language, racial and ethnic make-up of the student body:

Currently, 47% of the population is classified as English Language with Spanish as their first language. The remainder of the populations 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.

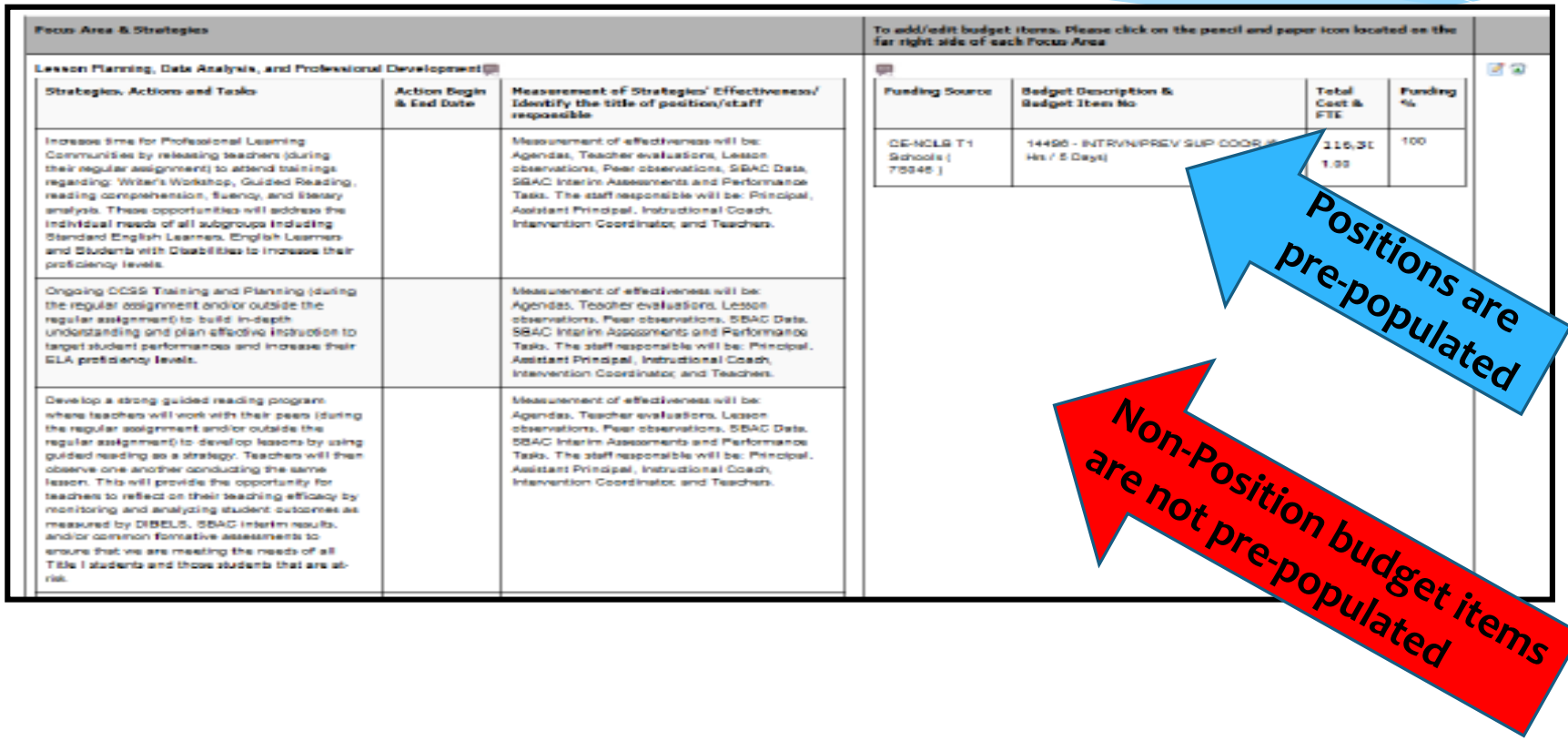
# School Vision and Mission Statement




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

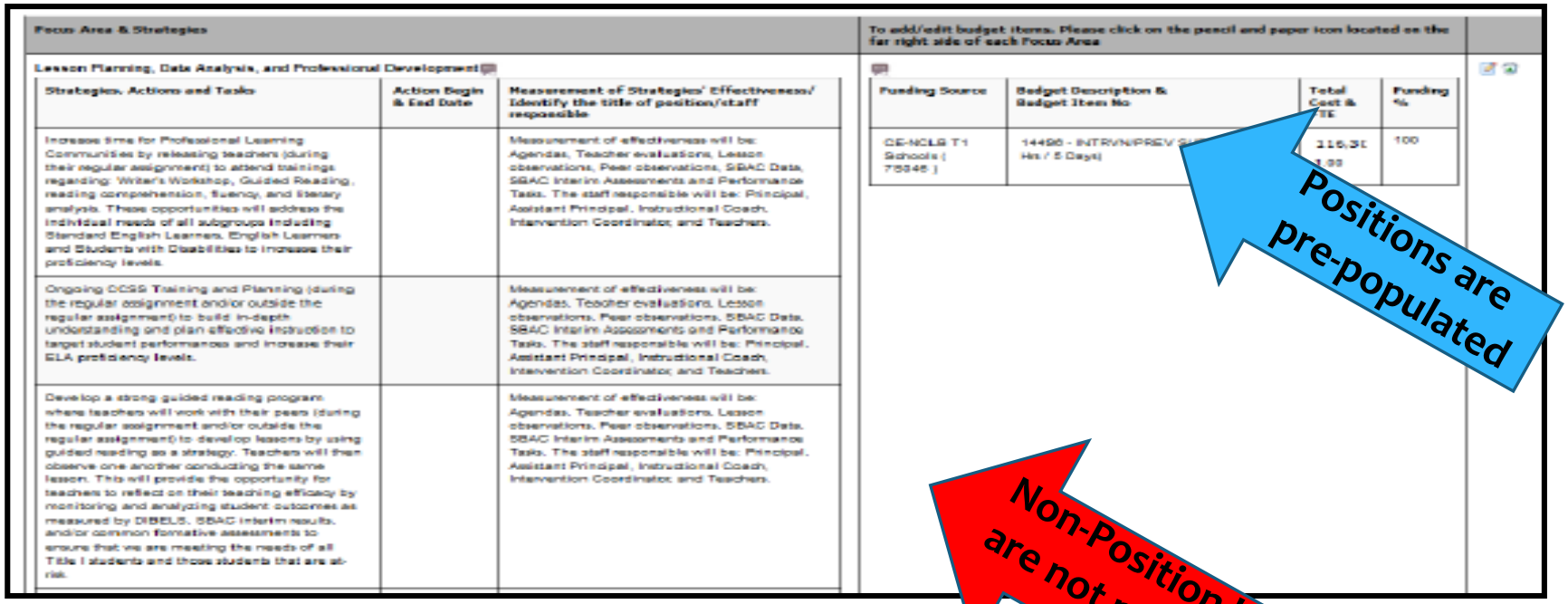
# New to the Online SPSA

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



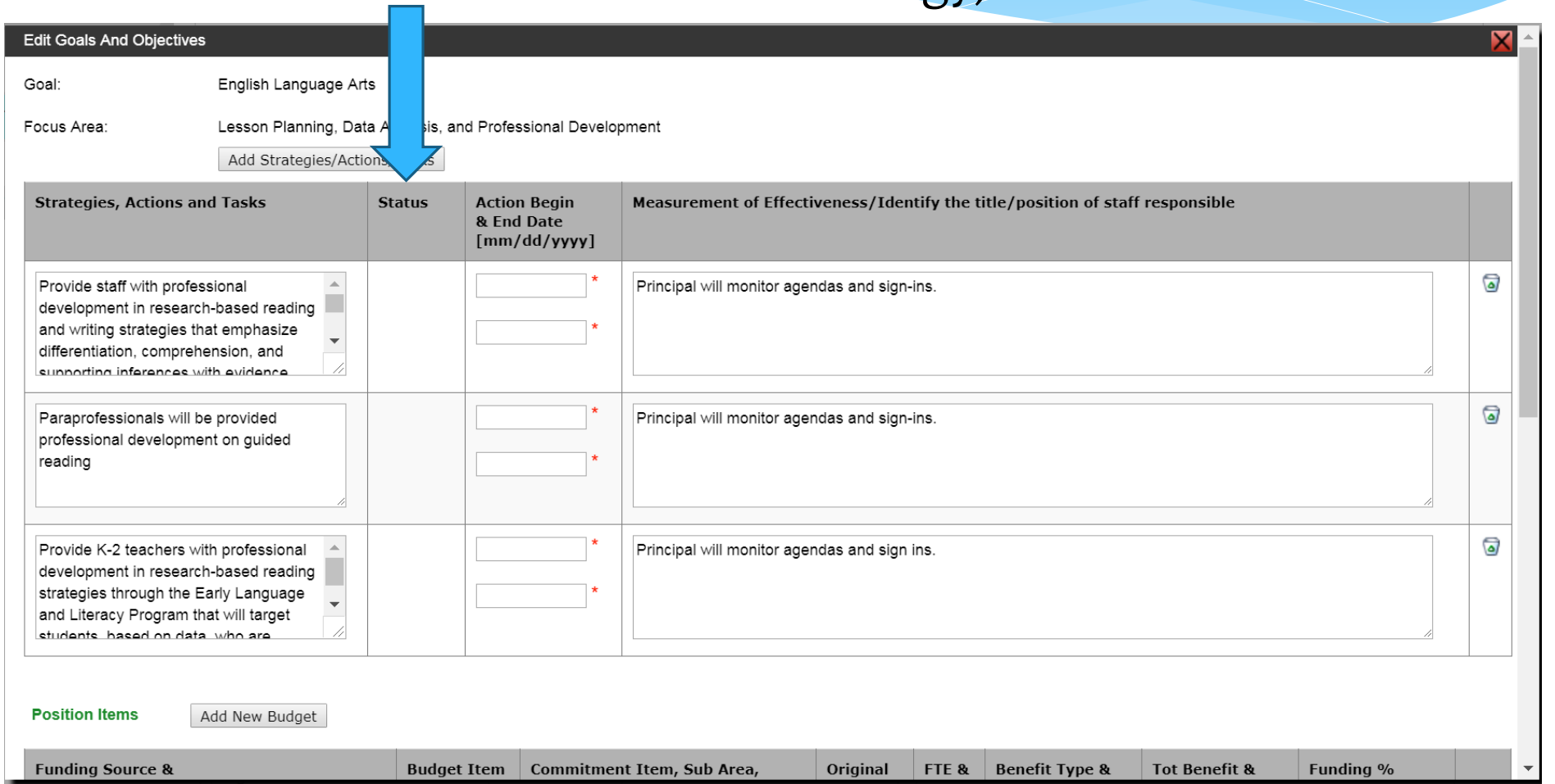
# New to the Online SPSA

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

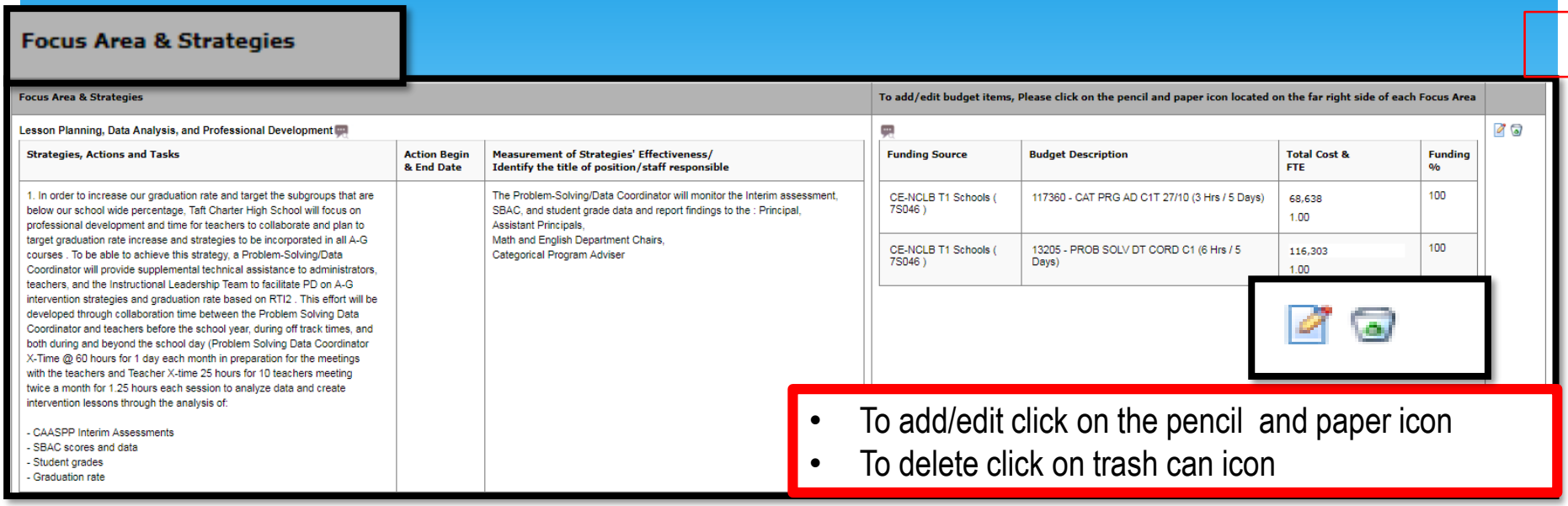


# New to the Online SPSA

* New "Status" Column for Strategy, Actions and Tasks



# 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 |
|---|---|---|
| 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 RTI2 . 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:<br><br>- CAASPP Interim Assessments<br>- SBAC scores and data<br>- Student grades<br>- Graduation rate | | The Problem-Solving/Data Coordinator will monitor the Interim assessment, SBAC, and student grade data and report findings to the : Principal, Assistant Principals,<br>Math and English Department Chairs,<br>Categorical Program Adviser |

| Funding Source | Budget Description | Total Cost & FTE | Funding % |
|---|---|---|---|
| CE-NCLB T1 Schools ( 7S046 ) | 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days) | 68,638<br>1.00 | 100 |
| CE-NCLB T1 Schools ( 7S046 ) | 13205 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days) | 116,303<br>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 <u>Academic</u> 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**<br>**Must Complete: Student, Staff, Parent Communication** | **Must Complete if any Focus Area above is addressed** |

*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)

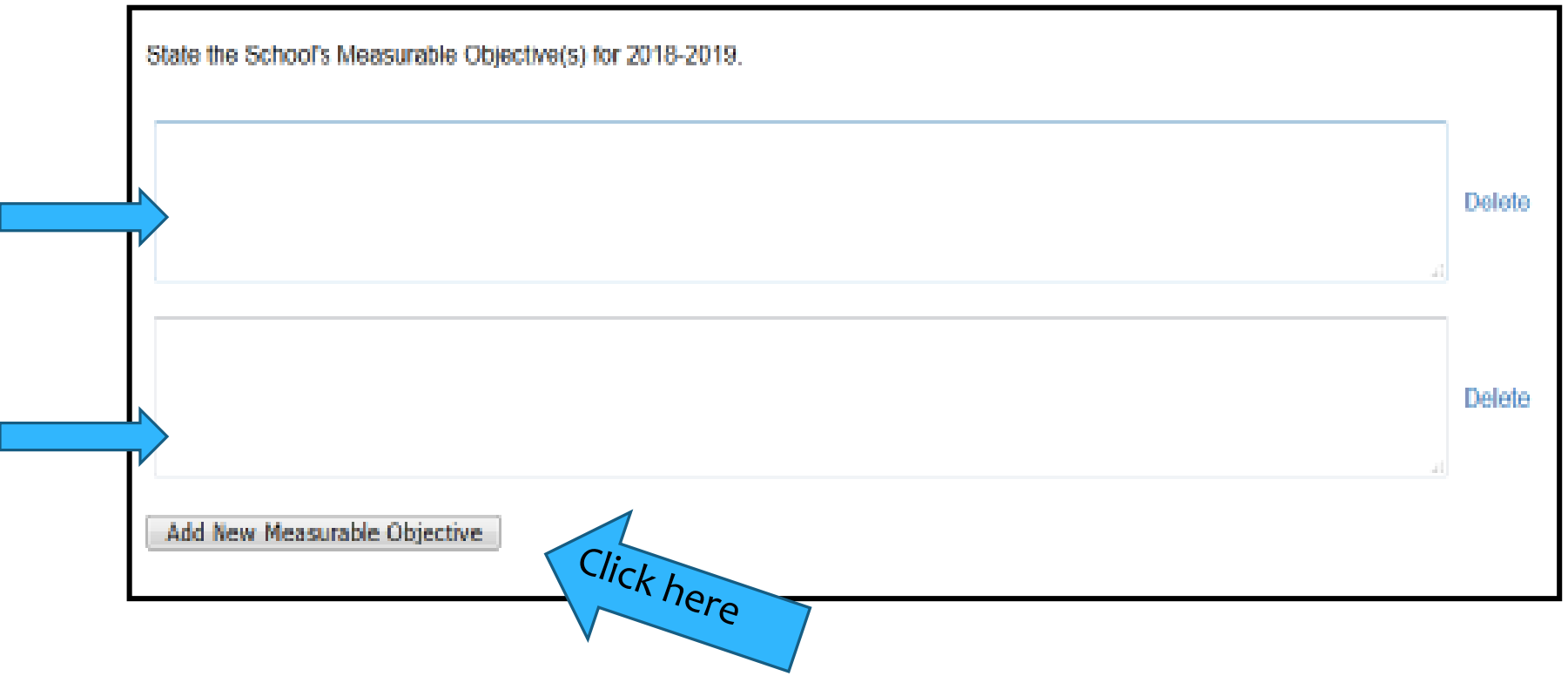
| School Type | EL Goal Page (Designated ELD) | Other Goal Pages (Integrated ELD) | TSP Plan | LCAP Plan |
|---|---|---|---|---|
| Title I Schools | Yes | Yes | Yes | No |
| Non-Title I school (No Title III funding allocation) | No | No | Yes | No |
| Non-Title I School (Title III funding allocation)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

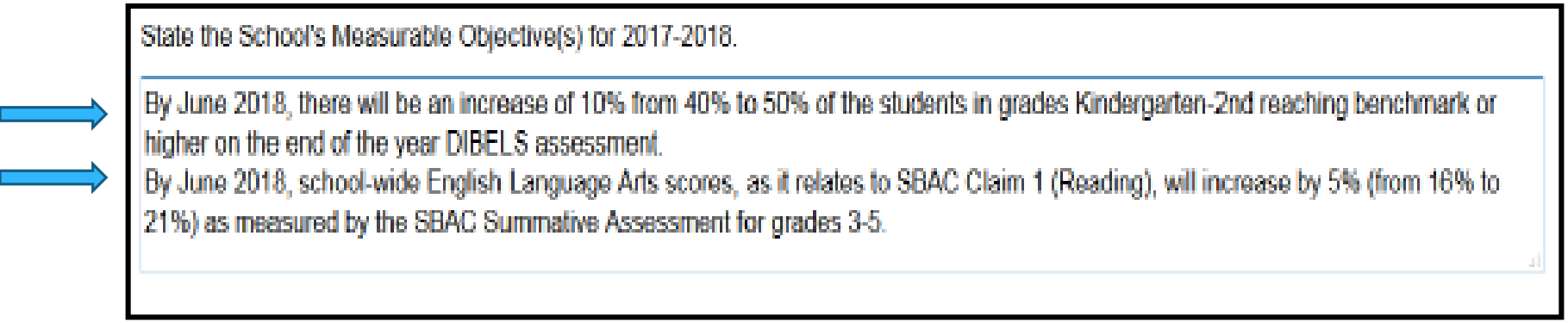
# New to the Online SPSA

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



# New to the Online SPSA

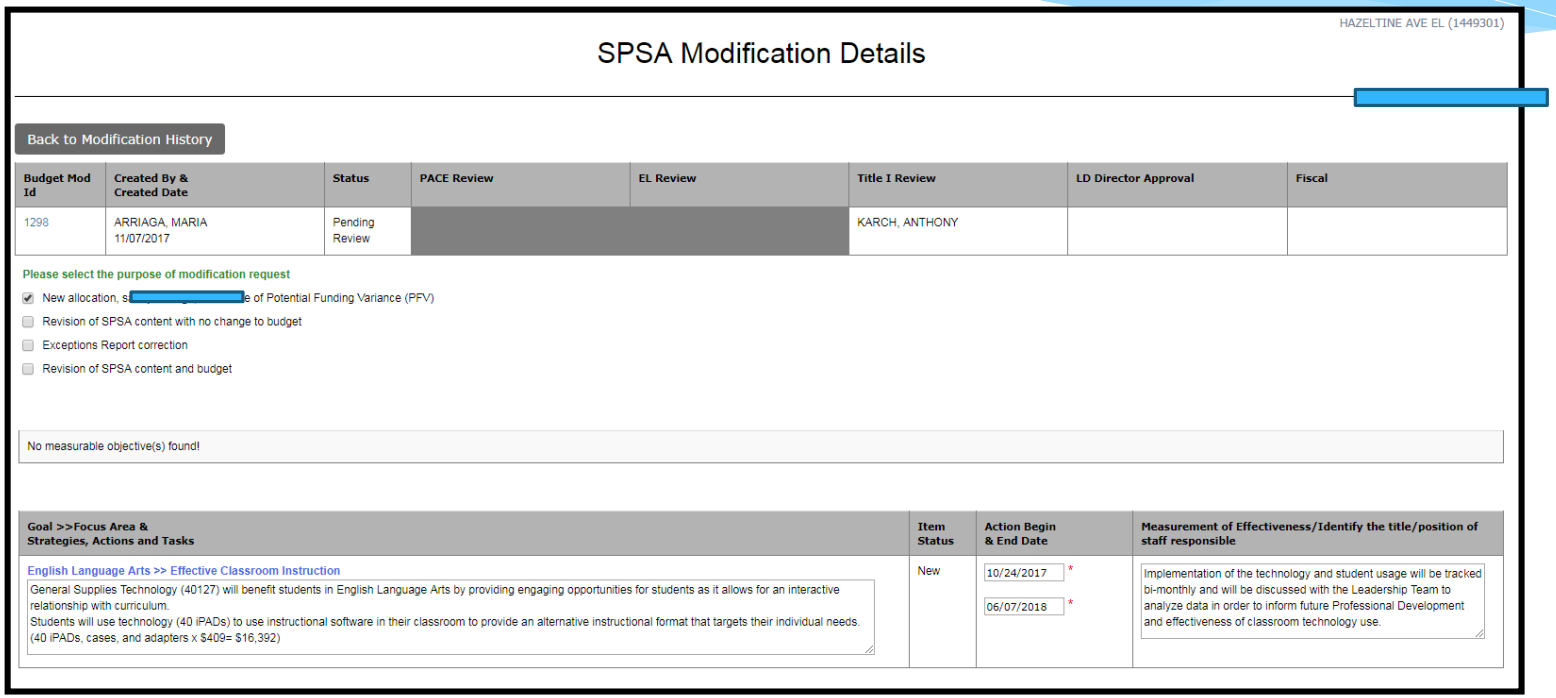
- Schools may enter more than one Measurable Objective for a Goal but must enter them in different boxes




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 | | |

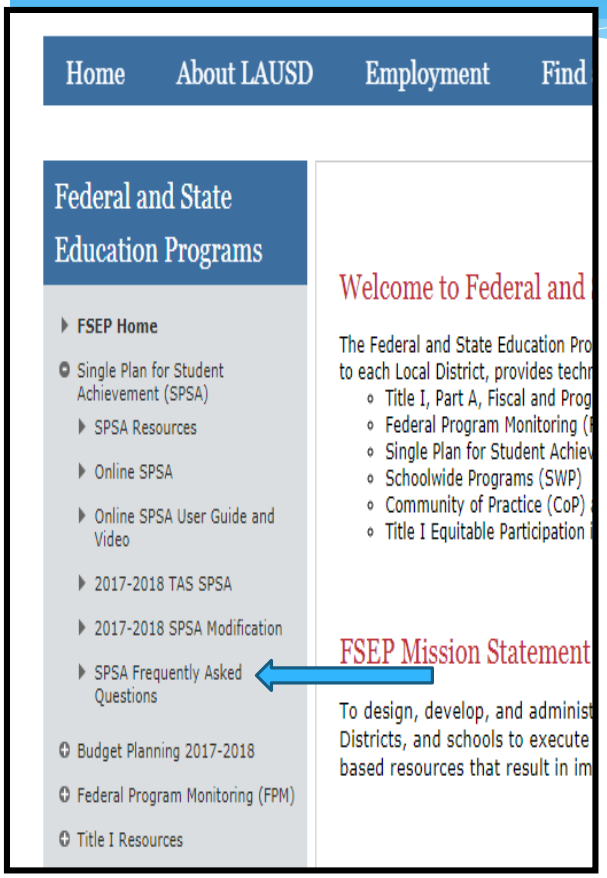
Please select the purpose of modification request

- [x] New allocation, s[redacted]e 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<br>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.<br>Students will use technology (40 iPADs) to use instructional software in their classroom to provide an alternative instructional format that targets their individual needs.<br>(40 iPADs, cases, and adapters x $409= $16,392) | New | 10/24/2017 *<br>06/07/2018 * | 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




## 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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