

**ADMINISTRATIVE CIRCULAR NO. 65**  
Office of the Associate Superintendent

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:** February 20, 2008

**To:** Principals, Division and Department Heads, Area/Assistant Superintendents

**Subject:** REVISION OF SITE PLANS FOR 2008-09 SCHOOL YEAR

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

**Due Date:** March 7, 2008

**Reference:** SB 374, SB 1X Chapter 3 of 1999, and AB 961

**Action Requested:**

- 1) Involve the SSC in meaningful participation in the revision of the site plan.
- 2) Submit the *Single Plan for Student Achievement* electronically to [planning@sandi.net](mailto:planning@sandi.net) by March 7, 2008.
- 3) Submit the *2008-09 Single Plan for Student Achievement Recommendations and Assurances* document with original signatures to the Program Monitoring Department, IMC, Building D, by March 7, 2008.
- 4) Maintain evidence of compliance on site.

**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). In addition, the state Board of Education has approved the following action plans to fulfill the SPSA requirement: Western Association of Schools and Colleges (WASC) plans, and High Priority Schools Grant Program (HPSGP) plans, under the Public Schools Accountability Act and AB 961. Schools receiving Quality Education Investment Act (QEIA) should include the QEIA plan in the SPSA. As part of the annual planning cycle, these plans must be reviewed and revised based on the most current student achievement data.

The annual planning cycle is aligned with the district budgeting process. School planning and the associated school plans listed above need to be revised this winter for implementation in the 2008-09 school year. In order to process the tentative budget allocations for 2008-09, a revised plan must be submitted at the same time as the 2008-09 budget. This plan may be similar to the one implemented for the 2007-08 school year if student achievement data are similar, or it may be revised to reflect new priorities based upon new/additional student needs.

The plan submitted now will be in place for the 2008-09 school year. **The due date for schools to submit the revised site plan and associated budget for 2008-09 is March 7, 2008.**

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 must:

- 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 achieving.
- Determine the necessary professional development for staff. **(Program Improvement schools must allocate at least 10 percent of Title I funds to professional development. Schools at risk of becoming Program Improvement schools should also allocate 10 percent of Title I funds for professional development.)**
- Delineate strategies for parent communication and involvement.
- Reflect estimated costs and funding sources.
- Involve consultation with other site advisory groups.

State regulations require that the School Site Council (SSC) be the group responsible for developing and revising site plans in collaboration with the site instructional leadership team. 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. Documentation of SSC development, revision, monitoring, and evaluation of the site plans must be maintained at each school in the SSC Notebook. All documentation must be maintained for four years.

### **Site Plan Revisions:**

Each school must revise its site plan for 2008-09 with updated timelines and associated budget for the new fiscal year by March 7, 2008. The SSC must:

- Review all current student achievement data.
- Consult site advisory groups.
- Complete the *Establishing Goals for Improvement of Student Achievement* and *Planned Improvements in Student Performance* sections of the *Single Plan for Student Achievement* (Attachment 1). For guidance in writing your goals, please refer to Attachment 2, *Sample Goals*.
- Allocate the associated categorical budgets. (See Attachment 3, *Major Categorical Funds Expenditure Guidelines*.)
- Approve the revised 2008-09 plan and sign the *2008-09 Single Plan for Student Achievement Recommendations and Assurances* (page 3 in SPSA template).

Please remember that the site budget grid must reflect all categorical expenditures identified in the site plan. In addition, if money is allocated on the budget grid and not identified in the

plan, the budget cannot be approved. **Program Improvement (PI) schools are required to allocate a minimum of 10 percent of their Title I funds for professional development.** Schools at risk of becoming Program Improvement schools should also allocate 10 percent of Title I funds for professional development. Title I schools should prioritize their budgets based on possible cuts or increases that may occur as a result of any future Board of Education decisions. **Sites must specifically identify how non-instructional supplies and expenses support student achievement.**

The Program Monitoring staff will be providing SPSA workshops for principals in coordination with the Finance Department’s budget workshops. Principals are highly encouraged to invite their SSC chairperson or another SSC member, if the chairperson is not available, to attend this workshop. Principals and site leadership teams are also invited to attend an SPSA support session at the Professional Development Conference on February 27, 28, or 29, 2008, at Marina Village. Please refer to Administrative Circular No. 58 *February 2008 Professional Development Conference* for more information. In addition, seven SPSA trainings will be provided for principals, SSC chairpersons, and SSC members at Harold J. Ballard Parent Center in Old Town. (See Attachment 4.)

Program Monitoring staff will contact schools to schedule an appointment to provide assistance in completing the plans and budget grids. **Prior to submission, the site plan and associated budget must be approved by the SSC and reviewed by the school’s designated Area/Assistant Superintendent.**

After the site plan and corresponding categorical budget allocations have been approved by the SSC and reviewed and approved by the designated Area/Assistant Superintendent, each school site must submit the following by **March 7, 2008**:

1) 2008-09 <b>Budget Workbook</b>	Submit to the school’s budget analyst.
2) <b>Single Plan for Student Achievement</b> <ul style="list-style-type: none"> <li>◆ Establishing Goals for Improvement of Student Achievement</li> <li>◆ Planned Improvements in Student Performance</li> </ul>	Submit document electronically to: <a href="mailto:planning@sandi.net">planning@sandi.net</a> .
3) <b>2008-09 Single Plan for Student Achievement Recommendations and Assurances</b> with <b>original</b> signatures of the principal, SSC chairperson and Area/Assistant Superintendent. (Page 3 in SPSA template).	Send original document to: Program Monitoring Instructional Media Center (IMC) Building D

A checklist of activities to be completed has been included for your convenience. (Attachment 5)

The Program Monitoring Department will review the budget allocations and plan alignment after the budget analysts have posted the budget grids. If the budget grids for all categorical

program funds including Title I (Resource Code 30100), Title I Parent Involvement (Resource Code 30103), Economic Impact Aid/Limited English Proficiency [EIA/LEP] (Resource Code 70910), Economic Impact Aid/State Compensatory Education [EIA/SCE] (Resource Code 70900), School-Based Coordinated Program [SBCP] (Resource Code 72500), School and Library Improvement Block Grant [SLIBG] (Resource Code 73950), High Priority Schools Grant Program [HPSGP] (Resource Code 72582), and Quality Education Improvement Act [QEIA] (Resource Code 74000) are aligned with the site plan, the Program Monitoring Department will approve the budget grids for site use. The Program Monitoring Department will contact the school if revisions to the plan or budget grid are required; however, this will delay the approval process.

A copy of the approved plan must also be maintained on site. The school plan notebook, along with the SSC Notebook, should be used to maintain important information and documentation for school use to meet compliance requirements. It should include the School Accountability Report Card (SARC), SSC Roster, Categorical Budgets, data reports, and for Title I schools, the District Title I Parent Involvement Policy, the site Title I Parent Involvement Policy, and the site Home/School Compact.

If you have questions, please call the Program Monitoring Department at (858) 496-4048 or refer to the *Program Monitoring Department 2007-08 Contact Information and Assignments* (Attachment 6).

Debbie Beldock  
Executive Director  
Special Projects

APPROVED:



Dorothy Harper  
Associate Superintendent

DB:tr

Attachments (6)

1. *Single Plan for Student Achievement* template
2. *Sample Goals*
3. *Major Categorical Funds Expenditure Guidelines*
4. *Revising Your School Site Plan Training Flyer*
5. *Single Plan for Student Achievement Checklist*
6. *Program Monitoring Department 2007-08 Contact Information and Assignments*

Distribution: Lists B, D, E, F, O

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT \_\_\_\_\_ SCHOOL

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CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:

Position:

Telephone Number:

Address:

E-mail address:

San Diego Unified School District

Board Approval: (Date to be inserted by Program Monitoring)

## **SINGLE PLAN FOR STUDENT ACHIEVEMENT**

### **Table of Contents**

- 1) Recommendations and Assurances
- 2) Establishing Goals for Improving Student Achievement
- 3) Planned Improvements in Student Performance
- 4) Categorical Programs Budget Grid

#### Appendices

- Appendix A: School and Student Performance Data Resources
- Appendix B: Relevant Data Tables and Charts
- Appendix C: SARC
- Appendix D: SSC Roster

San Diego Unified School District  
Special Projects Division  
Program Monitoring Department

2007-08 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: \_\_\_\_\_

SITE CONTACT PERSON: \_\_\_\_\_

PHONE: \_\_\_\_\_ FAX: \_\_\_\_\_ E-MAIL ADDRESS: \_\_\_\_\_

TITLE I  PROGRAM IMPROVEMENT  SAIT (State-monitored)

TYPE OF SITE PLAN (PLEASE CHECK THE APPROPRIATE BOX):

SPSA  HPSGP

REQUIRED OF ALL SCHOOLS: Single Plan for Student Achievement

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. **(BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE):**
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs (CAC)
  - Gifted and Talented Education Program Advisory Committee (GATE)
  - Site Governance Team (SGT)
  - Other (list): \_\_\_\_\_
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: \_\_\_\_\_
7. The SSC reviewed Schoolwide Program status 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.

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed Name of Area/Assistant Superintendent

\_\_\_\_\_  
Signature of Area/Assistant Superintendent

\_\_\_\_\_  
Date

**SUBMIT DOCUMENT WITH ORIGINAL SIGNATURES TO THE PROGRAM MONITORING DEPARTMENT, IMC, BUILDING D, BY MARCH 7, 2008.**

## ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT

**School Goals for Improving Student Achievement:**

*Please provide the following information for each academic goal. Goals should be determined through collaboration among the principal, the School Site Council, and the Area/Assistant Superintendent. As a minimum, schools should be meeting Annual Measurable Objectives (AMOs) for Adequate Yearly Progress (AYP) schoolwide and for significant subgroups for English/Language Arts and Mathematics. Schools that have already met the AMOs should look to increase to the next nearest target or use targets for API.*

<b>SCHOOL GOAL # 1</b> <i>(Goal must be specific, measurable, attainable, results-based, and time-bound.)</i>
<b>Data Conclusions Related to GOAL #1:</b> <i>(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)</i>
<b>Means of Evaluating Progress Toward Meeting This Goal.</b> <i>(What formative assessments will you use?)</i>

**ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT**

<p><b>SCHOOL GOAL # 2</b> <i>(Goal must be specific, measurable, attainable, results-based, and time-bound.)</i></p>
<p><b>Data Conclusions Related to GOAL #2:</b> <i>(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)</i></p>
<p><b>Means of Evaluating Progress Toward Meeting This Goal.</b> <i>(What formative assessments will you use?)</i></p>

**ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT**

<p><b>SCHOOL GOAL # 3</b> <i>(Goal must be specific, measurable, attainable, results-based, and time-bound.)</i></p>
<p><b>Data Conclusions Related to GOAL #3:</b> <i>(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)</i></p>
<p><b>Means of Evaluating Progress Toward Meeting This Goal.</b> <i>(What formative assessments will you use?)</i></p>

**Planned Improvements in Student Performance**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following related actions and expenditures to raise the academic performance of student groups not meeting state standards:

<b>Actions to be Taken to Reach Stated Goals: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date/ Completion Date</b>	<b>Proposed Expenditures (e.g., Personnel, Supplies, Travel Expenses)</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>1. Alignment of instruction with content standards:</b>				
<b>2. Improvement of instructional strategies and materials:</b>				
<b>3. Extended learning time:</b>				
<b>4. Increased educational opportunity:</b>				

<b>Actions to be Taken to Reach Stated Goals:                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date/                      Completion Date</b>	<b>Proposed Expenditures                      (e.g., Personnel, Supplies,                      Travel Expenses)</b>	<b>Estimated                      Cost</b>	<b>Funding                      Source</b>
<b>5. Staff development and professional collaboration:</b>				
<b>6. Involvement of staff, parents and community:</b> (including interpretation of student assessment results to parents)				
<b>7. Auxiliary services for students and parents:</b> (including transition from preschool, elementary and middle school)				
<b>8. Monitoring program implementation and results:</b>				

## **Categorical Programs Budget Grid**

This grid provides a comprehensive profile of the school's funding decisions for major categorical programs, including a summary of the estimated costs identified in the Planned Improvements in Student Performance section of the plan. The Budget Grid reflects the use of these funds in support of the goals of the Single Plan for Student Achievement.

*The Categorical Programs Budget Grid for each school will be provided by the Program Monitoring Department.*

## Appendix A

### School and Student Performance Data

Student performance data summaries for schools and districts are available online at the California Department of Education web site at <http://www.cde.ca.gov/ds/sp>. School and student data should be used to determine needed improvements. Available data include:

- API**                    [Academic Performance Index \(http://www.cde.ca.gov/ds/sp/ap/\)](http://www.cde.ca.gov/ds/sp/ap/)  
Measures the academic performance and growth of schools based on standard-based assessment both school wide and significant subgroups.
- AYP**                    [Adequate Yearly Progress \(http://www.cde.ca.gov/ds/sp/ay/\)](http://www.cde.ca.gov/ds/sp/ay/)  
Required by the federal *No Child Left Behind Act*; measures the performance of California schools and districts on standards-based tests.
- CALPADS**            [California Longitudinal Pupil Achievement Data System \(http://www.cde.ca.gov/ds/sp/cl/\)](http://www.cde.ca.gov/ds/sp/cl/)  
A system that allows for tracking a student's academic performance over time.
- SARC**                    [School Accountability Report Card \(http://www.cde.ca.gov/ta/ac/sa/\)](http://www.cde.ca.gov/ta/ac/sa/)  
Evaluates and compares schools in terms of student achievement, environment, resources, and demographics.

Additional testing and accountability data are available online at the California Department of Education web site at <http://www.cde.ca.gov/ta> and include:

- STAR**                    [Standardized Testing and Reporting](#)  
The 2006 STAR Program included the California Standards Tests (CSTs), the California Alternate Performance Assessment (CAPA), the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), and the Aprenda. Test results are used for student and school accountability purposes.
- CAHSEE**                [California High School Exit Examination](#)  
All public school students are required to pass the CAHSEE in both English/Language Arts and mathematics to earn a high school diploma.

## Appendix A (cont.) School and Student Performance Data

### Additional School Data Available from Research and Reporting

The Research and Reporting Department processes student, school, and district achievement, assessment, demographic, and other data. Results are then analyzed and reported to parents, the public, schools, district administrators, the Board of Education, and public agencies. Information is available for each school at <http://studata.sandi.net/research/index.asp>. School and student data should be used to determine needed improvements.

Available district level data include:

#### Literacy

<b>ARI</b>	Analytical Reading Inventory
<b>DRA</b>	Developmental Reading Assessment
<b>EDL</b>	Evaluación del desarrollo de la lectura
<b>DRP</b>	Degrees of Reading Power
<b>EOC</b>	End of Course Examinations
<b>IRI</b>	Informal Reading Inventory

#### Mathematics

<b>DMT</b>	District Mathematics Test
<b>EOC</b>	End of Course Examinations
<b>MDTP</b>	Mathematics Diagnostic Testing Project (Algebra Readiness Test)

Results from most state and district level tests can be provided through the Student Information System Client/Server (SIS/CS) or the Research and Reporting Department of San Diego Unified School District <http://studata.sandi.net/research/index.asp>. Only group data should be reported (e.g., grade level, subgroup, etc.). ***Individual student scores are not to be reported in this document nor shared with the School Site Council or other advisory groups.***

**Appendix B**  
**Relevant Data Tables and Charts**

Attach pertinent data that helped you arrive at Goal 1 and Goal 2, and if applicable, Goal 3.

## **Appendix C**

### **School Accountability Report Card (SARC)**

Information regarding the school vision and mission, the school profile, and the School Accountability Report Card (SARC) may be found in the SARC following this page. The school shall maintain a copy of the most current SARC and make copies available to the public upon request.

#### School Vision and Mission

*Please see SARC: School Description and Mission Statement.*

#### School Profile

*Please see SARC: Section I and Attachment A (Accountability Progress Reports, School Demographic Characteristics).*

#### School Accountability Report Card

*Please see SARC.*

**Appendix D**  
**School Site Council (SSC) Membership Roster**  
**2007-2008**

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council.

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council. (Education Code 52012)

*Your 2007-08 SSC Roster will be provided by the Program Monitoring Department.*

## ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT GRADES K-8

### **School Goals for Improving Student Achievement:**

*Please provide the following information for each academic goal. Goals should be determined through collaboration among the principal, the School Site Council, and the Area/Assistant Superintendent. As a minimum, schools should be meeting Annual Measurable Objectives (AMOs) for Adequate Yearly Progress (AYP) schoolwide and for significant subgroups for English/Language Arts and Mathematics. Schools that have already met the AMOs should look to increase to the next nearest target or use targets for API.*

#### **SCHOOL GOAL # 1** *(Goal must be specific, measurable, attainable, results-based, and time-bound.)*

All students must be provided the opportunity to meet state content standards at grade level. Our goal, as required by the Annual Measurable Objectives (AMOs), is that 47.5% of students schoolwide, including all significant subgroups, will score proficient or above on the ELA portion of the CST in Spring 2009.

The percentage of all 2<sup>nd</sup> through 5<sup>th</sup> grade EL students achieving proficiency or higher on the English Language Arts (ELA) portion of the CST will increase from 25% to 47.5% during Spring 2009 STAR testing. Students in grade K and 1 will increase from 37% to 51% “at or above grade level” on the DRA.

The percentage of all 2<sup>nd</sup> through 5<sup>th</sup> grade socio-economically disadvantaged students achieving proficiency or higher on the English Language Arts (ELA) portion of the CST will increase from 21% to 47.5% during Spring 2009 STAR testing.

#### **Data Conclusions Related to GOAL #1:** *(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)*

- The percentage of students scoring proficient or advanced on the 2007 CST in ELA declined from 38.9% to 33.4%.
- The greatest decline on the API was seen among English Learners and socio-economically disadvantaged students. The decline in English Learner scores directly correlates to a sharp increase in English Learners over the last few years. Socio-economically disadvantaged student achievement has a history of fluctuation, and some of that fluctuation could have to do with the mobility rate of these students.
- According to San Diego Unified School District’s Strand Performance Summaries, proficiency gaps exist among our students at all levels and in every category except 4<sup>th</sup> grade Writing Applications. The proficiency gaps in ELA were larger for 4<sup>th</sup> and 5<sup>th</sup> grade students than for 2<sup>nd</sup> and 3<sup>rd</sup> grade students. As this trend of gaps has continued for several years, it is considered that the rigor of the standards and the challenges of engaging students in rigorous academic work increase as grade levels get higher.

#### **Means of Evaluating Progress Toward Meeting This Goal.** *(What formative assessments will you use?)*

DRA/ARI testing, instructional reading level monitoring, running records, anecdotal records, and standards-based report cards. In addition, we will compare the fall and spring DRP scores.

## ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT GRADES K-8

### **SCHOOL GOAL # 2** (*Goal must be specific, measurable, attainable, results-based, and time-bound.*)

All students must be provided the opportunity to meet state content standards at grade level. Our goal, as required by the Annual Measurable Objectives (AMOs), is that 46% of students schoolwide, including all significant subgroups, will score proficient or above on the Math portion of the CST in the spring of 2009.

The percentage of 2<sup>nd</sup> through 5<sup>th</sup> grade students achieving proficiency or high on the Mathematics portion of the CST will increase from 40.4% to 46% during the spring CST testing for 2009.

### **Data Conclusions Related to GOAL #2:** (*Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.*)

- The percentage of our students scoring proficient or advanced on the 2007 CST in mathematics declined from 42.8% to 40.4%.
- The greatest decline on the API was seen among English Learners and socio-economically disadvantaged students. The decline in English Learner scores may directly correlate to a sharp increase in English Learners over the last few years. Socio-economically disadvantaged student achievement has a history of fluctuation, and some of that fluctuation could have to do with the mobility rate of our socio-economically disadvantaged students.
- According to San Diego Unified School District's Strand Performance Summaries, proficiency gaps exist among our students at all levels; however, in one out of 5 areas in 2<sup>nd</sup> grade, three out of five areas in 3<sup>rd</sup> grade, and one out of five areas 4<sup>th</sup> grade, no gap existed.

### **Means of Evaluating Progress Toward Meeting This Goal.** (*What formative assessments will you use?*)

Math end of unit assessments, math report card grades, math benchmark assessments, chapter/unit tests.

**ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT  
GRADES K-8**

**SCHOOL GOAL # 3** *(Goal must be specific, measurable, attainable, results-based, and time-bound.)*

**Data Conclusions Related to GOAL #1:** *(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)*

**Means of Evaluating Progress Toward Meeting This Goal.** *(What formative assessments will you use?)*

SAMPLE

## ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT GRADES 9-12

### **School Goals for Improving Student Achievement:**

*Please provide the following information for each academic goal. Goals should be determined through collaboration among the principal, the School Site Council, and the Area/Assistant Superintendent. As a minimum, schools should be meeting Annual Measurable Objectives (AMOs) for Adequate Yearly Progress (AYP) schoolwide and for significant subgroups for English/Language Arts and Mathematics. Schools that have already met the AMOs should look to increase to the next nearest target or use targets for API.*

#### **SCHOOL GOAL # 1** *(Goal must be specific, measurable, attainable, results-based, and time-bound.)*

All students must be provided the opportunity to meet state content standards at grade level. Our goal, as required by new Annual Measurable Objectives (AMOs), is that 44.5% of students schoolwide, including all significant subgroups, will score proficient or above on the ELA portion of the CAHSEE (with a score of 380 or above) on the tenth grade CAHSEE in the spring of 2009.

Additionally, analysis of student achievement data indicates that the percentage of EL students scoring proficient or above on the ELA portion of the CAHSEE (with a score of 380 or above) will increase from 18% to 44.5% on the spring 2009 CAHSEE.

#### **Data Conclusions Related to GOAL #1:** *(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)*

Analysis of student achievement data reveals an overall improvement in students reaching proficiency or higher school-wide in English Language Arts. However, analysis of the performance of the significant subgroup identified in Goal 1 (English Language Learners) indicates that this subgroup is not achieving at an adequate rate when compared to schoolwide performance (see Appendix B—Relevant Data Tables and Charts). Performance data indicate that English learners did not meet the AMO for English/Language Arts on the Spring 2007 CST. English learners achieved 18% proficient or higher rate as measured by the CST.

#### **Means of Evaluating Progress Toward Meeting This Goal.** *(What formative assessments will you use?)*

The use of formal and informal assessments such as reading/language arts assessments, teacher and district developed assessments, anecdotal/ conferring notes, student work, monthly reading logs, report cards, and individual assessments will be used to evaluate progress toward this goal.

## ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT GRADES 9-12

### **SCHOOL GOAL # 2** *(Goal must be specific, measurable, attainable, results-based, and time-bound.)*

All students must be provided the opportunity to meet state content standards at grade level. Our goal, as required by new Annual Measurable Objectives (AMOs) is that 43.5% of students schoolwide, including all significant subgroups, will score proficient or above on the math portion of the CAHSEE with a score of 380 or above) on the tenth grade CAHSEE in the spring of 2009.

Additionally, analysis of student achievement data indicates that the percentage of socio-economically disadvantaged students scoring proficient or above on the math portion of the CAHSEE (with a score of 380 or above) will increase from 18% to 43.5% on the spring 2009 CAHSEE.

### **Data Conclusions Related to GOAL #2:** *(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)*

Analysis of student achievement data reveals an overall improvement in students reaching proficiency or higher schoolwide in math. However, analysis of the performance of the significant subgroup identified in Goal 2 (Socio-economically disadvantaged students) indicates that this subgroup is not achieving at an adequate rate when compared to school-wide performance (see Appendix C—Relevant Data Tables and Charts). Performance data indicate that socio-economically disadvantaged students did not meet the AMO for Math on the Spring 2007 CST. English learners achieved 18% proficient or higher rate as measured by the CST.

### **Means of Evaluating Progress Toward Meeting This Goal.** *(What formative assessments will you use?)*

The means of evaluating progress toward this goal will include the use of formal and informal assessments such as chapter tests, information for Carnegie Learning and Accelerated Math student work, teacher, site and district developed assessments and daily monitoring of students in math classes, district generated end of course exams, site-based course-alike assessments as well as daily monitoring of students in math classes.

**ESTABLISHING GOALS FOR IMPROVEMENT OF STUDENT ACHIEVEMENT  
GRADES 9-12**

**SCHOOL GOAL # 3** *(Goal must be specific, measurable, attainable, results-based, and time-bound.)*

**Data Conclusions Related to GOAL #1:** *(Summarize your data conclusions based on analysis of student/school data and evaluation of current program components.)*

**Means of Evaluating Progress Toward Meeting This Goal.** *(What formative assessments will you use?)*

SAMPLE



# San Diego Unified School District

Office of the Associate Superintendent  
Special Projects Division  
Program Monitoring Department

REVISED 2.07.08

REVISED 2.07.08

## MAJOR CATEGORICAL FUNDS EXPENDITURE GUIDELINES

### A. FUNDS INCLUDED

1. Basic Program (Title I) - Title I/Part A – Resource Code 30100. Part of the No Child Left Behind Act of 2002<sup>1</sup>, which provides federal money to support economically disadvantaged students.
2. Parent Involvement – Resource Code 30103. Used to encourage partnership with parents to deepen their involvement in children’s schooling.
3. School-Based Coordinated Program (SBCP) – Resource Code 72500. State program allowing School and Library Improvement Block Grant (SLIBG), EIA/LEP (Resource Code 70910), and/or GATE (Resource Code 71401) funding to be coordinated into one program to provide flexibility in the use of these funds.
4. Economic Impact Aid /Limited English Proficiency (EIA/LEP) – Resource Code 70910. These supplemental funds are used to provide additional programs and services to English learners to ensure they become proficient in English.
5. Economic Impact Aid/State Compensatory Education (EIA/SCE) – Resource Code 70900. These supplemental funds are used to provide additional programs and services to educationally disadvantaged students who have not yet reached proficiency in English Language Arts or Mathematics.
6. School and Library Improvement Block Grant (SLIBG) (formerly School Improvement Programs and School Library Materials) – Resource Code 73950. State funded under AB825 to meet the educational, personal, and career needs of every student or provide library media center materials.
7. Discretionary Block Grant – Resource Code 73960. A one-time 2006-07 block grant providing funds to close the achievement gap and ensure that all students reach proficiency in literacy and mathematics.
8. High Priority Schools Grant Program (HPSGP) – Resource Code 72582. A state program to provide additional support to schools with lowest academic achievement.
9. Quality Education Investment Act (QEIA) – Resource Code 74000. Supplemental funding to improve the quality of academic instruction and academic achievement in schools with high poverty students and complex educational needs.

### B. PURPOSE

1. Focus on improving instruction and extending learning time. These programs enable schools to provide supplemental opportunities for students to achieve proficiency of the state content standards. The emphasis must be on direct instructional support to students.
2. Emphasis on literacy, mathematics, science, and history-social science.
3. 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 of the total Title I allocation should be devoted to professional development. (Program**

<sup>1</sup> Formerly termed Chapter 1 (between 1981 and 1994) and is part of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Improving America’s Schools Act (IASA) of 1994 and again reauthorized by the No Child Left Behind Act of 2002.

**Improvement schools must allocate 10 percent of Title I funds to Professional Development).**

4. Supplement, not supplant, the district's general program. Use of funds must add to or enhance, not replace, District funds.
5. Foster new types of parent partnerships to improve student achievement.

## **C PROCESS**

1. Single Plan for Student Achievement (SPSA), WASC or Intervention Plans HPSGP

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. Focus is on the academic needs of the children. The students' educational needs drive the planning cycle. The site plan describes strategies that will coordinate use of federal, state, and local resources to improve instruction and student achievement. The School Site Council (SSC) develops and approves the plan and associated budget allocations for use of all above-listed categorical funds.

2. Title I Schoolwide Plan

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 SPSA, WASC or HPSGP plan serves as the Title I Schoolwide Plan.

## **D BUDGET**

1. Using the SPSA as a guide, a budget for 2007-08 was developed to implement all strategies for each available funding source. It included staffing, materials, supplies, contracted services and equipment. The SPSA and the budget grid, which support all expenditures in the plan, have been approved by the Board of Education.
2. The SSC must approve transfers of any allocations within any of the above-listed programs.

## **E SPENDING**

Categorical expenditures from the above-named resources will be routed through the Program Monitoring Department for approval. Approval of all expenditures, including PARs, must be obtained prior to the purchase, event, or start date.

### **Instructions for Expending Funds Related to Categorical Budgets:**

If an expenditure is delineated in the 2007-08 SPSA but requires a transfer of expenses, or if a desired categorical expenditure is not included in the 2007-08 SPSA and requires budget transfers, you will need to obtain SSC approval and adjust your 2007-08 SPSA to reflect the modifications. For these expenditures, complete the *Major Categorical Funds—Justification of Expenditure and Budget Transfer* form; this form delineates modifications to your SPSA once it is approved. Send the Budget Transfer Justification form, along with SSC meeting minutes verifying SSC approval, to Program Monitoring, IMC, Building D. Once approved by the Program Monitoring Department, the principal and budget analyst will receive an e-mail notification.

### **The following guidelines describe requirements for expending categorical funds:**

1. Equipment

- a. Must be addressed in the site plan.
  - b. If not **clearly instructional**, seek guidance in advance from your assigned Resource Teacher in the Program Monitoring Department.
  - c. No procurement cards.
  - d. No confirming orders.
2. Instructional Materials
- a. Must be related to student academic needs, instructional focus, and core curriculum.
  - b. Supplemental to, not instead of, district/state funds.
3. Non-Instructional Supplies and Expenses
- a. Must specifically identify how non-instructional supplies and expenses support student achievement.
  - b. Administrative costs include postage, office supplies, clerical time, etc., as well as maintenance agreements and non-classroom equipment.
4. Travel must be pre-approved. Submit prior to trip with justification tied to site plan.
5. Conferences and/or Consultants for professional development 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 site plan.
7. Substitutes (for classroom teachers)
- a. For professional development.
  - b. For sick leave only for teachers paid from a categorical fund.
8. Hourly time
- a. For professional development.
  - b. Extra time for support of program, when necessary.
  - c. Clerical time beyond the regular school day.
9. Parent Involvement
- a. Workshops for parents.
  - b. Materials for parent meetings, training, parent resource library.
  - c. Speakers, consultants for parents.
  - d. Communications with parents (including mailings).
  - e. Light refreshments.

**The following expenses may NOT be funded through categorical programs.**

- a. Noon duty
- b. Meals
- c. Athletic equipment
- d. Medical supplies
- e. Custodial supplies
- f. Building improvement



# San Diego Unified School District

Office of the Associate Superintendent  
Special Projects Division  
Program Monitoring Department

## IMPROVING STUDENT ACHIEVEMENT: REVISING YOUR SINGLE PLAN FOR STUDENT ACHIEVEMENT

This training provides in-depth guidance for site teams consisting of principals, SSC chairs, and new or returning SSC members. The training will include hands-on activities to increase participants' knowledge in the following areas.

- ✚ The responsibilities of SSC members and the Principal in developing the Single Plan for Student Achievement
- ✚ Getting input from all stakeholders
- ✚ Aligning schools goals with verifiable federal, state, and district data
- ✚ Developing SMART goals based on school/student data
- ✚ Making budget decision that improve student achievement

### Seven Opportunities for SPSA Training

DATE	TIME	PLACE
Tuesday, January 29, 2008	2-4 p.m.	Ballard Parent Center *Auditorium
Thursday, January 31, 2008	4-6 p.m.	Ballard Parent Center Auditorium
Tuesday, February 5, 2008	5-7 p.m.	Ballard Parent Center Auditorium
Thursday, February 7, 2008	3-5 p.m.	Ballard Parent Center Auditorium
Monday, February 11, 2008	3-5 p.m.	Ballard Parent Center Auditorium
Tuesday, February 12, 2008	5-7 p.m.	Ballard Parent Center Auditorium
Tuesday, February 19, 2008	3-5 p.m.	Ballard Parent Center Auditorium

Register online at <http://studata.sandi.net/saa/app/trainingreg/>.

Translation services and child care will be available.

For more information, please contact the Program Monitoring Department at (858) 496-4048.

### Directions to Harold J. Ballard Parent Center at Fremont Elementary:

#### From the North:

1. Take I-5 South
2. Take Old Town Ave. exit
3. Turn left onto Old Town Ave.
4. Turn left onto San Diego Ave.
5. Turn slightly left onto Congress St.

#### From the East:

1. Take I-8 West to I-5 South.
2. Take Old Town Ave. exit
3. Turn left onto Old Town Ave.
4. Turn left onto San Diego Ave.
5. Turn slightly left onto Congress St.

#### From the South:

1. Take I-5 North
2. Take Old Town Ave. exit
3. Turn right onto Hortensia St.
4. Turn left onto San Diego Ave.
5. Turn slightly left onto Congress St.

Parking is available on the street or in the lot on the south side of Ballard.



# Distrito Escolar Unificado de San Diego

Oficina del Superintendente Asociado  
División de Proyectos Especiales  
Departamento de Supervisión de Programas

## MEJORAMIENTO DEL RENDIMIENTO ESTUDIANTIL: REVISIÓN DEL PLAN ESCOLAR PARA EL RENDIMIENTO ESTUDIANTIL

Esta capacitación brinda una guía a profundidad para los equipos formados por directores, presidentes del SSC y miembros nuevos o anteriores del SSC. La capacitación consiste de prácticas para aumentar el conocimiento de los participantes en las áreas siguientes.

- ✚ Las obligaciones de los miembros del SSC y el director para revisar el Plan Escolar para El Rendimiento Estudiantil
- ✚ Obtener sugerencias de los interesados
- ✚ Alineación de las metas escolares con la información federal, estatal y del distrito
- ✚ Elaboración de metas SMART basadas en la información escuela/alumnos
- ✚ Toma decisiones sobre el presupuesto para mejorar el rendimiento estudiantil

**Cuatro Oportunidades para recibir Capacitación para el SPSA**  
Regístrese en alguna de las sesiones siguientes.

FECHA	HORA	LUGAR
Martes, 29 de Enero de 2008	2-4 p.m.	Centro de Padres Ballard Auditorio
Jueves, 31 de Enero de 2008	4-6 p.m.	Centro de Padres Ballard Auditorio
Martes, 5 de Febrero de 2008	5-7 p.m.	Centro de Padres Ballard Auditorio
Jueves, 7 de Febrero de 2008	3-5 p.m.	Centro de Padres Ballard Auditorio
Lunes, 11 de Febrero de 2008	3-5 p.m.	Centro de Padres Ballard Auditorio
Martes, 12 de Febrero de 2008	5-7 p.m.	Centro de Padres Ballard Auditorio
Martes, 19 de Febrero de 2008	3-5 p.m.	Centro de Padres Ballard Auditorio

Regístrese por Internet en <http://studata.sandi.net/saa/app/trainingreq/>

Tendremos Guardería Infantil e Interpretación al Español.

Para más información, llame al Departamento de Supervisión de Programas al (858) 496-4048.

**Direcciones para el Centro de Padres Harold J. Ballard ubicado en la anterior Primaria Fremont:**

**Del Norte:**

1. Tome I-5 Sur
2. Tome salida Old Town Ave.
3. Izquierda en Old Town Ave.
4. Izquierda a San Diego Ave.
5. Izquierda ligera a Congress St.

**Del Este:**

1. Tome I-8 Oeste a I-5 Sur.
2. Tome salida Old Town Ave.
3. Izquierda en Old Town Ave.
4. Izquierda a San Diego Ave.
5. Izquierda ligera a Congress St.

**Del Sur:**

1. Tome I-5 Norte
2. Tome salida Old Town Ave.
3. Derecha hacia Hortensia St.
4. Izquierda a San Diego, Ave.
5. Izquierda ligera a Congress St.

Estacionamiento disponible en la calle o en el terreno baldío en la parte sur del Centro Ballard



# San Diego Unified School District

Office of the Associate Superintendent  
Special Projects Division  
Program Monitoring Department

## SINGLE PLAN FOR STUDENT ACHIEVEMENT CHECKLIST

The Single Plan for Student Achievement (SPSA) and Budget Workbooks are due on March 7, 2008. The following checklist is being provided as a guide in the SPSA development process.

<u>Activity</u>	<u>Due Dates</u>
<input type="checkbox"/> School Site Council is formed	October 31, 2007
<input type="checkbox"/> Involve parents and community in planning and implementing the school plan. <input type="checkbox"/> Seek school committees' input.	Ongoing 2007-08
<input type="checkbox"/> Attend SPSA Workshop (Principals, SSC Chairperson and members) provided by Program Monitoring Department.	January 29-February 29, 2008
<input type="checkbox"/> Meet with school community to gather input from all stakeholders (optional).	February 2008
<input type="checkbox"/> Revise and complete Single Plan for Student Achievement with: <input type="checkbox"/> Conduct comprehensive assessment and analysis of data. <input type="checkbox"/> Evaluate improvement strategies. <input type="checkbox"/> Establish goals for Improvement of Student Achievement. <input type="checkbox"/> Propose expenditures to improve academic performance. (PI Schools and schools on watch list must allocate 10% of Title I funds toward staff development.) <input type="checkbox"/> Complete and approve the Planned Improvements in Student Performance section of the SPSA.	March 7, 2008
<input type="checkbox"/> Print out a copy of the Recommendations and Assurances page (from SPSA template) and obtain signatures of the: <input type="checkbox"/> Principal <input type="checkbox"/> SSC Chairperson <input type="checkbox"/> Area/Assistant Superintendent	March 7, 2008



# San Diego Unified School District

Office of the Associate Superintendent  
Special Projects Division  
Program Monitoring Department

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<u>Activity</u>	<u>Due Date</u>
<input type="checkbox"/> Submit SPSA electronically to <a href="mailto:planning@sandi.net">planning@sandi.net</a> .	March 7, 2008
<input type="checkbox"/> Submit signed, <u>original</u> Recommendations and Assurances document to Program Monitoring, IMC, Building D.	March 7, 2008
<input type="checkbox"/> Meet with school community to share 2007-08 SPSA and Budget (optional).	April 2008
<input type="checkbox"/> SPSAs and Budgets submitted to board for approval.	June 2008



# San Diego Unified School District

Office of the Associate Superintendent  
Special Projects Division  
Program Monitoring Department

## BUDGET

<u>Activity</u>	<u>Due Date</u>
<input type="checkbox"/> Principals meet with budget analyst regarding 2008-09 Workbook. (Principals to bring hard copy of SPSA to meeting.)	February 2008 <i>(if needed set up individual time with budget analyst)</i>
<input type="checkbox"/> Allocate categorical budgets to planned activities in the Single Plan for Student Achievement.	March 2008
<input type="checkbox"/> Submit budget workbook to budget analyst, with signatures from the: <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> SSC Chairperson</li> <li><input type="checkbox"/> Area/Assistant Superintendent</li> </ul>	March 7, 2008



**San Diego Unified School District**  
**Office of the Associate Superintendent**  
**Special Projects Division**

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**PROGRAM MONITORING DEPARTMENT**  
**2007-08 CONTACT INFORMATION**

**TERRI REED**  
**PROGRAM MANAGER**  
**(858) 496-4048**

<b>RESOURCE TEACHER</b>	<b>CONTACT INFORMATION</b>	<b>SCHOOLS/AREAS</b>
<b>John Anella</b>	(858) 496-4055 <a href="mailto:janella@sandi.net">janella@sandi.net</a>	High Schools (Meyer, Green)
<b>Roxanne Navarro</b>	(858) 496-4057 <a href="mailto:rnavarro@sandi.net">rnavarro@sandi.net</a>	Area 1—Clairemont and Madison Clusters (Barry) Area 2 (Smith) Area 3 (Cansdale)
<b>Mary Johnson</b>	(858) 496-4056 mjohnson8@sandi.net	Area 1—Point Loma and University City Clusters (Barry) Area 4 (Frison) Area 5 (Aleman)

Program Monitoring Department  
 Instructional Media Center, Building D  
 Phone: (858) 496-4048  
 Fax: (858) 571-3180