SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: April 13, 2018

To: Principals, Area Superintendents, Division and Department Heads

Subject: MODIFICATION OF SITE PLANS FOR 2018-19 SCHOOL YEAR

Department and/or
Persons Concerned: Principals, School Site Councils (SSC), and Area Superintendents

Due Dates: **February 7, 2018**   Categorical (and all) budgets

April 6, 2018   **Traditional Schools** Single Plan for Student Achievement (SPSA)

May 2, 2018   **Year Round Schools** Single Plan for Student Achievement (SPSA)

May 30, 2018   SSC Minutes (SPSA Approval)

Reference: Ca Ed Code, 52050-52050.5, 52052.6, 64001 (a)(d)(f)(g)(h)

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

2) **Submit one (1) hard copy**: 2018-19 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 2018-19

Attachment 2   2018-19 Single Plan for Student Achievement Recommendations and Assurances

Attachment 3   Financial Planning, Monitoring and Accountability Department 2018-19 Contact Information

Attachment 4a   WASC Recommendations 2018-19 EXAMPLE

Attachment 4b   WASC Recommendations 2018-19 TEMPLATE – Appendix F

Attachment 5a   SPSA Assessment and Evaluation (English)

Attachment 5b   SPSA Assessment and Evaluation (Spanish)

Attachment 5c   SPSA Assessment and Evaluation Summary – Appendix E

Attachment 6   SPSA Checklist and Timeline

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). At SDUSD these are Title I funds. 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.

School plans need to be submitted the spring of 2018 for implementation in the 2018-19 school year. In order to process the budget allocations for 2018-19, 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, meet or exceed 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.

Upon approval, the Single Plan for Student Achievement is in place for the 2018-19 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.
- 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 October of elected year (or as soon as elections are held) through SSC roster due date of the following 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:

    i) Appendix E, SPSA Assessment and Evaluation **(Attachment 5a/5b)** with Assessment and Evaluation Summary **(Attachment 5c).**

    ii) Site Information **(Step 1 of SBB).**

    iii) SPSA Executive Summary **(Step 3 of SBB).**

    iv) School Goals, Actions, and Costs **(Step 4 of SBB).**

    v) WASC Recommendations 2018-19 – Appendix F **(Attachment 4b)**.

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

    i) SPSA Assessment and Evaluation Summary – Appendix E **(Attachment 5c).**

    ii) 2018/19 Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools - Appendix B.

    iii) 2018/19 Home/School Compact – Appendix C.

    iv) WASC Recommendations 2018-19 – Appendix F **(Attachment 4b).**

5. FPMA will insert the following documents into the final SPSA for BOE approval.

    i) Data – Appendix A. Multi-year demographic summary generated from https://www.sandiegounified.org/my-school.

6. **Approve** the updated 2018-19 Single Plan for Student Achievement and sign the 2018-19 SPSA Recommendations and Assurances **(Attachment 2).**

7. **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 Parent Involvement (Resource Code 30103)
- LCFF (Resource Code 09800)

If categorical money is allocated in the budget and not identified in the plan, the budget and plan cannot be approved. 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 2018-19 Single Plan for Student Achievement (SPSA). Financial Planning, Monitoring and Accountability Department staff will provide assistance in completing the plans at the SPSA hands-on workshops.

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) hard copy of the 2018-19 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 2018-19 SPSA R/A with original signatures to designated: Area Superintendent Education Center Room 2014 **Due Date: May 15**
2. 2018-19 Single Plan for Student Achievement (SPSA).	**Submit 2018-19 SPSA via SBB tool** - **April 6** (Traditional Calendar Schools) - **May 2** (Year Round Schools)

3. SSC Minutes approving
  a. 2018-19 Title I Budget (Title I schools)
  b. 2018-19 SPSA
	Email SSC minutes to your Resource Teacher
	
	Due Date: May 30th

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 staff 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 any 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 SSC Roster, categorical budget information, meeting documentation such as agendas, minutes and handouts. All Board approved SPSAs are available on the FPMA webpage. SPSA and SSC training materials are available on the FPMA webpage as well.

If you have questions, please call the Financial Planning, Monitoring and Accountability Department at (619) 725-5605 or refer to the Financial Planning, Monitoring and Accountability Department Contact Information **(Attachment 3)**.

Thomas P. Liberto, Director
Financial Planning, Monitoring & Accountability

APPROVED:

Debbie Foster, Executive Director
Finance Division

TL:db

Attachments (9)

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

MAJOR CATEGORICAL (TITLE I) FUNDS
EXPENDITURE GUIDELINES 2018-19

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.

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.

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 school 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 are routed through and reviewed by the Financial Planning, Monitoring and Accountability Department for approval.

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 3209

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 services that would not be provided absent categorical funding?

- 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 Single Plan for Student Achievement?

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. Must not replace 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. **Conferences and/or Consultants** (for professional development)
   a. Must be related to site plan.

5. **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.

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

7. **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.

8. **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 expenses/services provided by the District for the core program or that are otherwise funded through other specific District initiatives or grants.

2018-19
CATEGORICAL SPENDING GUIDELINES

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

Resource #	Resource Name	Allowable Expenses
30100	**Title I Basic**	• 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 • Parent Involvement • 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 • 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.). Working directly with students on intervention programs or activities. – This MUST be clearly articulated in the SPSA.

Resource #	Resource Name	Allowable Expenses
30103	**Title I Parent Involvement**	- Materials for parent meetings and training - Conferences and workshops for parents, including transportation - Parent communication materials - Light refreshments **(meals are not allowable)**.

![San Diego Unified School District]

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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME:

SITE CONTACT PERSON:

> **DUE:**
> **May 15, 2018 (Year Round)**

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

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

☐ **Title 1 Schoolwide Programs (SWP)**

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 THE 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 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 3209**

![San Diego Unified School District logo]

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department
Thomas Liberto, Director

2018-19
CONTACT INFORMATION

STAFF ASSIGNMENTS	SCHOOL ASSIGNMENTS
Dario Gutierrez (619) 725-7785 Email: dgutierrez2@sandi.net	All Schools listed in Areas 1, 2, 3, Office of Secondary Schools and Atypicals
Mary Johnson (619) 725-5611 Email: mjohnson8@sandi.net	All Schools listed in Areas 4, 5, 6 and DAC Liaison

Eugene Brucker Education Center
4100 Normal Street, **Room 3209**

Telephone: (619) 725-5605
Fax: (619) 725-7055

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

https://www.sandi.net/staff/monitoring-and-accountability-reporting/categorical-programs

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Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

APPENDIX F
WASC RECOMMENDATIONS   **YEAR:** 2018-2019

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.	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	Monthly discussions at ILT: Sept – June 2019 - Principal Monthly School Newsletter: Sept 2018 – June 2019 - Principal Monthly English Department Meetings: Sept 2018 – June 2019 – English Chair/ District Curriculum Specialist. Monthly Staff wide PLC development with a focus on ELA strategies for all

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)
		ELA and EL staff to review 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.	offer a system of differentiated 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.	curricular areas: Sept 2018 – June 2019 – ILT/ English Department. Reports to be submitted to Principal for accountability Monthly for PLCs: Sept 2018 – June 2019: ILT/ Department Chairs. 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 2018 – 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)
			9th & 10th grade ELA pacing guides are 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.	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	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)
		Meetings with feeder school to develop agreements for preparation for core ELA program and placement test to be given on Jun of 8th grade school year.	Strategic or ELD support. 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.	

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)
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 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.	Development of a schoolwide vision that is adopted and utilized for staff, students, parents and the community after development and consensus. Revisiting of the School Vision Annual at Open House meeting	All chairpersons will meet once a week from 8:00 – 10:00 a.m. to coordinate the implementation efforts for the site. 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

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)
				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. – 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.

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)
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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Financial Planning, Monitoring and Accountability Department

APPENDIX F
WASC RECOMMENDATIONS   **YEAR:** 2018-2019

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 01.19.18 mj

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					OBSERVATIONS
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. 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	
3. Does the school have a comprehensive assessment system in language arts and mathematics (including entry-level screening, diagnostic, and summative assessments)?	Not at All 1	Minimally 2	Partially 3	Substantially 4	Fully 5	
4. 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	

5. Based on the needs analysis grade level(s), which 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

6. Which English Language Arts/Math strategies/activities supported by categorical programs address targeted subgroups or grade levels? (Circle Subject)

After School Intervention ELA/M/ELD	Saturday Intervention ELA/M/ELD	During the day intervention (push-in, learning labs, etc.)	ELA/M/ELD
Professional Development ELA/M/ELD	Conference Attendance ELA/M/ELD	CSR	ELA/M/ELD
Technology ELA/M/ELD	Contract Services ELA/M/ELD	Supplemental materials	ELA/M/ELD
Software Licenses (Accel.Reader, Read 180,LEXIA, BURST, etc.) ELA/M/ELD	Other_____		ELA/M/ELD
Paraprofessionals (Teacher Assistants, Instructional Aides, Educational Aides, Library Aides, Counselor Aides, etc.)			ELA/M/ELD
Certificated Support Personnel (Intervention Coordinator, Instructional Coach, Data Coordinator, Counselor, Librarian, etc.)			ELA/M/ELD

1. FOCUS AREA (MAXIMIZING INSTRUCTIONAL TIME) - CONTINUED

7. What were the results/data findings (curriculum bases assessments, student work, report cards, etc) for strategies/activities supported by categorical programs or each goal?

    a. English Language Arts –

    b. Math –

    c. English Language Development –

    d. Graduation Rate –

    e. Parent Involvement -

8. 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 _____	

9. Based on the analysis of the impact of the strategies/activities on student achievement, which strategies will be modified or eliminated next year?

2. FOCUS AREA (CLOSING THE ACHIEVEMENT GAP)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					OBSERVATIONS
1. 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	
2. 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	
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. 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 _____

3. FOCUS AREA (PROFESSIONAL DEVELOPMENT)	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					OBSERVATIONS
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. To what extent is the school implementing Professional Learning Communities (PLCs)?	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?

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?

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?

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APÉNDICE E - PLAN ÚNICO PARA EL APROVECHAMIENTO ESTUDIANTIL ENCUESTA
DE ASESORÍA Y EVALUACIÓN

NOMBRE DE LA ESCUELA: _____

Escriba a máquina o a mano

Por favor mantenga estas encuestas en su carpeta de SSC para la documentación de FPM.

1. ÁREA DE ENFOQUE (MAXIMIZAR EL TIEMPO DE INSTRUCCIÓN)	ESTADO DE IMPLEMENTACIÓN PÓNGALE UN CÍRCULO A LA PUNTUACIÓN MÁS ADECUADA					OBSERVACIONES
10. ¿Tiene la escuela estrategias/actividades claramente articuladas para maximizar el tiempo de instrucción?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
11. ¿Tiene la escuela un manual para marcar el paso en cada nivel de grado para que todos los maestros sepan cuándo se espera que se abarquen los estándares y en cuál orden?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
12. ¿Tiene la escuela un sistema integral de asesoría para las disciplinas lingüísticas y las matemáticas (incluyendo evaluaciones de detección temprana, diagnósticas, de referencia y sumativas?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
13. ¿Los maestros y directores regularmente analizan y discuten los datos para tomar decisiones sobre la asignación de los alumnos, el progreso estudiantil, la eficacia de la instrucción y las intervenciones?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	

14. ¿Dependiendo del análisis de necesidades, se identificaron al/ los nivel(es) de grado(s) y/o las materias con necesidad de mejoras?
 a. matemáticas   b. disciplinas lingüísticas del inglés (ELA)   c. ciencias
 d. ciencias sociales   e. desarrollo del idioma ingles (ELD)

15. ¿Cuáles estrategias/actividades de disciplinas lingüísticas del inglés apoyadas por programas categóricos se dirigen a los subgrupos o niveles de grados identificados?
 (Encierre el terma con un círculo)

Intervenciones después de la escuela	ELA/M/ELD	Intervenciones sabatinas ELA/M/ELD	Intervenciones durante el día (en el salón, laboratorios de aprendizaje, etc.) ELA/M/ELD
Capitación profesional	ELA/M/ELD	Asistencia en conferencias ELA/M/ELD	CSR ELA/M/ELD
Tecnología	ELA/M/ELD	Servicios contratados ELA/M/ELD	Materiales complementarios ELA/M/ELD
Licencias de software (Accel.Reader, Read 180,LEXIA, BURST, etc.)		ELA/M/ELD	Otro_____ ELA/M/ELD
Paraprofesionales (ayudantes de maestros, de instrucción, educativos, bibliotecarios, de consejeros, etc.)			ELA/M/ELD
Personal certificado de apoyo (coordinador de intervenciones, entrenador de instrucción, coordinador de datos, consejero, bibliotecaria, etc.)			ELA/M/EL

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1. ÁREA DE ENFOQUE (MAXIMIZAR EL TIEMPO DE INSTRUCCIÓN)

16. ¿Cuáles fueron los resultados/datos (evaluaciones de las bases de los planes de estudio, trabajo estudiantil, boletas de calificaciones, etc.) de las estrategias/actividades respaldadas por programas categóricos o por cada objetivo?

    f.   Disciplinas Lingüísticas del Inglés

    g.   Matemáticas:

    h.   Desarrollo del Idioma Inglés

    i.   Índice de graduación

    j.   Participación de padres-

17. Si no hubiera mejoras o sólo mejoras parciales, ¿cuáles fueron las posibles razones subyacentes?

    b.   Falta de implementación puntual   b. Capacitación profesional insuficiente para apoyar la implementación   c. implementado sin fidelidad

    e.   No corresponde a las necesidades de los estudiantes   e. Asistencia estudiantil   f. Se necesita más tiempo

    h.   Personal de apoyo limitado   h. Otro _____

18. ¿Basado en el análisis del impacto de las estrategias/actividades en el rendimiento estudiantil, cuáles estrategias se deben eliminar el próximo año?

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2. ÁREA DE ENFOQUE (CERRAR LA BRECHA DE APROVECHAMIENTO)	ESTADO DE IMPLEMENTACIÓN ENCIERRE CON UN CÍRCULO LA PUNTUACIÓN MÁS ADECUADA					OBSERVACIONES
8. ¿Tiene la escuela metas medibles articuladas para las mejoras de aprovechamiento estudiantil?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
9. ¿Tiene la escuela estrategias/actividades claramente articuladas para cerrar la brecha de aprovechamiento?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
10. ¿La escuela está complementando adecuadamente estos programas en base a las brechas en los programas y las necesidades estudiantiles?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
11. ¿Proporciona la escuela el apoyo adecuado para los aprendientes de inglés tanto para aprender inglés como para conseguir acceso a las materias?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
12. ¿Reciben los alumnos con discapacidades las acomodaciones y modificaciones adecuadas?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	
13. ¿Existe alguna evidencia que las evaluaciones están alineadas con expectativas de aprovechamiento adecuadas y claramente especificadas?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completamente 5	

14. Basado en el análisis extenso de las necesidades, ¿cuáles subgrupos se identificaron con necesidad de mejoras?

a. Aprendientes de inglés   b. Alumnos con discapacidades (SWD)   c. Alumnos con desventajas socioeconómicas
d. Hispanos   e. Afroamericanos   f. Otros_____

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3. ÁREA DE ENFOQUE (CAPACITACIÓN PROFESIONAL)	ESTADO DE IMPLEMENTACIÓN ENCIERRE CON UN CÍRCULO LA PUNTUACIÓN MÁS ADECUADA					OBSERVACIONES
10. ¿Tiene la escuela metas medibles articuladas para la capacitación profesional?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	
11. ¿Proporciona la escuela ayuda y apoyo de instrucción para los maestros de disciplinas lingüísticas y matemáticas?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	
12. ¿En qué medida se implementan en la escuela las Comunidades de aprendizaje profesional (PLCs)?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	
13. ¿Qué tan bien usamos los datos para determinar la capacitación profesional para el personal?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	

14. ¿Qué función tienen los maestros al decidir cuáles evaluaciones se usarán para evaluar a los alumnos individualmente o al programa completo?
15. ¿A qué clases de capacitación profesional ha asistido el personal?
16. ¿Qué fue el impacto/efecto de la capacitación profesional en el programa?
17. ¿Cómo se determinan las decisiones colectivas e individuales relacionadas a la capacitación profesional?
18. ¿Cómo se supervisa la implementación de la capacitación profesional?

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4. ÁREA DE ENFOQUE (GRADUACIÓN/PROMOCIÓN)	ESTADO DE IMPLEMENTACIÓN ENCIERRE CON UN CÍRCULO LA PUNTUACIÓN MÁS ADECUADA					APUNTES
7. ¿Tiene la escuela metas medibles articuladas para la graduación/promoción?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completa mente 5	
8. ¿Existe evidencia para determinar que el plan de estudios está claramente vinculado a los estándares básicos y otros estándares para el aprendizaje estudiantil relacionado a la promoción?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completa mente 5	
9. ¿Se usan los datos para informar las decisiones sobre el plan de estudios, la instrucción y las evaluaciones para satisfacer los estándares de promoción o graduación?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completa mente 5	
10. ¿Está enfocado el personal en apoyar y retar a los alumnos para que logren las metas de promoción y graduación?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Completa mente 5	
11. ¿Qué evidencia existe que hay un proceso para supervisar, evaluar y renovar el plan de estudios para satisfacer las necesidades de todos los aprendices para las metas de promoción y/o graduación?						
12. ¿Cómo se alinean las estrategias y actividades de instrucción a las necesidades de aprendizaje estudiantil y los resultados de aprovechamiento esperados?						

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5. ÁREA DE ENFOQUE (PARTICIPACIÓN DE LOS PADRES)	ESTADO DE IMPLEMENTACIÓN ENCIERRE CON UN CÍRCULO LA PUNTUACIÓN MÁS ADECUADA					APUNTES
7. ¿Tiene la escuela metas medibles articuladas para la participación de los padres?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	
8. ¿Participan las familias y los miembros de la comunidad en las decisiones escolares?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	
9. ¿La escuela se comunica regularmente con las familias que hablan idiomas que no sean inglés?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	
10. ¿Qué clases de servicios hay disponibles para apoyar a las familias, los miembros de la comunidad y los alumnos para fomentar relaciones familiares saludables?	De ningún aspecto 1	Lo mínimo 2	En parte 3	Bastante 4	Complet amente 5	

11. ¿Qué evidencia existe que las familias y los miembros de la comunidad participan en actividades significativas que apoyan al aprendizaje estudiantil? ¿Cuáles padres y miembros de la comunidad participan? ¿Qué tendencias y patrones observamos?

12. ¿Qué clase de asociaciones comunitarias existen para apoyar a las familias y los alumnos?

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	

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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**

April 6, 2018 (Traditional)

May 15, 2018 (Year Round)

The following checklist is being provided as a guide in the development process.

ACTIVITY	DUE DATES
☐ School Site Council (SSC) is formed.	By October 6, 2017
☐ 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) ☐ Conduct SPSA Assessment and Evaluation of current academic program. ☐ Update and complete Site Controlled Budgets via SBB: ☐ Complete categorical budget for staffing (Principals, ILT, and SSC). Principals meet with Budget Analyst and Resource Teacher regarding 2017-18 workbooks	January 26, 2018 – February 7, 2018
☐ Update and complete SPSA via SBB ☐ Review and analyze student achievement data. ☐ Analyze and summarize SPSA Assessment and Evaluation. ☐ Establish SMART goals. ☐ Upload to SBB: ☐ Home School Compact (Step 3) ☐ Parent Involvement Policy (Step 3) ☐ WASC Action Plan – Secondary Schools (Step 3) ☐ SPSA Assessment and Evaluation Summary (Step 3) ☐ Master Schedule – Secondary Schools (Step 6).	March 13, 2018-April 6 Traditional Calendar Schools March 13, 2018-May 15 Year Round Calendar Schools

Revised 03/7/2018

San Diego Unified SCHOOL DISTRICT

SINGLE PLAN FOR STUDENT ACHIEVEMENT
CHECKLIST AND TIMELINE

Activity	Due Dates
☐ Complete and approve all sections of the SPSA.	**April 6, 2018 (Traditional)** **May 15, 2018 (Year Round)**
☐ **Print one (1) copy** of the Recommendations and Assurances (R&A) and **submit to your Area Superintendent, Room 2014**. Obtain **original signatures** from: ☐ Principal ☐ SSC Chairperson **R&A page must have original signatures.** No Copies.	May 15, 2018 All Schools One (1) copy of the R&A with original signatures
☐ **Email to your Resource Teacher -** SSC Minutes approving ☐ 2018-19 Title I Budget (Title I schools) ☐ 2018-19 SPSA	May 30, 2018
☐ **Area Superintendent reviews SPSA** will submit Recommendations and Assurances (RA) page (1) **with original signatures** to Financial Planning, Monitoring and Accountability.	May 2018
☐ SPSAs are submitted to the Board of Education for approval.	June 2018

Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center
Wing B - Room 3209

Contact your designated Resource Teacher if you have any questions.
(See Attachment 3)

Revised 03/7/2018