



Board Meeting
June 25, 2020

Agenda Item No. 10.2

Vincent Harris, Chief, Continuous Improvement and Accountability

Kelley Odipo, Ed.D., Director of State and Federal Programs

Tu Moua, Instructional Assistant Superintendent

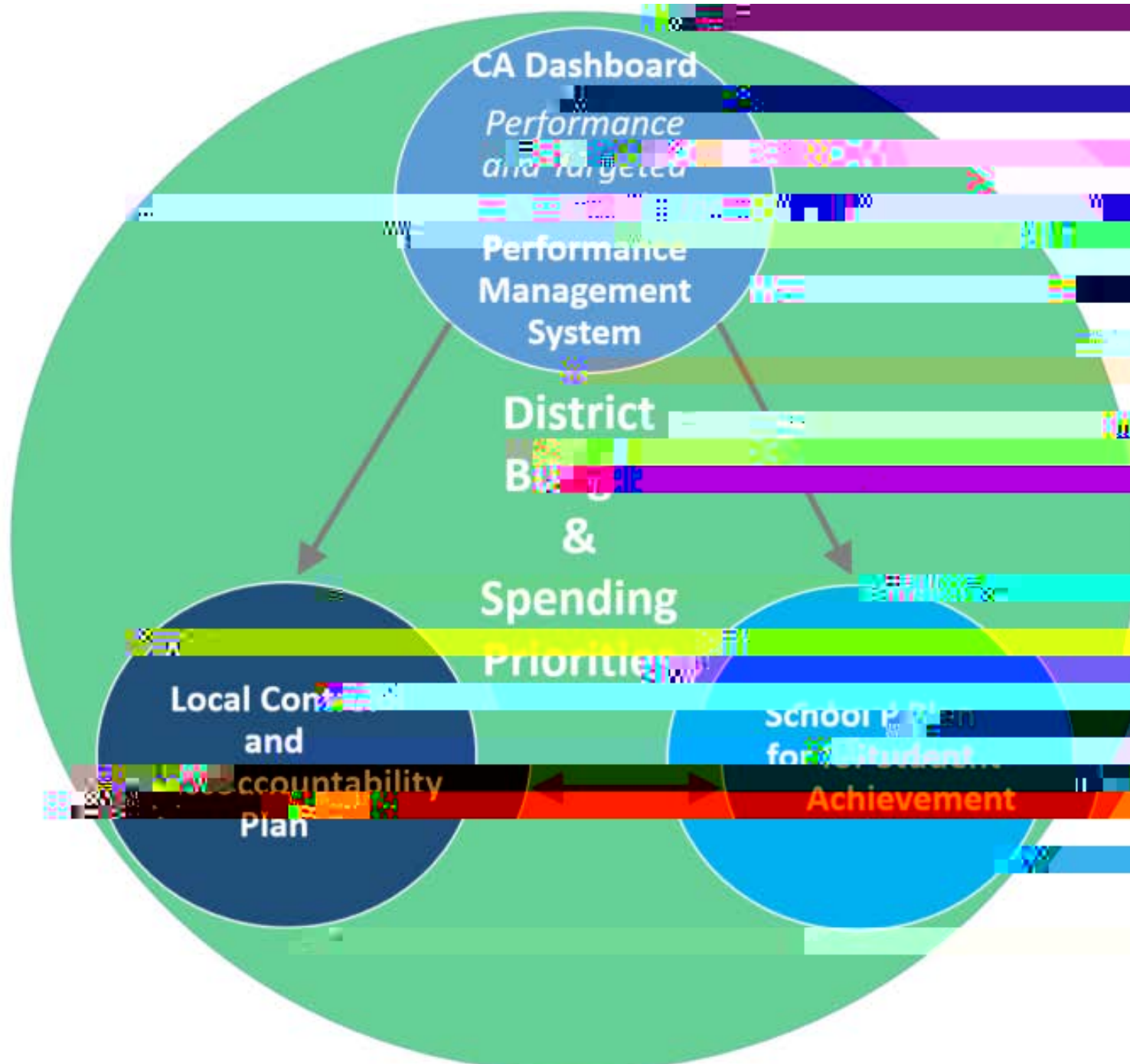
Neng Her, Principal, Edward Kemble Elementary School

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given
an equal opportunity to graduate
with the greatest number of postsecondary choices
from the widest array of options



A more
 monitoring to
 student
 outcomes!



Public Education Leadership Project (PELP)

2019 Problem of Practice

Boldly improving unacceptably low student achievement levels, particularly among each school's most vulnerable students, depends on grounding every budget and instructional decision in school site and district plans using principles of continuous improvement with the belief that all children can learn.



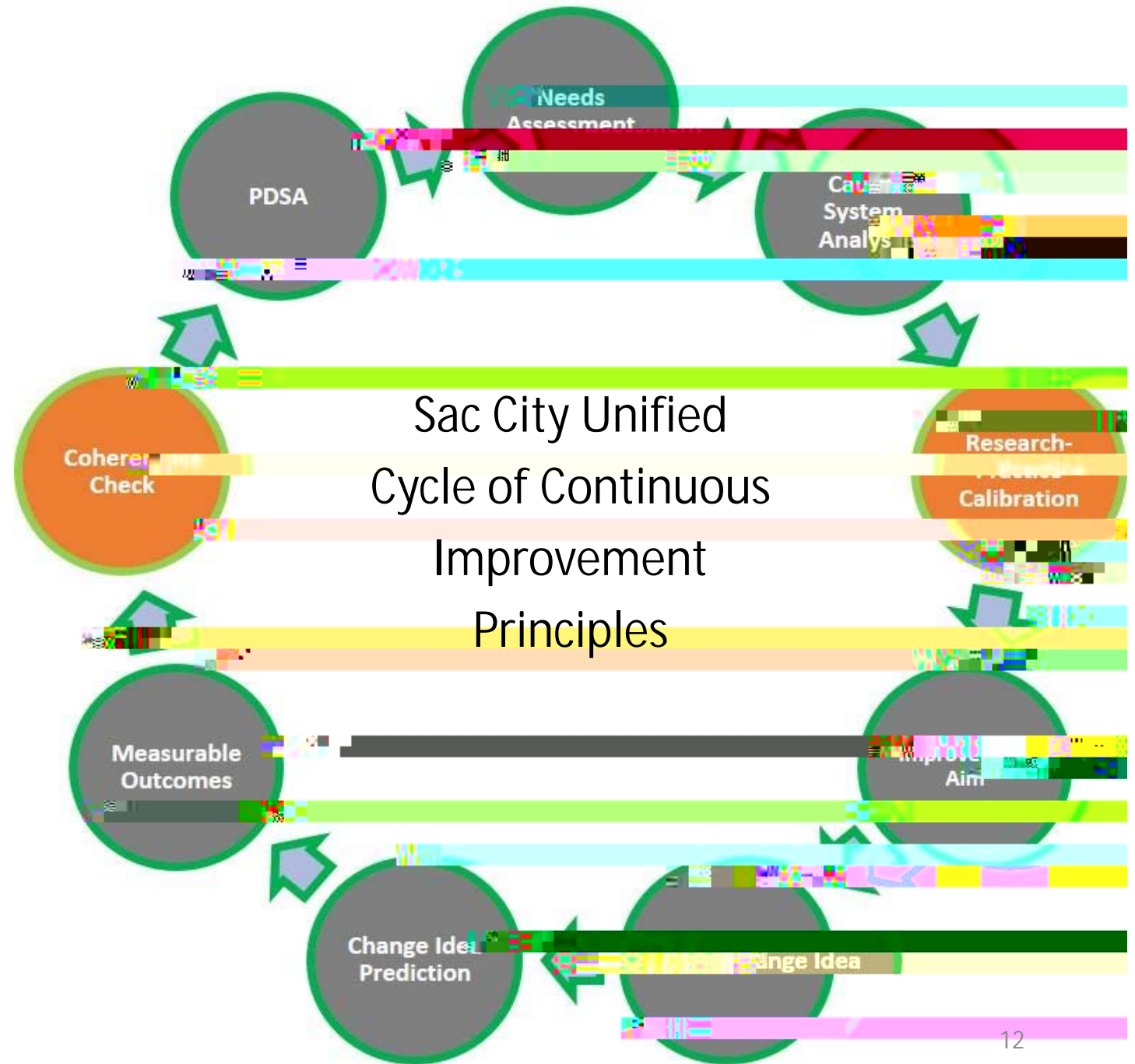
- **Title I Part A (\$19,145,824)**- to ensure that all children have an opportunity to reach academic proficiency. Funding goes to district and sites
- **Title II Part A (\$1,727,289)**- to increase the academic achievement of all students by improving teacher and principal quality. Funding is centrally managed.
- **Title III English Learner (\$843,895)**- to ensure English learners attain English proficiency and meet the same challenging state academic standards that other students are expected to meet.
- **Title III Immigrant Education Program (\$111,101)**- to ensure that immigrant students meeting the same challenging state academic standards that other students are expected to meet.
- **Title IV Part A (\$1,421,705)**- to provide all students with access to a well-rounded education, improve conditions for student learning, and improve digital literacy.
- **LCFF Supplemental and Concentration Grant Funds (\$70,104,768)** – To be principally directed towards and effective in meeting goals for unduplicated students (English Learners, Foster Youth, and Low-income Students)



- February 5th - SPSA – Title I Carryover and Final Allocation
- March 2nd - Comprehensive Supports and Improvements (CSI) and Additional Targeted Support and Improvement (ATSI) Meeting
- March 9th – SPSA Timeline
- March 19th – SPSA Technical Assistance
- March 20th – Revised School Site Council Meeting Guidelines
- April 6th – Off-Site SSC Meetings
- April 13th – Budget Carryover Bulletin
- April 17th - Reminder of SPSA CCI Tool to DTS Transfer Dates
- April 24th - Deadline Extension and Reminder for Schools Identified for CSI and ATSI
- April 24th – SPSA Measurable Outcomes Resource

- The School-wide Program Requirements state that we must identify the process for evaluating and monitoring the implementation of the School Plan for Student Achievement (SPSA) and progress towards accomplishing the goals.
- The SPSA Mid-Year Review provided schools the framework for monitoring the implementation of high leverage activities and strategies funded with Title I and Supplemental Concentration funds.
- Schools used local data to measure student outcomes and progress toward achieving their stated goals.
- Data from the Mid-Year Review should inform One-Stop decision-making and updates to the SPSA (

- Schools reviewed the Mid-Year Review outcomes with School Site Councils (SSC)
- Instructional Assistant Superintendents (IAS) received weekly completion updates.
- An analysis of the responses for SPSA Goal 1 was conducted and shared with the IAS team.
- IASs met with select principals to discuss their Mid-Year Review and progress toward achieving expected outcomes.



- Sacramento County Office of Education's (SCOE) Differentiated Assistance sessions focused on analyzing and refining SPSA goal statements.
- A Goal Statement Self-Assessment/Reflection Tool was developed in partnership with the Continuous Improvement and Accountability team
- Instructional Assistant Superintendents met with their Principals, to review and revise Principal's first draft of their goal statements:
 - Is the goal clear?
 - Does the goal clearly specify a target?
 - Does the goal clearly identify student groups it intends to impact?
 - Does the goal clearly specify a date by when the goal is to be achieved?

- School Climate Goal – 5% variance suspension report
- Improving Math and English Language Arts performance
- Reducing Chronic Absenteeism
- Increasing Graduation Rate
- Eighteen schools are identified for Additional Target Support and Improvement
- Thirteen schools are identified for Comprehensive Support and Improvement
- All goals were shared with Serna department staff and the LCAP PAC

- SPSA Development Process
 - Principal Neng Her from Edward Kemble Elementary School
- **Beginning of School Year:**
 - Review SPSA goals with SSC/EBD mg

- In light of the COVID-19 pandemic we recognize the importance of flexibility and the need to adjust our plans to meet the current environment
- Closer alignment of over-arching goals of LCAP and SPSA – build on the relationship of the Dashboard driving 1.9t10.6(i)2 Tc 249()12.6(a)-3.7(d)-0.6(j)

Board Adoption of School Site Plans for Student Achievement