SAN DIEGO UNIFIED SCHOOL DISTRICT

Date:	April 4, 2016
To:	Principals, Division and Department Heads, Area Superintendents
Subject:	MODIFICATION OF SITE PLANS FOR 2016-17 SCHOOL YEAR
Department and/or Persons Concerned:	Principals, School Site Councils (SSC), and Area Superintendents

Due Date: **March 2016   Single Plan for Student Achievement (SPSA)**
April 2016   SSC Minutes (SPSA Approval)

Reference: SB 374 of 2001, Public Schools Accountability Act (PSAA) of 1999 SB 1X Chapter 3 of 1999, AB 961 of 1999, Ed Code 64001, Ed Code 52055.750-52055.770, and ESEA Section 1003(g)

Action Requested:

1) Involve the SSC and other site advisory groups in **meaningful participation** in the revision of the site plan.

2) **Submit one (1) copy**: 2016-17 Single Plan for Student Achievement (SPSA) Recommendations and Assurances **with original signatures to designated Area Superintendent, Education Center, Room 2014**

3) Submit SPSA via Site Based Budget (SBB).

4) Maintain evidence of compliance on site.

Attachment 1	Major Categorical Funds Spending Guidelines 2016-17
Attachment 2	2016-17 Single Plan for Student Achievement Recommendations and Assurances
Attachment 3	Single Plan for Student Achievement (SPSA) Checklists and Timeline
Attachment 4	Professional Development Expenditures for Program Improvement **Schools Only** – Appendix F
Attachment 5	Financial Planning, Monitoring and Accountability Department 2016-17 Contact Information
Attachment 6a	WASC Recommendations 2016-17 EXAMPLE – Appendix G
Attachment 6b	WASC Recommendations 2016-17 TEMPLATE – Appendix G
Attachment 7a	SPSA Assessment and Evaluation – Appendix E
Attachment 7b	SPSA Assessment and Evaluation Summary – Appendix E

Brief Explanation:

As a result of SB 374, schools that receive categorical program funding through the Consolidated Application are required to develop a Single Plan for Student Achievement (SPSA). As part of the annual planning cycle (Ed Code 64001(g)), these plans must be reviewed and updated based on the most current student achievement data. At SDUSD these are Title I funds.

School plans need to be submitted the spring of 2016 for implementation in the 2016-17 school year. In order to process the budget allocations for 2016-17, a plan reflecting new updated *"scientifically-based research"* strategies that strengthen the core academic program must be submitted.

The term *"scientifically-based research"* means research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs [sec. 9101(37) of the ESEA]. This plan should reflect new priorities based on new/additional student needs, and/or similar methodologies with effective measurable outcomes.

SDUSD implements a Title I Schoolwide Program. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

The Schoolwide Program (SWP) requires a Schoolwide Plan. SDUSD embeds the SWP plan within the structure of the SPSA. Schools must annually evaluate the plan's implementation and outcomes to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written (34 CFR 200.26).

Upon approval, the Single Plan for Student Achievement is in place for the 2016-17 school year.

The SPSA identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan. State guidelines require that the SPSA:

- Assess student progress toward achieving stated goals and provide evidence.
- Identify site-specific achievement goals based on a variety of student performance data.
- Describe specific instructional strategies to accelerate student learning.
- Describe the ways in which student progress will be monitored on a regular basis.
- Identify interventions for students not meeting standards.
- Determine the necessary professional development for staff.
  (Program Improvement schools must allocate at least 10 percent (10%) of Title I funds to professional development. The professional development directly addresses the academic achievement problem that caused a school to be identified for Program Improvement).
- Delineate strategies for effective parent engagement (more than communication).
- Reflect estimated costs and funding sources.
- Involve consultation with other site advisory groups.

State regulations require that the School Site Council (SSC) shall be the group responsible for developing and modifying site plans in collaboration with the site advisory groups. **The SSC must also vote to approve the school's SPSA prior to the due date and must also vote during the year to approve changes to the SPSA.**

Consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets must continue to be a part of each SSC meeting. This ongoing involvement of the SSC in the review of the site plan is a critical element of the annual planning cycle and should be reflected in meeting agendas and minutes.

As a reminder, a one-year term (1 year) of membership is defined as service from November of elected year (or as soon as elections are held) through October of the next year. Documentation of SSC development, modification, monitoring, and evaluation of the site plans must be maintained at each school in the SSC Notebook. **All documentation must be maintained at the site for five (5) years, plus the current year.**

The SSC must:

1. **Review** all current student achievement data.

2. **Consult** site advisory groups.

3. **Complete** the following sections of the Single Plan for Student Achievement:

   - Appendix E, SPSA Assessment and Evaluation **(Attachment 7a)** with Assessment and Evaluation Summary **(Attachment 7b)**.
   - Appendix F, Professional Development Expenditures for Program Improvement & Watch List –Schools Only **(Attachment 4)**.
   - Site Information **(Step 1 of SBB)**.
   - SPSA Executive Summary **(Step 3 of SBB)**.
   - School Goals, Actions, and Costs **(Step 4 of SBB)**.
   - WASC Recommendations 2016-17 – Appendix G **(Attachment 6b)**.

4. **Attach** the following documents electronically into the SPSA via SBB in step 3.

   a. SPSA Assessment and Evaluation Summary – Appendix E **(Attachment 7a)**.

   b. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools – Appendix B.

   c. Home/School Compact – Appendix C.

   d. Professional Development Expenditures for Program Improvement & Watch List Schools Only – Appendix F **(Attachment 4)**.

   e. WASC Recommendations 2016-17 TEMPLATE– Appendix G **(Attachment 6b)**.

5. **Approve** the updated 2016-17 Single Plan for Student Achievement and sign the 2016-17 SPSA Recommendations and Assurances **(Attachment 2)**.

6. **Submit** the SPSA **(Step 10 of SBB)**.

Budget:

Remember that the site budget must reflect all categorical and LCFF expenditures identified in the Budget Expenditures sections of the site plan. Categorical and LCFF resources that may have been allocated to the school include:

- Title I (Resource Code 30100)
- Title I Arts Grant (Resource Code 30101)
- Title I Parent Involvement (Resource Code 30103)
- Title I Program Improvement (Resource Code 30106)
- LCFF (Resource Code 09800)
- LCFF (Resource Code 09806)

If categorical money is allocated in the budget and not identified in the plan, the budget and plan cannot be approved. Program Improvement (PI) schools are required to allocate a minimum of 10 percent (10%) of their Title I funds for professional development. Sites must specifically identify how non-instructional supplies and expenses support student achievement.

Training:

The Site Based Budget (SBB) tool will be used to produce the, 2016-17 Single Plan for Student Achievement (SPSA). Financial Planning, Monitoring and Accountability staff will provide assistance in completing the plans at the SPSA hands-on workshops scheduled in February.

SPSAs and categorical budgets (as applicable) must be approved by SSCs and signed by the school's principal, SSC chairperson, and designated area superintendent.

What to do	Where/When
1. One (1) copy of the 2016-17 Single Plan for Student Achievement (SPSA) **Recommendations and Assurances** (R/A) with **original signatures** of: ✓ Principal ✓ SSC chairperson ✓ Area Superintendent	**Submit one (1) original** of the 2016-17 SPSA R/A with original signatures to designated: Area Superintendent Education Center, Room 3126
2. 2016-17 Single Plan for Student Achievement (SPSA).	Submit 2016-17 SPSA via SBB tool

A checklist and timeline of activities to be completed has been included for your convenience (Attachment 3).

The Financial Planning, Monitoring and Accountability Department will review the budget allocations and plan alignment upon submission. If the budget for all categorical program funds is aligned with the site plan, the Financial Planning, Monitoring and Accountability Department will recommend the SPSA to the Board of Education for approval.

The Financial Planning, Monitoring and Accountability Department will consult with school principals and area superintendents to address necessary revisions. Schools will resubmit their SPSAs if revisions to the plans or budgets are required. Corrected plans and budgets are to be resubmitted via the Site Based Budget (SBB) tool for additional review by the Financial Planning, Monitoring and Accountability Department.

A copy of the Board of Education approved SPSA must be maintained on site. The SSC notebook should be used to maintain important information and documentation for school use to meet compliance requirements. In addition to the SPSA, the SSC notebook should include the School Accountability Report Card (SARC-long version), SSC Roster, categorical budget information, meeting documentation such as agendas, minutes and handouts.

If you have questions, please call the Financial Planning, Monitoring and Accountability Department at (619) 725-5609 or refer to the Financial Planning, Monitoring and Accountability Department Contact Information **(Attachment 5)**.

Vikki Henton
Director
Financial Planning, Monitoring and Accountability

APPROVED:

Jenny Salkeld
Chief Financial Officer
Office of Chief Financial Officer

VH:mdj

Attachments (9)

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

MAJOR CATEGORICAL (TITLE I) FUNDS
EXPENDITURE GUIDELINES 2016-17

A. FUNDS INCLUDED:

Resource Code 30100	Basic Program Title I/Part A	Part of the Elementary and Secondary Education Act, which provides federal money to support economically disadvantaged students and close academic achievement gaps.
Resource Code 30103	Title I Parent Involvement	Used to encourage parent involvement in order to improve student achievement.
Resource Code 30106	Title 1 Program Improvement Supplemental (PI)	Supplemental funds to implement provisions of Elementary and Secondary Education Act. Funding is provided with the goal to improve student achievement while meeting the state's standards that will allow the school to exit PI status. Schools in PI year 3 receive the funds in preparation for PI year 4 and then receive it each year in PI thereafter.

B. PURPOSE:

1. Focus on improving instruction and extending learning time. These programs enable schools to provide **supplemental** opportunities for students to achieve proficiency in the state content standards. **Emphasis is on direct instructional support to students in core subjects.**

2. Professional development is a priority and is available to anyone in a schoolwide program, including teachers, classroom aides and, where appropriate, other staff and parents. Activities must be based on student needs at the school site. **A minimum of 10 percent (10%) of the total Title I allocation should be devoted to professional development. (Program Improvement schools *must* allocate a minimum of 10 percent (10%) of Title I funds to Professional Development; Resources 30100/30106).**

3. **Supplement,** not supplant the district's general program. Use of Title I funds must not replace district funds. Title I funds must add to or enhance district program.

4. Foster new types of parent partnerships that focus on improving student achievement.

C. **PROCESS:**

Single Plan for Student Achievement (SPSA)

A Needs Assessment identifies student learning needs at the school site based on an analysis of current student performance data in relation to state standards. The focus is on the academic needs of the children. The students' educational needs drive the planning cycle. The SPSA describes strategies that will coordinate use of federal, state, and local resources to improve instruction and student achievement. The School Site Council (SSC) oversees and approves the plan and use of the associated Title I budget allocations.

Title I Schoolwide Program (SWP)

A federal program that puts emphasis on high achievement for all students while serving the most disadvantaged youth and providing flexibility in spending Title I funds. The needs assessment is a required component of the SWP and the SPSA serves as the Title I Schoolwide Plan.

D. **BUDGET:**

1. Each site develops a budget to implement all strategies for each available funding source. It includes but is not limited to staffing, materials, supplies, contracted services, and equipment that will directly enhance student learning at the school site. The SPSA and the embedded Title I budget is approved by the Board of Education.

2. The SSC must approve transfers of allocations within any of the above-listed programs.

E. **SPENDING:**

Expenditures from the Title I resources listed above are routed through the Financial Planning, Monitoring and Accountability Department for approval. Approval of all expenditures, including PARs, must be obtained prior to the purchase, event, or start date.

Spending Instructions for Title I Budgets:

SSC approval is required for revisions to Title I expenditures originally allocated in the SPSA. The Title I Justification of Expenditure and SPSA Addendum document these changes and must be kept with the SPSA.

Complete the Title I Justification of Expenditure and SPSA Addendum in order to make revisions to Title I spending. Send the Title I Justification of Expenditure and SPSA Addendum with original principal and SSC chairperson signatures along with SSC meeting minutes verifying SSC approval.

> **Send to:**
> **Financial Planning, Monitoring and Accountability Department**
> **Education Center, Room 3126**

The Financial Planning, Monitoring and Accountability (FPMA) resource teacher notifies the principal and budget analyst via an email upon approval of the expense/budget transfers.

TITLE I FUND REQUIREMENTS AND RESTRICTIONS EXPLAINED:

All categorical budgets **MUST** be for direct services that impact student achievement. **Students must be considered first**. You must be able to answer the questions:

- Are these expenditures centered on our student needs?

- Do these expenditures provide supplementary services that would not be provided absent categorical funding?

- Do position allocations for categorical funds match the proportion of each position actually performing direct, supplementary services to students?

- Do these expenditures directly affect each student in progressing to proficiency on the Common Core State Standards?

- Does this categorical funding allocation help us reach our area goals?

- Is this activity reflected in our SPSA?

SPECIFIC SPENDING PROCESSES AND REQUIREMENTS:

1. **Equipment**
   a. General type of equipment and intended use/benefit must be identified in the site plan.
   b. If not **clearly instructional**, seek guidance in advance from your assigned Financial Planning, Monitoring and Accountability Department Resource Teacher.
   c. No procurement cards.
   d. No confirming orders (i.e., purchase order created after item is purchased and delivered).

2. **Instructional Materials**
   a. Must be related to student academic needs, instructional focus, and core curriculum.
   b. Supplemental to district funded materials and instruction.

3. **Non-Instructional Supplies and Expenses**
   a. Must specifically identify how non-instructional supplies and expenses support student achievement.
   b. Must specifically identify how administrative costs such as postage, office supplies, clerical time, etc., as well as maintenance agreements, and non-classroom equipment support student achievement.

4. **Travel must be pre-approved**
   a. Submit travel authorization **prior** to trip with justification tied to site plan.

5. **Conferences and/or Consultants (for professional development)**
   a. Must be related to site plan.

6. **Field Trips**
   a. Must be part of classroom instructional plan.
   b. Must be related to core academics.
   c. Must have appropriate pre- and post-trip activities.
   d. Must be tied to the SPSA.
   e. Must be part of classroom instructional plan.
   f. Must be related to core academics.
   g. Must have appropriate pre- and post-trip activities.
   h. Must be tied to the SPSA.

7. **Substitutes (for classroom teachers)**
   a. For professional development.
   b. To provide sick leave for teachers paid from the same funding source.

8. **Hourly time**
   a. For professional development.
   b. Extra time for support of academic programs.
   c. Clerical time beyond the regular school day in support of academic programs.

9. **Parent Involvement**
   a. Workshops for parents.
   b. Materials for parent meetings, training, parent resource library.
   c. Speakers or consultants for parents.
   d. Communications with parents (including mailings).
   e. Light refreshments only.
      - Meals are **NOT** allowable.
   f. Childcare for parents to attend workshops.
   g. Translation for parents attending workshops.
   h. Equipment and supplies for parent room.

   Reminder: Title I funds are never used to fund the following expenses
   a. Noon duty
   b. Meals
   c. Athletic equipment
   d. Medical supplies
   e. Custodial supplies
   f. Building improvement
   g. Replacement of i21 materials; check with IT Help Desk for available supplies.
   h. Vice Principals
   i. Clerical Positions
   j. Copier Contract
   k. Community Service Assistant
   l. Campus Security

CATEGORICAL SPENDING GUIDELINES
2016-17

Rationales for Categorical Spending must be clearly described in the Single Plan for Student Achievement (SPSA).

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses

30100	**Title I Basic**
	• **Required:** Program Improvement schools must allocate 10% of Title I funds for Professional Development.
		• Equipment –directly related to support student achievement in the Common Core State Standards.
		
		• Instructional Materials
		
		• Travel for professional development (must be pre-approved).
		
		• Conferences for professional development.
		
		• Field Trips (in support of common core instruction).
		
		• Substitutes to provide release time for professional development **(for classroom teachers)**.
		
		• Parent Involvement
		
		• Extended Day/Year Programs
		
		• Additional FTE above district allocation including:
		  – Nurse
		  – Counselor
		  – Avid teachers and tutors
		  – Class size reduction teachers
		  – Push-in Instruction teacher
		  – Subject-specific resource teachers
		  – Classroom teachers who provide qualitatively different instruction to underperforming students.
		  – Prep teachers (only if used to release teachers for professional development).
		  – Parent Academic Liaison
			• Administrative Positions including Vice Principals and Dean of Students
			
			• Clerical positions
			
			• Network Tech- unless working **directly** with students on intervention programs and/or activities.
			
			• Copier contract
			
			• Community Service Assistant
			
			• Campus Security
			
			• Noon Duty
			
			• Meals
			
			• Athletic equipment
			
			• Medical supplies
			
			• Custodial supplies
			
			• Building improvement

Categorical Spending
Guidelines 2016-17- continued

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses

30100		• Hourly time including:
		   – Classroom teachers and classified staff working directly in supplemental services and/or programs for students Nursing Time
		   – Counselor Time
		• Pupil Advocate
		• Assistants (guidance, classroom, library, etc.)
		• If working directly with students on intervention programs or activities.
		   This MUST be clearly articulated in the SPSA.	

30103	**Title I Parent Involvement**	• Materials for parent meetings and training • Conferences and workshops for parents • Parent communication materials • Light refreshments. (meals are not allowable)	• *Same as for Title I Basic.* • *Meals*
30106	**Title I Program Improvement Supplemental (PI schools in Years 4 & 5 only**)	• *Same as for Title I Basic* • **Required** to set aside 10% of allocation for staff professional development. • Expenditures must be directly related to meeting the goals in the school's Program Improvement plan.	• *Same as for Title I Basic.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2016-2017 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME:

SITE CONTACT PERSON:

PHONE: **FAX:**   **E-MAIL ADDRESS:**

<div style="border:1px solid black;">

DUE April 2016

</div>

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☐ **Title 1 Schoolwide Programs (SWP)**   ☐ **Program Improvement (PI)**

☐ **Y1** ☐ **Y2** ☐ **Y3** ☐ **Y4** ☐ **Y5** ☐ **Y5+**

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

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

    CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

    ☐ English Learner Advisory Committee (ELAC)   Date of presentation:_____

    ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

    ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

    ☐ Site Governance Team (SGT)   Date of presentation: _____

    ☐ Other (list): _____   Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon 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.

6. The site plan or revisions to the site plan were adopted by the SSC on: _____

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

_____   _____   _____
Type/Print Name of School Principal   Signature of School Principal   Date

_____   _____   _____
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson   Date

_____   _____   _____
Type/Print Name of Area Superintendent   Signature of Area Superintendent   Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

![San Diego Unified School District logo]

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

SINGLE PLAN FOR STUDENT ACHIEVEMENT
CHECKLIST AND TIMELINE

The Single Plan for Student Achievement (SPSA) is **due on March 4, 2016**. The following checklist is being provided as a guide in the development process.

ACTIVITY	DUE DATES
☐ School Site Council (SSC) is formed.	By November 2, 2015
☐ Involve parents and community in developing and implementing the school plan. ☐ Seek school committees' input. This needs to be documented in SSC minutes.	On going
☐ Attend SBB workshop (Principals)	February 1-19, 2016

☐ Update and complete SPSA via SBB:
   ☐ Review and analyze student achievement data.
   ☐ Conduct SPSA Assessment and Evaluation of current academic program.
   ☐ Analyze and summarize SPSA Assessment and Evaluation.
   ☐ Establish SMART goals.
   ☐ Complete categorical budget for staffing (Principals, ILT, and SSC). Principals meet with Budget Analyst and Resource Teacher regarding 2016-17 workbooks.
 If needed, schedule individual time with budget analyst.
   ☐ Upload to SBB:
     ☐ Home School Compact (Step 3)
     ☐ Parent Involvement Policy (Step 3)
     ☐ Professional Development for PI Schools (Step 3)
     ☐ WASC Action Plan – Secondary Schools (Step 3)
     ☐ SPSA Assessment and Evaluation Summary (Step 3)
     ☐ Master Schedule – Secondary Schools (Step 6)
 ☐ Complete and approve all sections of the SPSA.
	March 4, 2016

![San Diego Unified School District]

Activity	Due Dates
☐ **Print one (1) copy** of the Recommendations and Assurances (R&A) and submit to Area Superintendent. Obtain **original signatures** from: ☐ Principal ☐ SSC Chairperson **R&A page must have original signatures.** No copies.	**March 11, 2016** One (1) copy of the R&A with original signatures
☐ Area Superintendent reviews SPSA and submits one (1) Recommendations and Assurances page with original signatures to: Education Center - 4100 Normal Street Financial Planning, Monitoring and Accountability (FPMA) – **Room 3126**	March 2016
☐ SPSAs submitted to the Board of Education for approval.	June 2016

APPENDIX F

School Name: (ENTER SCHOOL NAME)

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2016-17 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT SCHOOLS

Enter Total Allocation: Resource 30100	$0.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$0.00
10% allocation needed for PD	$0.00

Please check one: ☐ Watch List   ☐ Year 1   ☐ Year 2   ☐ Year 3   ☐ Year 4   ☐ Year 5   ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$0.00
		10 % allocation has been met	**YES**

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Financial Planning and Development
Financial Planning, Monitoring and Accountability Department
Vikki Henton, Director

2016-17
CONTACT INFORMATION

STAFF ASSIGNMENTS	SCHOOL ASSIGNMENTS
Dario Gutierrez (619) 725-7785 Email: dgutierrez2@sandi.net	All Schools listed in: Areas 1 and 2 Home Hospital, Riley, TRACE, and Whittier, iHigh
Mary Johnson (619) 725-5611 Email: mjohnson8@sandi.net	All Schools listed in: Areas 5 and 6 DAC Liaison
Susan JK Weinshanker (619) 725-5614 Email: sweinshanker@sandi.net	All Schools listed in: Areas 3 and 4 ALBA WASC Coordinator

Eugene Brucker Education Center
4100 Normal Street, **Room 3126**

Telephone: (619) 725-5609
Fax: (619) 725-7055

Additional resources and information can be found at the
Financial Planning, Monitoring and Accountability Department website

http://www.sandi.net/Page/37313

Revised 01.14.16mj8

San Diego Unified
SCHOOL DISTRICT

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

APPENDIX G
WASC RECOMMENDATIONS   YEAR: _____

School: _____

Using the recommendations from your most recent full study visit complete the following template:

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
Continue to provide training and best practices opportunities during collaboration, inservice training for Common Core in efforts to strengthen differentiation strategies for all subgroups.	Goal: 1, 2, 3, and 4	Staff Training on new Common Core along with directions focusing on the needs and support structures for strategic & intensive high school learners, with an emphasis on English Learners. ILT to work with staff to develop a consistent intervention system for 9th and 10th grade students. Training for Administrative staff and ILT by district or County staff. ELA and EL staff to review	1a. Developed an understanding among site & district staff regarding the needs of strategic and intensive learners and developing an English/ Language Arts system which includes interventions to support their achievement. Agreement of Leadership & staff to offer a system of differentiated	Monthly discussions at ILT: Sept – June 2016 - Principal Monthly School Newsletter: Sept 2014 – June 2016 - Principal Monthly English Department Meetings: Sept 2014 – June 2016 – English Chair/ District Curriculum Specialist. Monthly Staff wide PLC development with a focus on ELA strategies for all curricular areas: Sept 2014 – June 2016 – ILT/

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
		pacing of 9th and 10th grade core program to ensure that students are receiving new Common Core standards and have appropriate assessments to track student proficiency.	interventions to students who are not performing at the "proficient" Level, including specific EL support. 1b. Review 9th and 10th grade standards-based curriculum to ensure that priority standards are addressed consistently among all grade level courses. Provide interventions available to students based on student test and achievement data; (courses listed in school course catalog – list student learning levels and skills provided/ taught. 9th & 10th grade ELA pacing guides are	English Department. Reports to be submitted to Principal for accountability Monthly for PLCs: Sept 2014 – June 2016: ILT/ Department Chairs. 9th grade Pre-CAHSEE Test: October – Vice Principal Parent Night schoolwide review of intervention the first week in December – Principal/ ILT. Data Reported to SSC in December – Principal/ ILT. Report to be Published from December meeting: first week in January – Principal/Vice Principal/ ILT. Update School Website: Jan 2015 – Principal/ IT

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
			developed and indicate priority standards. Principal walk-through includes the pacing calendar provided by the ELA staff presented and adopted by site staff.	
Increase student utilization of targeted support programs for all entering 9th grade students by identifying reading level.	Goal: 1, 2, 3, and 4	Meetings with feeder school, OLEA support for district and English Specialist to determine assessments to be used and the cut point for proficiency. Meetings with administration and counselors to develop procedures & practices that will ensure that the testing occurs in a timely manner and those students are placed appropriately in the correct courses in September. Meetings with feeder school to develop agreements for preparation for core ELA program and placement test to be given on Jun of 8th	Establish an ELA placement system that determines whether incoming 9th grade students either have the necessary reading level to access the 9th grade core curriculum, or need to be placed in an accelerated reading intervention program (below 6th grade) or need to be given a "strategic" intervention which may include a Strategic or ELD support.	Notification to all entering 9th grade parents and students regarding placement and testing: August – September – Principal/ Counselor/ ILT. Testing on all incoming 9th Graders – 8th and 9th grade English Teachers/ Counselor. Students placed in classes: September - Counselors

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
		grade school year.	9th grade ELA teachers give language arts instructional materials placement exam.

Develop a "watch list" for students who do not have reading ability for success.

Written regulations regarding placement assessment system which include the list of diagnostic assessment with entrance & exit "cut point" for core, strategic & intensive intervention courses. | |
| 3. Maintain a unified purpose through the implementation of site efforts and plans Transformation Plan/SIG, SPSA, WASC Action Plan, the College Majors branding projecting a consistent message and goals. | Goal: 1 and 5 | SSC to meet monthly to develop schoolwide vision to be shared with all stakeholders.

Staff Presentations of school | Development of a schoolwide vision that is adopted and utilized for staff, students, parents and the community after development and | All chairpersons will meet once a week from 8:00 – 10:00 a.m. to coordinate the implementation efforts for the site. |

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
		vision to promote student achievement for all ILT to work with staff and home groups to develop a consistent message for all students. Training for Administrative staff and ILT by district or County staff.	consensus. Revisiting of the School Vision Annual at Open House meeting	Fall Back-to-School Night September 7:00 p.m., coordinated by Vice Principal. Spring Open House April 7:00 pm – coordinated by Vice Principal. Monthly ILT meetings first Monday of every month, ILT Coordinator 2:30 – 4:00 p.m. Monthly SSC meetings – second Monday of every month – SSC Chair 2:30 – 4:00 p.m. Monthly Principal's Chats – every third Wednesday from 8:00 – 9:00 a.m. in Library weekly SIG meetings for all staff from 2:00 – 4:00 p.m. ELAC meeting third Monday of every month from 6:00 – 8:00 p.m. –

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
				coordinated by ELST All meetings will document the messages and the implementation. Evidence will include but is not limited to the agenda and the minutes for each specific group meetings. Quarterly evening counseling sessions from 6:00 – 8:00 p.m. during months Feb., May, Sept., and December.
4. Enhance capacity for credit recovery and remediation in an effort to increase graduation rate.	Goal 4	Meetings with administration and counselors to develop procedures and practices that will ensure that the testing occurs in a timely manner and those students are placed appropriately in the correct courses in September.	Develop a "watch list" for students who do not have reading ability for success. Written regulations regarding placement assessment system which include the list of diagnostic assessment with entrance and exit "cut point" for core, strategic and intensive intervention courses.	Weekly review by all teaching staff to identify all students not meeting proficiencies in English and mathematics. Thursday morning meeting with identified students with counseling staff. Fourth Thursday afternoon every month from 4 – 6 p.m. with parents of identified students.

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APPENDIX G
WASC RECOMMENDATIONS   **YEAR:** _____

School: _____

Using the recommendations from your most recent full study visit complete the following template:

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)

Reviewed 01.14.16mj8

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APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT
ASSESSMENT AND EVALUATION SURVEY

SCHOOL NAME: _____

Type or Print

Please keep these surveys in your SSC binder for FPM documentation.

1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated strategies/activities for maximizing instructional time?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Is the school using the state/district-adopted core instructional programs in language arts and mathematics daily?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school have a pacing guide for each grade level in order for all teachers to know when standards are expected to be addressed and in what order?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Does the school have a comprehensive assessment system in language arts and mathematics (including entry-level screening, diagnostic, benchmark, and summative assessments)?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. Do teachers and principals regularly analyze and discuss these data to make decisions regarding student placement, student progress, effectiveness of instruction, and intervention?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
6. Is the school implementing intensive interventions in language arts and mathematics for students who are over two years below grade level?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
7. Are students with disabilities taught in the least restrictive environment?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

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1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
8. Does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

9. Based on the needs analysis grade level(s), and/or content area(s) were targeted as needing improvement?
   a. Math
   b. English Language Arts (ELA)
   c. Science
   d. Social Studies
   e. English Language Development (ELD

10. Which **English Language Arts** strategies/activities supported by categorical programs address targeted subgroups or grade levels?
   After School Intervention   Saturday Intervention   During the day intervention (push-in, learning labs, auxiliary, etc.)
   Professional Development   Conference Attendance   CSR
   Technology   Contract Services   Supplemental materials
   Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)
   Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)
   Software Licenses (Accelerated Reader, Read 180, etc.)   Other_____

11. What were the results of the English Language Arts strategies/activities supported by categorical programs?
   a. All improved
   b. No improvement
   c. Partial growth/improvement
   d. No categorical funds were used

12. If there was no improvement or only partial improvement what are the possible underlying causes?
   a. Lack of timely implementation
   b. Limited or ineffective PD to support implementation
   c. Not implemented with fidelity
   d. Not matched to students' needs
   e. Student attendance
   f. Need more time
   g. Limited support personnel
   h. Other _____

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1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE	NOTES

13. What data supports this finding?
    a. Curriculum-based assessments
    b. Program assessments
    c. Teacher-created assessments
    d. Student work
    e. Periodic Assessments
    f. Grades/Report Cards
    g. CAHSEE
    h. Other _____		

14. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be eliminated next year?		
15. If continuing a strategy/activity that resulted only in partial improvement, what modifications will be made?		
16. Which **Mathematics** strategies/activities supported by categorical programs address targeted subgroups or grade levels? After School Intervention Saturday Intervention During the day intervention (push-in, learning labs, auxiliary, etc.) Professional Development Conference Attendance CSR Technology Contract Services Supplemental materials Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.) Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.) Software Licenses (Achieve 3000, etc.) Other_____		

17. What were the results of the Mathematics strategies/activities supported by categorical programs?
    a. All improved
    b. No improvement
    c. Partial growth/improvement
    d. No categorical funds were used		

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1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE	NOTES

18. If there was no improvement or only partial improvement what are the possible underlying causes?
   a. Lack of timely implementation
   b. Limited or ineffective PD to support implementation
   c. Not implemented with fidelity
   d. Not matched to students' needs
   e. Student attendance
   f. Need more time
   g. Limited support personnel
   h. Other _____		

19. What data supports this finding?
   a. Curriculum-based assessments
   b. Program assessments
   c. Teacher-created assessments
   d. Student work
   g. Periodic Assessments
   h. Grades/Report Cards
   i. CAHSEE
   j. Other _____		

20. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be eliminated next year?		
21. If continuing a strategy/activity that resulted only in partial improvement, what modifications will be made?		
22. Which **ELD** strategies/activities supported by categorical programs address targeted subgroups or grade levels? After School Intervention Saturday Intervention During the day intervention (push-in, learning labs, auxiliary, etc.) Professional Development Conference Attendance CSR Technology Contract Services Supplemental materials Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.) Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.) Software Licenses (Accelerated Reader, Read 180, LEXIA, BURST, etc.) Other _____		

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1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE	NOTES

23. What were the results of the English Language Development strategies/activities supported by categorical programs?
    a. All improved
    b. No improvement
    c. Partial growth/improvement
    d. No categorical funds were used		

24. If there was no improvement or only partial improvement what are the possible underlying causes?
    a. Lack of timely implementation
    b. Limited or ineffective PD to support implementation
    c. Not implemented with fidelity
    d. Not matched to students' needs
    e. Student attendance
    f. Need more time
    g. Limited support personnel
    h. Other _____		

25. What data supports this finding?
    a. Curriculum-based assessments
    b. Program assessments
    c. Teacher-created assessments
    d. Student work
    f. CELDT
    g. Periodic Assessments
    h. Grades/Report Cards
    i. CAHSEE
    j. Other _____		

26. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be eliminated next year?		
27. If continuing a strategy/activity that resulted only in partial improvement, what modifications will be made?		

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2. FOCUS AREA (CLOSING THE ACHIEVEMENT GAP)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated strategies/activities for closing the achievement gap?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Does the school have clearly articulated measurable goals for improvement in student achievement?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Is the school supplementing these programs appropriately based on program gaps and student needs?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Does the school provide adequate support to English learners in both learning English and gaining access to content?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. Do students with disabilities receive appropriate accommodations and modifications?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
6. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations?	Not at All 1	Minimally 2	Partially 3	Substantially 4	**Fully 5**	
7. Does the school provide adequate support to English learners in both learning English and gaining access to content?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
8. Do students with disabilities receive appropriate accommodations and modifications?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

9. Based on the comprehensive needs analysis, which subgroup(s) were targeted as needing improvement?

   a. English Learners   b. Students with Disabilities (SWD)   c. Socio-economically Disadvantaged
   d. Hispanic   e. African American   f. Other _____

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3. FOCUS AREA (PROFESSIONAL DEVELOPMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated measurable goals for professional development?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Does the school provide instructional assistance and support to teachers of language arts and mathematics?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school provide support to teachers regarding the core curriculum to deepen their knowledge about content and the delivery of instruction?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. How well are we using data to determine professional development for staff?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?						
6. What types of professional development has staff attended?						
7. What is the impact/effect of our professional development program?						
8. How are collective and individual decisions regarding professional development determined?						
9. How is implementation of professional development monitored?						

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4. FOCUS AREA (GRADUATION/PROMOTION)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated measurable goals for graduation/promotion?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Is there evidence to determine that the curriculum is clearly linked to the Core and other standards for student learning for promotion?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Is data used to inform curriculum, instruction, and assessment decisions to meet promotion or graduation standards?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. Is the staff focused on supporting and challenging all students to meet promotion and graduation goals?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners for promotion and/or graduation goals?

6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement?

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5. FOCUS AREA (PARENT ENGAGEMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					NOTES
1. Does the school have clearly articulated goals for parent engagement?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
2. Are families and community members involved in school decisions?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
3. Does the school regularly communicate to families who speak languages other than English?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. What types of services are available to support families, community members, and students to encourage healthy family relationships?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	

5. What evidence exists that families and community members are involved in meaningful activities that support students' learning? Which parents and community members are involved? What trends and patterns do we observe?

6. What types of community partnerships exist to support families and students?

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: _____

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	
CLOSING THE ACHIEVEMENT GAP	
PROFESSIONAL DEVELOPMENT	
GRADUATION/PROMOTION	
PARENT ENGAGEMENT	