



**RESOURCE INEQUITIES AND EVIDENCE-BASED INTERVENTIONS**  
 (New Section of the SPSA Under “RI” Tab on Online SPSA Platform)  
 -- AN SOS ANNOTATED ANCHOR --

**RESOURCE INEQUITIES REVIEW**

**Guidance and Instructions:** All schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Alongside your Local District support staff, consider the Resource Inequities reflection prompts available [here](#). Note that responses to questions 1 through 3 must be actionable at the school site.

**1. What actionable [resource] inequities were identified by the school?**

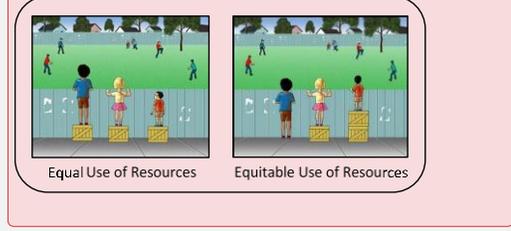
**LACK OF MEANINGFUL ACCESS TO AFTER-SCHOOL INTERVENTION:**  
 The school’s intervention program over the last three years has entailed two 10-week after-school sessions, one in the fall and one in the spring. These sessions provide small group instruction and tutoring in ELA and math by our teachers three days per week for students identified as being at risk of not meeting grade level standards. Based on review of student participation records, however, it has become clear that a disproportionately low percentage of our students living in poverty (i.e., socioeconomically disadvantaged students) actually participate in the program. For example, in 2017-2018, the school invited 150 students to participate in the fall ELA session; 100 students attended the program. Although the invited group included 100 students living in poverty, only 55 participated. In other words, only 55% of students living in poverty accessed the intervention program whereas 90% of the other invited students were able to participate. This disproportionality is particularly concerning in view of substantial evidence that our intervention program is working for the vast majority of its participants. Data from pre- and post-session assessments and student surveys confirms that those students living in poverty who have participated in the intervention program make significant academic progress that is at least the equivalent of the gains made by other program participants.

Based on our root cause analysis, which has included close examination of responses to student surveys and follow-up interviews, we have identified several significant barriers to participation in after-school intervention faced by our students living in poverty: competing responsibilities such as the need to care for siblings or do other work; lack of access to transportation; adverse conditions and effects related to basic needs (sleep, food, etc.); and social-emotional challenges. Our school’s decision to use our resources to offer intervention only after school thus has led to inequitable access to intervention support for our most vulnerable students.

**INEQUITABLE ACCESS TO TECHNOLOGY-BASED INSTRUCTIONAL OPPORTUNITIES:**  
 The school has a well-equipped computer lab, and each class uses the lab at least one hour per week to reinforce and extend core instruction in literacy and math. Teacher observation and student survey results reveal, however, that many of our low-income students are spending the majority of their computer lab time trying to figure out how to use the technology instead of

**Commented [A1]: ANNOTATED ANCHOR**  
 This annotated anchor is designed to provide guidance for completing the new “Resource Inequities and Evidence-Based Interventions” tab on the online SPSA platform.  
 The annotations (i.e., comment bubbles) to the right of the body of the template (such as this bubble) provide specific guidance for completing the corresponding section of the tab. (Note: The comment bubble highlights the corresponding provision for which it is giving guidance.)  
 The blue text within the template provides anchors, i.e., concrete examples intended to support schools in developing and writing their own school-specific responses to the template prompts. All blue text within the template therefore should be replaced with the responses developed by the school.  
**NOTE:** The various examples used throughout this tool pertain to different grade configurations and other school characteristics, and therefore are not internally consistent or aligned.

**Commented [A2]: Describe the School’s “Actionable Resource Inequities”**  
 The purpose of the “Resource Inequities Review” section of the tab is to identify and describe “actionable resource inequities” that exist at the school. To achieve this purpose, the school needs to review, analyze, and reflect on its educational program, student outcome data, and other relevant information to identify those program components or aspects of practice in which the school’s use and distribution of its resources (human, fiscal, material, space, and time) result in relatively low student performance for one or more student subgroups. Stated another way, a school that strategically and equitably employs its resources to maximize their utility and impact will consistently produce high levels of academic success for all students.



actually getting to use the time to learn the literacy and math content being delivered via the technology. The evidence indicates that this inequitable access is due to their relative lack of experience and support in using computer technology outside of school.

#### INEQUITABLE USE AND DISTRIBUTION OF TEACHER ASSISTANT SERVICES

Our school has been using its Title I and TSP funds to purchase nine (9) 3-hour teacher assistant (TA) positions each year. They are assigned to provide 90 minutes of support to each teacher in grades K-2. Based on our review of SBAC, ELPAC, and DIBELS data, however, we have noticed that students in our English Learner and Socioeconomically Disadvantaged student subgroups continue to experience comparatively low levels of performance in both ELA and Math. We are realizing that we need to reconsider the way that our school is using its TA positions in order to deploy them more equitably and ensure that we maximize their impact on student achievement for at-risk students. We also need to figure out how we can increase the professional capacity of our TAs to provide more effective instructional support in the classroom to meet the diverse needs of our at-risk students.

#### DISPROPORTIONATE GATE IDENTIFICATION:

Based on data review, the school has identified an equity concern regarding the percentage of English Learners who are identified as gifted and talented. In the current year (2019-2020), the school's student population of 560 includes 68 students identified as gifted and talented. Only four of this gifted and talented student group (6%) are English Learners and six (9%) are Reclassified Fluent English Proficient (RFEP) students, even though English Learners and RFEP students constitute 48% and 15%, respectively, of the school's total student population. The school is in the process of gathering and reviewing data and information regarding the school's rates of referral for GATE assessment in order to inform further analysis of the causes for this disproportionate identification of EL and RFEP students as gifted and talented, and determine how our school might better use its resources to address this inequitable student outcome.

### 2. Which [resource] inequities are priorities for the school to address?

The school's top two priorities are to address

- (1) the lack of meaningful access to after-school intervention and
- (2) the inequitable access to technology-based instructional opportunities.

### 3. How will the school address these [resource] inequities?

#### LACK OF MEANINGFUL ACCESS TO AFTER-SCHOOL INTERVENTION:

In consultation with our key stakeholder groups (teachers, parents, and students), the school is in the process of researching alternative approaches and scheduling options for intervention, as well as potential ways to remove or reduce barriers to participation, in order to provide more meaningful access to intervention for students living in poverty. Some of the ideas currently on the table are the creation of intervention opportunities within the daily bell schedule, the provision of bus tokens and other transportation supports, and the possibility of creating an after-school program or service to alleviate student challenges related to sibling care.

#### **Commented [A3]: Set School Priorities**

It is critical that schools act, and continue to act, with great urgency to remedy their resource inequities. As the proverb goes, however, "Rome was not built in a day." Depending on the number and nature of the resource inequities it has identified, a school may or may not be able to successfully tackle all of its challenges simultaneously. In this section, please review the resource inequities identified in the school's response to Prompt #1 above and specify the resource inequities that the school intends to prioritize and take immediate action to remedy.

#### **Commented [A4]: Delineate School Plan to Remedy Its Prioritized Resource Inequities**

In this section, the school needs to delineate its specific action plans for remedying each of the resource inequities that it has prioritized in response to Prompt #2 above. Note: These action steps do not necessarily have to be new or additional strategies/actions – they may be steps that the school already plans to implement, as part of its Title I program or otherwise.



**INEQUITABLE ACCESS TO TECHNOLOGY-BASED INSTRUCTIONAL OPPORTUNITIES:**  
 In order to enable our low-income students to gain the technology skills necessary to fully access the school's technology-based instructional opportunities and resources, the school plans to purchase 125 Chromebooks or laptops that will be made available for student check-out for individual use after school and at home/outside school. We are also looking into the possibility of purchasing mobile hotspots or other potential methods for providing Internet access for students and families without access at home. In addition, the school will establish a lunch-time technology club, led and supported by our technology teacher, that will engage students in high-interest projects designed to develop technology skills. Last but not least, we also are considering how we might modify our Advisory classes to incorporate additional opportunities to learn and practice technology skills.

**4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "N/A" in the textbox below.**

The school has been allocated resources such as itinerant services (e.g., nurse, counselor, PSW, school psychologist, etc.) according to seemingly inequitable formulas that do not appear to take into account the relative needs of the specific student population being served at our small continuation high school. For example, like all schools of a similar size serving the same grade span, we are allocated one day of counseling. Yet our school serves a comparatively high-needs population that requires a commensurately higher level of services and supports in order to experience an equal level of school success. TSP allocations and the like do not sufficiently "right" these inequities. Similarly, as a small school serving a high-needs population, we often have difficulty attracting high quality staff, and also tend to be assigned less-experienced itinerant staff despite our higher-than-average level of needs.

## EVIDENCE-BASED INTERVENTIONS

**Guidance and Instructions: All schools must implement Evidence-Based Interventions as part of their improvement plan. Per ESSA, the term "intervention" can include activities, strategies, or interventions. For further guidance on Evidence-Based Interventions, click [here](#). Complete questions 1 through 9 for each evidence-based intervention that will be implemented.**

**1. Student Groups: Indicate the student group(s) that will be the focus of this evidence-based intervention.**

- |  |   |
|--|---|
| <input type="checkbox"/> Students with Disabilities  | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> Homeless                    | <input type="checkbox"/> Foster Youth                               |
| <input checked="" type="checkbox"/> English Learners | <input type="checkbox"/> Race/Ethnicity - Specify                   |

**Commented [A5]: Share Other Resource Inequities**

The purpose of this section is to provide the school with an opportunity to identify resource inequities that negatively affect the quality of its educational program and student outcomes but that the school does not control or cannot realistically influence. In addressing this prompt, the school needs to focus primarily on resource inequities that are actionable at the District level. It is important to be careful to avoid any discussion that could be misconstrued as blaming at-risk students and their families for their low performance, their misfortunes, and/or our struggles to meet their needs.

**Commented [A6]: Identify At Least One Evidence-Based Intervention**

In this section of the tab, the school must identify and describe its plan for implementing at least one "evidence-based intervention" (as defined by ESSA) designed to improve its educational program in order to meet the needs of one or more student subgroups in one or more areas of low performance on the CA School Dashboard. Please note that the term "intervention" is a bit of a misnomer – it can be any appropriate strategy or action, including improvement or addition of a Tier I, II, and/or III instructional practice, that will help the school to improve. Please also note that it does not necessarily have to be a new or additional strategy/action – it may be a strategy/action that the school already plans to implement, as part of its Title I program or otherwise. **IMPORTANT NOTE:** If the school is identifying more than one evidence-based intervention in this section, please be sure to click on the tab's button for creating additional "pages" - please describe only one evidence-based intervention per page.

**Commented [A7]: Identify Student Subgroup(s) Who Will Benefit from the Evidence-Based Intervention**

Please identify the student subgroup(s) that will be the focus of the school's identified evidence-based intervention. In considering which subgroup(s) will substantially benefit from the school's identified intervention, please carefully consider how the intervention is designed and will be implemented to help the school meet the specific needs of a given subgroup.



**2. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> English Language Arts (3-8,11) | <input type="checkbox"/> Mathematics (3-8,11)        |
| <input type="checkbox"/> English Learner Progress (1-12)           | <input type="checkbox"/> Chronic Absenteeism (TK-12) |
| <input type="checkbox"/> Suspension Rate (TK-12)                   | <input type="checkbox"/> College/Career (9-12)       |
|  | <input type="checkbox"/> Graduation Rate (9-12)      |

**Commented [A8]: Identify Performance Area Target(s) of the Evidence-Based Intervention**

Please carefully consider which and how many of the CA School Dashboard performance indicators are being targeted with the identified intervention. The general expectation is that the school's evidence-based intervention will help the school to achieve measurable gains in all of the checked areas. In making this determination, please review and consider the scope and findings of the research that the school is using to determine the evidence rating of the intervention. Please see Prompts ## 3, 4 and 8 below.

**3. Evidence Rating: Indicate the Evidence Rating for the intervention (see p. 7 of [USDE] guidance [here](#)).**

- Strong, Moderate, Promising  
 Demonstrates Rationale

**Commented [A9]: Specify Basis for Evidence Rating**

In Prompts #3 and #4, the school must rate the quality of the evidence that supports implementation of the identified intervention, and specifically cite the source of the evidence on which the school has relied in making its determination that the identified intervention meets the evidence rating requirement. IMPORTANT NOTE: If neither Evidence for ESSA, What Works Clearinghouse, nor the LAUSD Evidence-Based Intervention Bench identifies the school's intervention as "Strong", "Moderate", or "Promising", and the school has any uncertainty regarding whether the evidence otherwise available provides a sufficient basis for making a determination that the intervention is likely to improve student outcomes, please contact us as soon as possible so we can provide additional guidance and support.

**4. Rating Rationale: Indicate the source that was used to determine the rating.**

- |   |   |
|---|---|
| <input type="checkbox"/> What Works Clearinghouse<br><a href="https://ies.ed.gov/ncee/wwc/fww">https://ies.ed.gov/ncee/wwc/fww</a>                          | <input checked="" type="checkbox"/> Other - Specify and Provide Link to Study [include specific page number(s) for the evidence]: |
| <input type="checkbox"/> LAUSD Evidence-Based Intervention Bench<br><a href="https://achieve.lausd.net/Page/14464">https://achieve.lausd.net/Page/14464</a> |   |
| <input type="checkbox"/> Evidence for ESSA<br><a href="https://www.evidenceforessa.org">https://www.evidenceforessa.org</a>                                 |   |

The following study supports our school's determination that our evidence-based intervention, ALEKS, meets the criteria for a "Promising" intervention:  
[https://www.aleks.com/k12/ALEKS\\_at\\_Big\\_Bear\\_Middle\\_School.pdf](https://www.aleks.com/k12/ALEKS_at_Big_Bear_Middle_School.pdf)

**5. Intervention Status: Indicate if this is a new or continuing Intervention.**

- New  Continuing

**Commented [A10]: State Pre-Existing Use of the Identified Intervention**

Please indicate whether the school is already implementing the identified intervention or will be implementing it for the first time. Please also see Prompt #9 below.



6. **Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.**

Read 180 (Houghton Mifflin Harcourt)

7. **Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the SPSA Goal & Focus Area.**

Our school has identified Read 180 as our evidence-based intervention intended to help us improve outcomes for at-risk students in ELA. Based on our data and root cause analysis, we have determined that our English Learners and Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in reading comprehension. Read 180 is a reading program specifically designed to meet the needs of struggling readers whose reading proficiency is two or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. At our school, Read 180 is delivered in 90-minute sessions that include whole group instruction, three small group rotations, and whole class debriefing. Small group rotations include individualized instruction using an adaptive computer application, small group instruction, and independent reading. Our school will implement Read 180 on a daily basis during extended English Language Arts instruction. We will also use the program after school in a small group intervention setting to support students not making adequate progress. The Read 180 program will be funded using TSP funds.

**Commented [A11]: Name the Evidence-Based Intervention**

Please briefly name or identify the school's evidence-based intervention with sufficient specificity that all stakeholders can understand and seek additional information, if desired, via the Internet or otherwise. Please consider using the same identifier (name or descriptive phrase) used in the research cited in response to Prompt #4 above on which the school is relying to rate the evidence-based. Please do not provide, however, a detailed description of the intervention here; it will be described in response to Prompt #7 below.

**Commented [A12]: Describe the Evidence-Based Intervention**

Please provide a summary description of the identified evidence-based intervention, including the school's plan for implementation (setting, frequency/schedule, personnel, etc.). Please be sure to specify the student/school needs that the intervention is intended to meet. If the intervention entails the expenditure of funds, please identify the source of funding that the school will be using; however, please do not include expenditure details, which presumably will be documented in the corresponding plan and budget for the source of the funds (SPSA, TSP Plan, and/or LCAP).



**8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.**

**SPSA MEASURABLE OBJECTIVE(S) IN TARGETED AREA(S) OF NEED**

In order to evaluate the impact of our evidence-based intervention on student outcomes and our efforts to improve in our targeted area(s) of need, as identified in response to Prompt #1 above and in the Goal Pages of our School Plan for Student Achievement (SPSA), the school will use the following measurable objective(s) set forth in our SPSA:

On the Spring 2021 ELA SBAC assessments, students in the English Learner student subgroup will decrease their average Distance From Standard by a minimum of 13 points, from -82.8 to -69.8 points, as reported on the California School Dashboard.

On the Spring 2021 ELA SBAC assessments, students in the Socioeconomically Disadvantaged student subgroup will decrease their average Distance From Standard by a minimum of 15 points, from -69.4 to -54.4 points, as reported on the California School Dashboard.

On the Spring 2021 ELA SBAC assessments, the percentage of students in the English Learner and Socioeconomically Disadvantaged student subgroups who meet or exceed standards will increase by 7%, from 3% to 10%, and from 14% to 21% respectively, as reported on MyData.

**MEASUREMENT OF PROGRESS TOWARDS OBJECTIVES**

The school will monitor our progress toward achieving our ELA objectives by setting and evaluating our achievement of appropriate progress goals to be measured by periodic assessments, including Interim Assessment Blocks (IABs) and READ 180 assessment tools. At the beginning of the year, the school will use the READ 180 Reading Inventory Assessment as a screening instrument to determine student reading Lexile levels, and then use the same assessment tool to monitor student progress in the middle and end of the year. In addition, all students participating in the Read 180 program will complete the interim and end-of-year performance assessments that take place after Workshop 3 and Workshop 6. These assessments are research projects in which students choose a topic, research and evaluate sources, and use the process and strategies they have learned for informative writing to write a research paper.

School leadership and grade level teams will collaboratively review and analyze the results of the interim assessments to determine whether students are making adequate progress in the program and identify potential barriers to progress, as well as to inform instruction. Students who are not making adequate progress will be recommended for after-school intervention.

**METHOD FOR ENSURING HIGH QUALITY IMPLEMENTATION**

In order to ensure high quality implementation of the Read 180 program, which is necessary to maximize its effectiveness, the Principal and Intervention/Prevention Support Coordinator will regularly observe and provide actionable feedback to teachers delivering the program, using a strategic observation and feedback tool, and lead teaching staff in periodic review, identification, and discussion of program strengths, challenges, and strategies for improved delivery.

**Commented [A13]: Describe Method for Evaluating the Evidence-Based Intervention**

The response to this prompt must address three distinct aspects of the requisite evaluation, as shown in the example. **Use the headings and lead-in language shown in red ink in the example in order to prepare the school's response.**

Under the first heading ("SPSA Measurable Objective(s) in Targeted Area(s) of Need") and lead-in, please copy and paste the relevant measurable objective(s) for the targeted student subgroup(s) from the school's SPSA. Please also see the guidance regarding Prompts #1 and #2 above.

Under the second heading ("Measurement of Progress Towards Objectives"), please describe how the school will monitor and measure its progress towards meeting the measurable objective(s). Please address the frequency and method(s) for measuring and monitoring student/school progress, and specify the position(s) that will perform these responsibilities.

Under the third heading ("Method for Ensuring High Quality Implementation"), please address how the school will ensure high quality implementation of its identified intervention. Please address the frequency, method, and position(s) responsible for conducting the school's quality control.



9. If the response to question #5 is “Continuing,” what data support the claim that the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If the response to question #[5] is “New,” write “N/A” in the textbox below.

Our school first implemented Read 180 in 2017-2018. Review of SBAC trend data spanning the last three years shows that our students, including students in the English Learner and Socioeconomically Disadvantaged student subgroups, have been making progress at an increasing rate in ELA. We anticipate even greater gains as our teachers become more adept at delivering the program. In addition, as noted in the “Resource Inequities Review” above, our school is in the process of reviewing our after-school intervention program, which successfully uses Read 180 for ELA support, in order to find ways to increase the participation of students living in poverty in the intervention program.

**Commented [A14]: Provide Evidence Based on First-Hand Experience**

If the school has already been implementing the identified intervention, it is expected and presumed that the school’s own student subgroup performance data demonstrates the effectiveness of the intervention. In this section, please discuss the data that shows how the intervention is improving outcomes for students in the targeted subgroups at the school.

In the event that the school has identified an intervention that meets the evidence rating requirement but has not yet been successfully implemented at the school, please explain the school’s rationale for continuing to implement the intervention, and specify the changes that the school is planning to make in order to ensure effective implementation.

