



# School Plan For Student Achievement

CVUSD Board of Education Meeting  
September 17, 2019

Luis Lichtl, Assistant Superintendent of Instructional Services

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

|                  |                                |                              |                         |               |
|------------------|--------------------------------|------------------------------|-------------------------|---------------|
| <b>Last year</b> | <b>Memo &amp;<br/>Timeline</b> | <b>Guidance<br/>Document</b> | <b>DTS<br/>Template</b> | <b>Rubric</b> |
|------------------|--------------------------------|------------------------------|-------------------------|---------------|

# Purpose of this Presentation

Provide the Board & Community Information About:

- Staff's reflection & thought process regarding "what we learned last year"
- Measures that are now in place to improve our process
- The District Guidance on the process
- The changes to the State Template (DTS)
- Our Progress Monitoring system
- Stakeholder/Parent Engagement

|                  |                            |                          |                     |               |
|------------------|----------------------------|--------------------------|---------------------|---------------|
| <b>Last year</b> | <b>Memo &amp; Timeline</b> | <b>Guidance Document</b> | <b>DTS Template</b> | <b>Rubric</b> |
|------------------|----------------------------|--------------------------|---------------------|---------------|

# What We Learned Last Year

Quantitative and Qualitative Review (SEDAC)  
Compliance Document → Strategic Document  
Narrow → All Encompassing  
Isolated → Collaborative  
*“It’s all about the PROCESS”*

|           |                 |                   |              |        |
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# SPSA Memo & Timeline

## Memo and Timeline provides clear guidance on SPSA content and process.

- Builds upon previous areas of focus
- Details additional areas of focus and process essential to SPSA
- Timeline for the entire school year
- Consistent terminology

**Conejo Valley Unified School District**

**Low Licht**  
Assistant Superintendent of Instruction

**Sonia Wilson**  
Director, Elementary Schools

**Kenny Lee**  
Director, Middle Schools & Professional Learning

**Brian Mercer**  
Director, High Schools & Assessment



TO: CVUSD Principals  
RE: 2019-2020 School Plans For Student Achievement  
DATE: September 2, 2019

The purpose of the information below is to provide a preview of our future work related to the 2019-2020 School Plans For Student Achievement (SPSA).

It is the expectation of CVUSD district administration, the Board of Education, and the community that the SPSA continue to transform into a school's strategic document for continuous improvement to serve all students and to meaningfully engage stakeholder groups.

Generally, each 2019-2020 CVUSD SPSA will clearly highlight all of the following components:

- School goals connect directly with district LCAP goals, actions, and services.
- All activities related to school goals, regardless of cost or budget code to be included (e.g. Inclusive Schools Week, Abilities Awareness, "U Matter Week", Red Ribbon Activities, assemblies/speakers, common planning time goals/activities, and the like)
- To the greatest extent possible, expenditures for SPSA actions accurately align with budget codes noted in district LCAP.
- CAASPP and California Dashboard data will be analyzed and reported to reflect "overall" school achievement as well as disaggregated by student group.
- Student groups should be listed individually, as appropriate, or as "targeted" when inclusive of English Learners, Socio-economically Disadvantaged, Homeless, and Foster.
- Focus on the following district wide goals demonstrated through SPSA:
  - Implementation of professional learning communities
  - Professional Learning centered around UDL, best practices and strategies
  - Inclusion strategies aimed at increasing the LRE rate
  - Research-based intervention strategies that include measurable outcomes to meet the learning needs of all targeted student groups
  - Parent engagement addressed within all SPSA goals
- A timeline and processes for involving stakeholders in the co-construction of SPSA goals, actions, services, and budget allocations. A timeline for the continuous monitoring and reporting of progress to stakeholder groups.

Training and additional guidance will be provided at the September 5, 2019 Principals Meeting. We look forward to accomplishing this important work together.

**Timeline:**

| SEPTEMBER 5, 2019 | SPSA Training for Principals   |
|-------------------|--|
| August/September  | Principal completes and analyzes available data & prepares presentation for stakeholders. Retain copies of presentation and data for future SPSA meetings with district leadership.  |
| September         | Review data and SPSA goal attainment with school Leadership, faculty & staff. Review existing goals with Leadership and either confirm or recommended changes.   |
| September         | Present data and review goal attainment with SSC. Present goal recommendations from Leadership with SSC.   |
| September/October | Review and revise goals as appropriate w/SSC. Update SPSA based on data, new goals, actions and services. Process to include parents, teachers, and students (HS) working collaboratively - teacher release day or after school. |
| November          | School Site Council reviews, finalizes, and approves SPSA.   |
| October/November  | SPSA Review meeting with District administration including Principal and appropriate staff, Grade Span Director, Asst. Superintendent(s), Superintendent.  |
| November 30, 2019 | SPSA Plans due to Instructional Services   |
| December/January  | SPSA presented to Board of Education for approval.   |
| December - June   | Progress monitoring, including providing SSC with monthly updates on plan implementation, progress, and effectiveness.   |

**ADDITIONALLY:**

- Include any CA Dashboard Indicators that are yellow, orange or red as action items in your school site SPSA.
- Highlight any program or service aimed at reaching the goals of your SPSA (e. Inclusive Schools Week; Sandy Hook Promise, Abilities Awareness Week...)

**Use Common Language:**

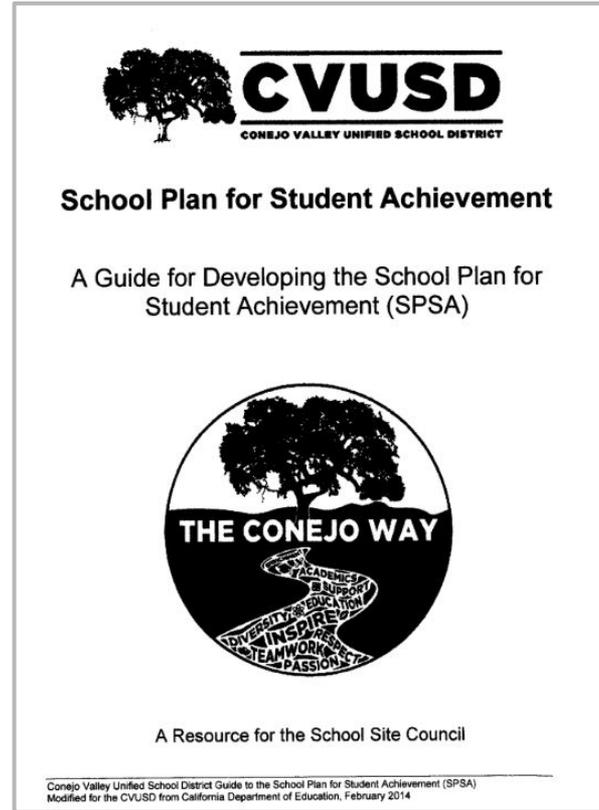
- EL> English Learners
- ELD- English Language Development (designated & integrated)
- LRE- Least Restrictive Environment
- MTSS - Multi-Tiered System of Supports
- SWD- Students with Disabilities
- Inclusion/Inclusive
- SED- Socio-economically Disadvantaged
- SEL- Social and Emotional Learning
- RTI- Response to Intervention
- SAI- Specialized Academic Instruction
- ELAC- English Learner Advisory Committee
- SEDAC- Special Education Advisory Committee

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# Guidance Document

**“Guide for Developing the SPSA” provided to Principals on 9/5/19 and School Site Councils (SSC) @ DAC on 9/10/19:**

- Tool for principals and SSC members
- General information re: SSC and SPSA
- Ties together district-specific expectations (e.g. deadlines, disaggregated student data analysis, ongoing monitoring, reporting and improvement)



Last year

Memo & Timeline

Guidance Document

DTS Template

Rubric

# DTS Template - What's New?

- ❑ Comprehensive Needs Assessment
- ❑ Stakeholder Involvement
- ❑ Dashboard pages
- ❑ Recommendations & Assurances

| Include  |
|--|
| <input checked="" type="checkbox"/> <a href="#">Title Page</a>   |
| <input checked="" type="checkbox"/> <a href="#">Purpose and Description</a>  |
| <input checked="" type="checkbox"/> <a href="#">Table of Contents</a>  |
| <input checked="" type="checkbox"/> <a href="#">Comprehensive Needs Assessment Components</a>                      |
| <input checked="" type="checkbox"/> <a href="#">Stakeholder Involvement</a>  |
| <input checked="" type="checkbox"/> <a href="#">Resource Inequities</a>  |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Enrollment</a>                           |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: English Learners</a>                     |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: CAASPP (English Language Arts)</a>       |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: CAASPP (Mathematics)</a>                 |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: ELPAC (Summative Assessment)</a>         |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (Student Population)</a>       |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (Overview)</a>                 |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (English Language Arts)</a>    |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (Mathematics)</a>              |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (English Learner Progress)</a> |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (College/Career)</a>           |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (Chronic Absenteeism)</a>      |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (Graduation Rate)</a>          |
| <input checked="" type="checkbox"/> <a href="#">Student Performance Data: Dashboard (Suspension Rate)</a>          |
| <input checked="" type="checkbox"/> <a href="#">Planned Improvements: Goal 1</a>                                   |
| <input checked="" type="checkbox"/> <a href="#">Planned Improvements: Goal 2</a>                                   |
| <input checked="" type="checkbox"/> <a href="#">Planned Improvements: Goal 3</a>                                   |
| <input checked="" type="checkbox"/> <a href="#">Planned Improvements: Goal 4</a>                                   |
| <input checked="" type="checkbox"/> <a href="#">Planned Improvements: Goal 5</a>                                   |
| <input checked="" type="checkbox"/> <a href="#">Planned Improvements: Goal 6</a>                                   |
| <input checked="" type="checkbox"/> <a href="#">Budget Summary</a>   |
| <input checked="" type="checkbox"/> <a href="#">Budgeted Funds and Expenditures in this Plan</a>                   |
| <input checked="" type="checkbox"/> <a href="#">School Site Council Membership</a>                                 |
| <input checked="" type="checkbox"/> <a href="#">Recommendations and Assurances</a>                                 |
| <input checked="" type="checkbox"/> <a href="#">Instructions: Overview</a>   |
| <input checked="" type="checkbox"/> <a href="#">Instructions: Guidance</a>   |
| <input checked="" type="checkbox"/> <a href="#">Appendix A: Plan Requirements</a>                                  |
| <input checked="" type="checkbox"/> <a href="#">Appendix B: State and Federal Programs</a>                         |

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# DTS Template - Comprehensive Needs Assessment

- 1. Data Analysis**
- 2. Surveys**
- 3. Classroom Observations**
- 4. Analysis of Current Instructional Program**

The Comprehensive Needs Assessment is the process of reviewing multiple data sources to identify areas of strength and areas of weakness.

When areas of improvement are identified, changes to the instructional program and revisions are made to the SPSA.

Section should detail:

- **Critical findings**
- **Summary of findings**
- **Summary of results**
- **Succinct and focused findings**

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# DTS - “Stakeholder Involvement”

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

|  |
|--|
|  |
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# DTS - Dashboard

**October:** Schools provided embargoed CA Dashboard results.

**November:** Schools provide SSC with embargoed results via email; seek input on any final changes based on CA Dashboard.

**Due:** November 30, 2019

## School and Student Performance Data

### Overall Performance

#### 2018 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



##### Mathematics



#### Academic Engagement

##### Chronic Absenteeism



#### Conditions & Climate

##### Suspension Rate



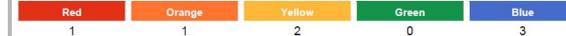
#### Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

#### 2018 Fall Dashboard English Language Arts Equity Report



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3-8 and grade 11.

#### 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

| All Students   | English Learners  | Foster Youth  |
|--|---|---|
| <p>Green</p> <p>20.9 points above standard<br/>Maintained 2.2 points</p> <p>906 students</p> | <p>Orange</p> <p>65.7 points below standard<br/>Declined -4.9 points</p> <p>205 students</p>  | <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |
| Homeless   | Socioeconomically Disadvantaged   | Students with Disabilities  |
| <p>No Performance Color</p> <p>0 Students</p>  | <p>Yellow</p> <p>42.8 points below standard<br/>Increased 10.7 points</p> <p>319 students</p> | <p>Red</p> <p>100.7 points below standard<br/>Declined -11.9 points</p> <p>121 students</p>                 |

Last year

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# DTS - Recommendations & Assurances

## UPDATED signatures:

- DAC representative
- DELAC representative
- GATE DAC representative
- School site representative
- SEDAC representative
- Other

## Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

District Advisory Committee Representative

English Learner Advisory Committee Representative

Gifted and Talented Education Program Advisory Committee Representative

School Site Representative

Special Education Advisory Committee Representative

Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Last year

Memo & Timeline

Guidance Document

**DTS Template**

Rubric

# SPSA Monitoring & Accountability Tool

How will we measure the effectiveness of the SPSA?

How do we ensure the SPSA is our school's *strategic tool* for schoolwide improvement as measured by the CA Dashboard?

## Intended users:

- School Site Council
- School leadership team
- SPSA Data Meetings w/ Superintendent, Asst. Superintendent, Director, Principal

| SPSA Monitoring & Accountability Tool  |                  |                       |                |                |                    |            |
|--|------------------|-----------------------|----------------|----------------|--------------------|------------|
| LCAP Goal 1<br>Implement targeted actions and services that support positive student outcomes.                           | Evidence in SPSA | Implementation Status |                |                |                    |            |
| SPSA clearly articulates, measurable goals for improvement in student achievement?                                       |                  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |
| SPSA clearly articulates strategies/activities for closing the achievement gap?  |                  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |
| SPSA provides adequate actions/services based on identified program gaps and student needs?                              |                  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |
| SPSA provides involvement of stakeholders in the creation and monitoring of SPSA.  |                  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |
| SPSA provides adequate actions/services for English Learners in both learning English and gaining access to content?     |                  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |
| SPSA provides adequate actions/services for Students With Disabilities, and addresses the Least Restrictive Environment? |                  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |
| SPSA provides opportunities for teachers to learn about and effectively implement Universal Design For Learning?         |                  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |

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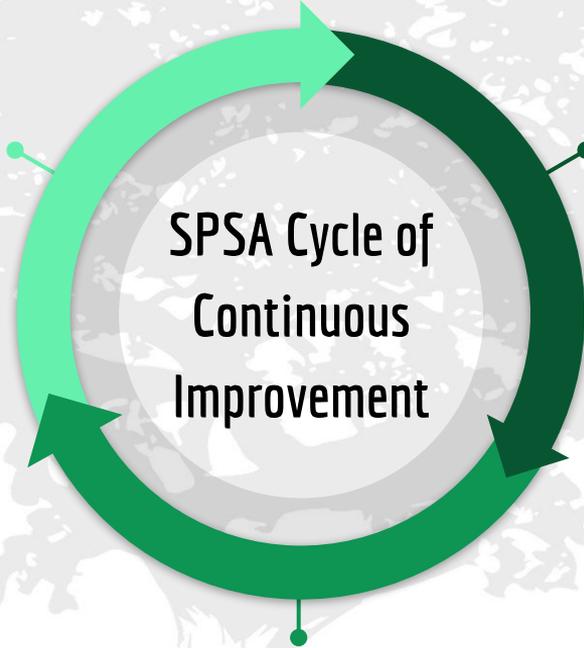
# SPSA Monitoring & Accountability Tool (Dashboard)

| CA Dashboard Indicators  | Implementation Status |                |                |                    |            | Evidence in SPSA |
|--|-----------------------|----------------|----------------|--------------------|------------|------------------|
| SPSA implements best-practice approaches to increase student achievement in ELA, for all students including SWD, EL, Homeless/Foster, SED.     | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |                  |
| SPSA implements best-practice approaches to increase student achievement in Math, for all students including SWD, EL, Homeless/Foster, SED.    | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |                  |
| SPSA implements best-practice approaches to reduce chronic absenteeism, for all students including SWD, EL, Homeless/Foster, SED.              | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |                  |
| SPSA implements best-practice approaches to reduce suspensions, for all students including SWD, EL, Homeless/Foster, SED.                      | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |                  |
| If applicable, SPSA implements best-practice approaches to increase graduation rates for all students including SWD, EL, Homeless/Foster, SED. | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |                  |
| If applicable, the school implements best-practice approaches to increase college/career readiness.  | Not at all<br>1       | Minimally<br>2 | Partially<br>3 | Substantially<br>4 | Fully<br>5 |                  |

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# It's All About The Process!

**Monitor  
implementation  
of SPSA**



**Conduct SPSA  
evaluation &  
comprehensive  
needs assessment**

**Develop SPSA measurable  
objectives and strategies**



# QUESTIONS COMMENTS or FEEDBACK

