

A Plan for Student Success



Becoming Familiar with the School Plan for
Student Achievement

Federal and State Education Programs

2019-2020



Outcomes



- ❧ Understand the main components of the SPSA
- ❧ Understand why School Site Council develops a School Plan for Student Achievement (SPSA)
- ❧ Know how to find your school's SPSA online

What is a School Plan for Student Achievement (SPSA)?



- ❧ **SPSA: a written plan that creates a program to improve student achievement using federal funds**
- ❧ **Purpose: improve academic achievement of students at risk of not meeting grade-level standards**
- ❧ **Developed yearly by School Site Council**

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Plan Components



Goals & Objectives

- ❧ **100% Graduation**
- ❧ **English Language Arts**
- ❧ **Mathematics**
- ❧ **English Learner Programs**
- ❧ **Parent, Community and Student Engagement**
- ❧ **100% Attendance, Suspensions, School Safety, and Other Supports**

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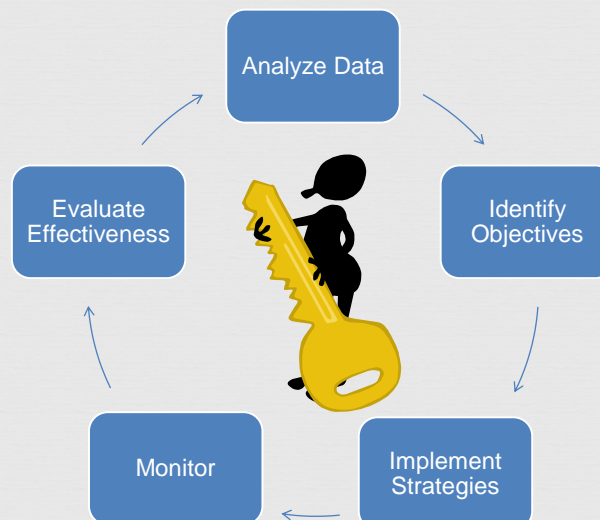
Why a School Plan for Student Achievement?



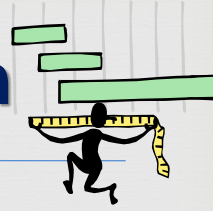
- ❧ Involves school community in planning process to assess students' needs and ensure that students succeed
- ❧ Evaluates how well current plan activities and program expenditures are working
- ❧ Determines focus for future plan activities and program expenditures
- ❧ Supports the continuous improvement cycle



SPSA: Continuous Improvement Cycle



Ongoing Evaluation



- ❧ Are plan objectives being achieved?
- ❧ Are strategies and actions being fully implemented (if not, what are the barriers)?
- ❧ Which strategies are effective for improving student achievement? Are any ineffective?
- ❧ Is the plan working?
- ❧ What's your evidence?
- ❧ Based on results, what will you keep, change or eliminate in the plan?

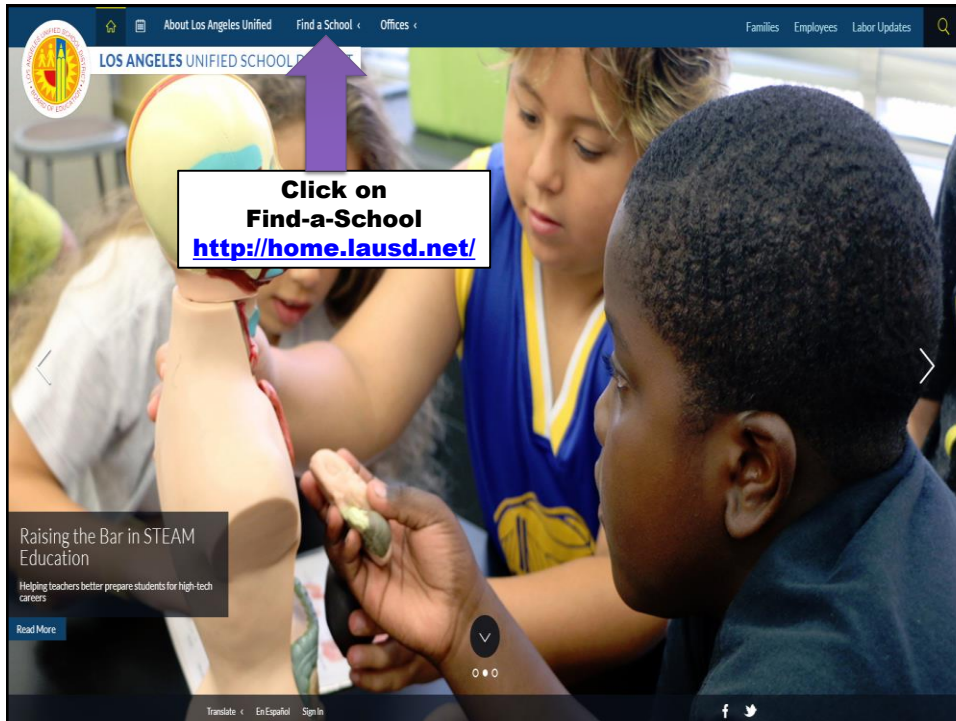
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How to Find Your School's SPSA Online



- ❧ Go to the LAUSD Home Page
- ❧ Click on "Find-a-School"
- ❧ Type School Name
- ❧ Click "Search"
- ❧ Click School Name that Appears
- ❧ Click "School Plan for Student Achievement"
- ❧ Click "Go"
- ❧ School Plan for Student Achievement will appear as a PDF file

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Los Angeles Unified School District
 Investing in LAUSD

can't find something?

[S](#) [F](#) [E](#) [C](#) [Email](#) [Phone](#) [Twitter](#) [Facebook](#) [LinkedIn](#)

School Directory

Instructions: Enter text in the text box below and/or select criteria in the pull-down menus (School Types, Local Districts, and Board Districts). You can select several values and click on the Done button at the top left of the menu.

To search for a specific school, enter the school name in the text box. If the text box is blank, leave all the pull-downs unselected, and click the Search button.

Click [here](#) for the full list of school lists: K-12 School Listing, New Schools, Charter Schools, and Local Districts.

Note: To find the school that your child will attend based on your home address, use the [Resident School Identifier](#).

Search for a school by entering text in the textbox and/or selecting boxes in the categories below then click the Search button:

SCHOOL TYPES

LOCAL DISTRICTS

BOARD DISTRICTS

© Los Angeles Unified School District

333 South Beaudry Ave., Los Angeles, California 90017

Phone: (213) 241-1000

[Terms of Use](#) | [Privacy Policy](#)

[Website Accessibility](#) | [Nondiscrimination Policy](#)

School Directory

Instructions: Enter text in the text box below and/or select criteria in the pull-down menus (School Types, Local Districts, and Board Districts). You can select several values under each pull-down. To close a pull-down click on the Done button at the top left of the menu.

To return ALL school locations leave the search box blank, leave all the pull-downs unselected, and click the Search button.

Click [here](#) for the following school lists: K-12 School Listing, New Schools, Charter Schools, and Local Districts.

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Search for a school(s) by entering text in the textbox and/or selecting boxes in the categories below then click the Search button:

SCHOOL TYPES

LOCAL DISTRICTS


BOARD DISTRICTS

2 Matches Found

School Name	Location Code	Cost Center Code	Address	Phone	Grades	School Type	Local District	Board District
William Howard Taft Charter High School	8880	1888001	5461 WINNETKA AVE, WOODLAND HILLS, CA 91364	818-227-3600	9-12	SENIOR HIGH (REGULAR SCHOOL)	Northwest	4
William Howard Taft Charter High School Q/HG/HA STEAM Magnet	7952	1888007	5461 WINNETKA AVE, WOODLAND HILLS, CA 91364	818-227-3600	9-10	MAGNET CENTER ON REGULAR CAMPUS (SENIOR)	Northwest	4

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William Howard Taft Charter High School



About Our School

Principal: STEINER, DANIEL J
Grades: 9-12
Location Code: 8880
Cost Center Code: 1888001
Local District: Northwest
Board District: 4
Board Member: Nick Melvoin
[Detailed Information](#)

Address: 5461 WINNETKA AVE, WOODLAND HILLS, CA 91364
Telephone: 818-227-3600
Fax: 818-592-0877
Website: www.lausd.k12.ca.us/Taft_HS

School Profile

The school calendar is: SINGLE-TRACK

Click "+ Single Plan for Student Achievement"

- + Athletics Reports
- + Student Discipline Data Reports
- + Single Plan for Student Achievement

Performance Indicators

- SARC
- CAASPP - CDE
- Data Summary Sheet
- School Experience Survey Reports


School Budget Report

- + School Spending Report
- + School Budget Summary Report
- + School Budget Development Report

<https://schooldirectory.lausd.net/schooldirectory/SchoolPage?locationId=888...>

Menu

William Howard Taft Charter High School



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[link disclaimer](#)

School Profile

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Demographics

Click here and select your school to view Pedestrian Routes to School

+ Athletic Reports
+ Student Discipline Data Reports
- Single Plan for Student Achievement

select a fiscal year:

2017-2018
Go

Performance Indicators

SARC
CAASPP - CDE
Data Summary Sheet
School Experience Survey Reports


School Budget Report

+ School Spending Report
+ School Budget Summary Report
+ School Budget Development Report

Then click "Go"

NOTE: Your school's 2019-2020 SPSA can be downloaded/saved or printed as a PDF file.

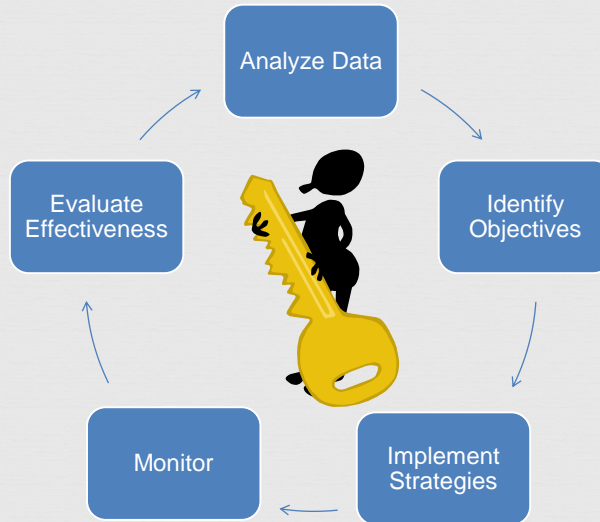
Los Angeles Unified School District
School Plan for Student Achievement
2019-2020
Implementation
109TH ST EL (1583601)



Superintendent
Austin Beutner
Board Members
Mónica Garcia, Board President
Dr. George McKenna III
Scott M. Schmerelson
Nick Melvoin
Kelly Gonez
Dr. Richard A. Vladovic

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SPSA: Continuous Improvement Cycle



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Los Angeles Unified School District
Single Plan For Student Achievement (2018-2019)
 Logged in as: jmundy Last Successful Login: 8/27/2018 10:06:12 AM
 Your Session will expire in 60 minutes

Step 6 of 12

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, suspension/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Processes, 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](#)
- [LAUSD Focus Dashboards](#)

Comprehensive Needs Assessment / Self-Review Process

DIRECTIONS: Check the groups or committees that participated in the plan writing process. Who was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? 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)?

<https://spsa.lausd.net/Pages/School.aspx>

PLAN WRITERS CAN USE THE LINKS ABOVE TO VIEW DATA SOURCES

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Comprehensive Needs Assessment / Self-Review Process

DIRECTIONS: Check the groups or committees that participated in the plan writing process. Who was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? 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)?

Who was involved?	What happened?	Date (mm/yy/yyyy)
English Learner Advisory Committee	ELAC identified a need for interventions for students below grade level in reading, a full time PSA, supervision staff and workshops for parents in the area of reading and math. A motion to accept ELAC recommendations that SSC allocate \$10,775 from budget TT107 for teacher in-time during the 2019-2020 school year for the purpose of improving EL reading achievement.	11/06/2017 02/06/2018 03/19/2018 04/13/2018
School Site Council	Academic year. A motion to accept ELAC recommendations that SSC allocate for teacher in-time during the 2019-2020 school year for the purpose of improving EL reading achievement was carried. Budget transfers were made at day meeting from Title PSSE in-time and PSA in-time and teacher training rate.	11/17/2017 04/05/2018 05/07/2018 03/22/2018
Grade Level Teams	Teachers met to discuss their grade level needs as it relates to the school's shift to balanced literacy teaching literacy through science and implementation of social-emotional learning. Teachers also completed the needs assessment individually and collectively was given for access to classroom technology, science materials, and professional development in social-emotional learning and balanced literacy with a focus in writing.	02/22/2018
Other	Parents completed needs assessment and identified a need for interventions for students below grade level in reading, supervision staff for safety, and a speech specialist.	02/22/2018
Parents		
Other	The instructional leadership team, comprised of representatives from all grade levels and support staff discussed the need for professional development to support instruction in balanced literacy, mathematics, science and social-emotional learning.	06/01/2017 02/06/2018 12/01/2017 03/04/2018 03/06/2018 03/05/2018
Institutional Leadership Team		

RECORD THE SELF-REVIEW PROCESS ON THIS PAGE:

(1) WHO PARTICIPATED?
(2) WHAT HAPPENED?
(3) WHEN DID THEY MEET?

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Developing the SPSA



SSC – Remember to make use of all the available expertise and experts at your school site:

- ☞ Talk to parents and Community Representatives about how to improve communication, engagement, and academic achievement
- ☞ Ask PSAs, PSWs, School Psychologists, Nurses for strategies to address the “100% Attendance Goal, Suspensions, School Safety, and Other Supports Goal”
- ☞ Consult with teachers and other school staff in developing a meaningful program using evidence-based instructional strategies
- ☞ Ask Local District Title I Coordinators, EL Coordinators, PACE Administrators, and Curricular Advisors to provide support and advice

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7-minute Activity: Analyze Kristen's Data & Plan



AREA	Below Standard	Near Standard	Above Standard
Reading <i>How well does your child understand stories and information that he or she reads?</i>			✓
Writing <i>How well does your child communicate in writing?</i>		✓	
Listening <i>How well does your child understand spoken information?</i>		✓	
Research/Inquiry <i>How well can your child find and present information about a topic?</i>	✓		

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7-minute Activity: Analyze Kristen's Data & Plan



You have \$20,573. What program will you develop to support Kristen's academic needs?

- ☞ Briefly analyze Kristen's English language arts data
 - ☞ Decide Kristen's strengths and where she might need support
- ☞ Identify objectives for improvement
- ☞ Discuss strategies you could use to meet your objectives
- ☞ Discuss what could you do to monitor her progress
- ☞ Discuss what will you do to evaluate the effectiveness of the plan you created for Kristen

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Sample Strategies



- ✧ Identifying similarities and differences
- ✧ Summarizing and note taking
- ✧ Reinforcing effort and providing recognition
- ✧ Homework and practice
- ✧ Project-Based Learning
- ✧ Cooperative Learning
- ✧ Setting Objectives and Providing Feedback
- ✧ Generating and Testing Hypotheses
- ✧ Using Cues, Questions, and Advance Organizers
- ✧ Using nonlinguistic representations
- ✧ Using graphic organizers



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Evidence-Based Interventions



- ✧ Evidence For ESSA Link: www.evidenceforessa.org
- ✧ What Works Clearinghouse Link: <https://ies.ed.gov/ncee/wwc/FWW>
- ✧ Top Tier Evidence Link: <https://evidencebasedprograms.org/programs/>
- ✧ Social-Emotional Learning Interventions (RAND) Link: <https://www.wallacefoundation.org/knowledgecenter/Documents/Social-and-Emotional-Learning-Interventions-UnderESSA.pdf>

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Evidence-Based Interventions



- ✎ **National Technical Assistance Center on Transition**
Link: <https://www.transitionta.org/effectivepractices>
- ✎ **Blueprints for Healthy Youth Development** Link:
<https://www.blueprintsprograms.org>
- ✎ **Best Evidence Encyclopedia Links:** Main page is
<http://www.bestevidence.org/index.cfm>
- ✎ **Elementary Reading:** a summary table is available on
pages 50-77 of the report at the link below and provides
information on studies, though no ratings are given.
http://www.bestevidence.org/word/elem_read_Jan_22_2010.pdf

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Evidence-Based Interventions



- ✎ **Reading for English Learners:** a summary table is
available on pages 34-39 at the link below and provides
information on studies, though no ratings are given.
http://www.bestevidence.org/word/ell_read_Mar_19_2012.pdf
- ✎ **Reading for Struggling Readers:** page 132 at the link
below shows the Best Evidence Encyclopedia rating
summary. Strong, Moderate or Limited Evidence ratings
may align to Strong, Moderate or Promising depending on
sample size and statistical significance.
http://www.bestevidence.org/word/strug_read_Jul_07_2011.pdf

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Evidence-Based Interventions



- 🌀 **Elementary Math:** page 79 at the following link shows ESSA ratings
http://www.bestevidence.org/word/elem_math_Oct_8_2018.pdf
- 🌀 **Secondary English Language Arts:** page 79 at the following link shows ESSA ratings <http://www.bestevidence.org/word/Secondary-Reading01-31-18.pdf>
- 🌀 **Secondary Math:** page 111 at the link below shows the Best Evidence Encyclopedia rating summary. Strong, Moderate and Limited Evidence may align to Strong, Moderate or Promising depending on the sample size and statistical significance.
http://www.bestevidence.org/word/mhs_math_Oct_21_2008.pdf
- 🌀 **Secondary Reading:** page 79 at the following link shows ESSA ratings <http://www.bestevidence.org/word/Secondary-Reading-01-31-18.pdf>

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Evidence-Based Strategy Sources



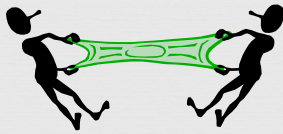
- 🌀 *Questioning the Author* – Isabel Beck
- 🌀 *Reciprocal Teaching* – Multiple studies/What Works Clearinghouse
- 🌀 *English Language & Literacy Acceleration (ELLA)*
- 🌀 *Applying Conventions of Grammar & Usage in Writing & Speaking* – Goldenberg and Coleman
- 🌀 *Inductive Learning* –Taba, Durkin, Fraenkel & McNaughton
- 🌀 *Circle of Knowledge (Discussions)* – based on research by Polite & Adams & others
- 🌀 *Principles of Instruction/Lesson Design* – See Rosenshine 2010
- 🌀 *Developing Word Awareness* – McKeown & Beck
- 🌀 *Using Discipline Specific Language (Academic Language Instruction)*
- 🌀 *Mediated Learning and Metacognition*
- 🌀 *Explicit Instruction for Planning, Revising and Editing* – Graham & Gillespie/Vanderbilt University pub. By John Hopkins University

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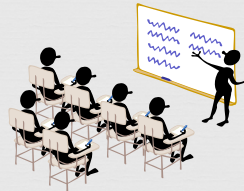
Funding Source vs. Program



- ☞ Does your school see Title I as a “funding source” or as a program? [Hint: Title I is a **program**]



VS.



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Important Plan Questions



- ☞ Are the needs identified in the SPSA based on **data**?
- ☞ Do the measurable objectives and strategies in the SPSA address **students'** needs?
- ☞ Does the evidence show that the strategies are an effective way to help **students**?
- ☞ Are the strategies **supplemental** to the core program?
- ☞ In light of limited resources, are the strategies the **most impactful, efficient and direct** way to help students succeed?

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Do You Know?



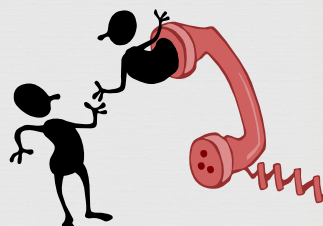
- ☞ The main components of the SPSA
- ☞ Why the School Site Council develops a School Plan for Student Achievement (SPSA)
- ☞ Where and how to find your school's SPSA online

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PLEASE COMPLETE AN EVALUATION

Contact:
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jmundy@lausd.net
(213) 241-7037

or
FSEP Unit
at
(213) 241-6990



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