

ADMINISTRATIVE CIRCULAR NO. 64
Office of the Deputy Superintendent

SAN DIEGO UNIFIED SCHOOL DISTRICT

- Date:** February 5, 2009
- To:** Principals, Division and Department Heads, Chief and School Improvement Officers
- Subject:** MODIFICATION OF SITE PLANS FOR 2009-10 SCHOOL YEAR
- Department and/or Persons Concerned:** Principals, School Site Councils (SSC), and Chief and School Improvement Officers
- Due Date:** March 5, 2009
- 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 designated Chief or School Improvement Officer by March 5, 2009.
 - 3) Submit the *Single Plan for Student Achievement* electronically to planning@sandi.net by March 5, 2009.
 - 4) Submit the *2009-10 Single Plan for Student Achievement Recommendations and Assurances* document with original signatures to the Program Monitoring Department, IMC, Building D, by March 5, 2009.
 - 5) 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 updated 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 updated this winter for implementation in the 2009-10 school year. In order to process the tentative budget allocations for 2009-10, a plan reflecting new updated “scientifically-based research” strategies that strengthen the core academic program must be submitted along with the 2009-10 budget allocations. 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. (Esq. Cowan, Kristen Tosh, *The New Title I: The Changing Landscape of Accountability*, Thompson Publishing, May 2007.) This plan should reflect new priorities based upon new/additional student needs, and /or similar methodologies with effective measurable outcomes.

The plan submitted now will be in place for the 2009-10 school year. **The due date for schools to submit the updated site plan and associated budget for 2009-10 is March 5, 2009.**

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:

- 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 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 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) be the group responsible for developing and modifying 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, modification, 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 Modifications:

Each school must update its site plan for 2009-10 with updated timelines and associated budgets for the new fiscal year by March 5, 2009. Guidelines for completing the SPSA are included in Attachment 1. 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: (See Attachment 2.):
 - *Executive Summary*
 - *Schoolwide Goals and Monitoring Process*
 - *Instructional Leadership Team and School Site Council Membership*
 - *Individual Goals and Major Strategies/Action Steps*
 - *Budget Expenditures for each goal. (See Attachment 3, Major Categorical Funds Expenditure Guidelines.)*
4. Approve the updated 2009-10 plan and sign the *2009-10 Single Plan for Student Achievement Recommendations and Assurances*. (See Attachment 4.)
5. Insert the following documents electronically into the Appendix.
 - A. Data Reports
 - B. SPSA Assessment
 - C. Title I Activities and Budget
 - D. SARC (short version)
 - E. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
 - F. Home/School Compact

Budget

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

- ♦ Title I (Resource Code 30100)
- ♦ Title I Parent Involvement (Resource Code 30103)
- ♦ Economic Impact Aid/State Compensatory Education [EIA/SCE] (Resource Code 70900)
- ♦ Economic Impact Aid/Limited English Proficiency [EIA/LEP] (Resource Code 70910)
- ♦ 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)
- ♦ Quality Education Improvement Act [QEIA] (Resource Code 74000)

If money is allocated in the budget workbook 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.**

Training

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. In addition, four SPSA trainings will be provided for principals, SSC chairpersons, and SSC members at two sites: the Instructional Media Center in Kearny Mesa and at Harold J. Ballard Parent Center in Old Town. (See Attachment 5.)

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 budgets must be approved by the SSC and approved by the school's designated Chief/School Improvement Officer.**

After the site plan and corresponding categorical budget allocations have been approved by the SSC and reviewed and approved by the designated Chief/School Improvement Officer, each school site must submit the following by **March 5, 2009**:

What	Where
1) 2009-10 Budget Workbook	Submit to the school's budget analyst.
2) <i>Single Plan for Student Achievement</i>	Submit document electronically to designated Chief/School Improvement Officer.
3) <i>Single Plan for Student Achievement</i>	Submit document electronically to: planning@sandi.net .
4) <i>2009-10 Single Plan for Student Achievement Recommendations and Assurances</i> with original signatures of the principal, SSC chairperson and Chiefs/School Improvement Officers.	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. (See Attachment 6.)

The Program Monitoring Department will review the budget allocations and plan alignment after the budget analysts have posted the budget workbooks. If the budget workbooks for all categorical program funds are aligned with the site plan, the Program Monitoring Department will approve the budget workbooks for site use. The Program Monitoring Department will contact the Chief/School Improvement Officer if revisions to the plan or budgets are required. The Chief/School Improvement Officer will work with principals to make necessary adjustments.

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. In addition to the SPSA, it

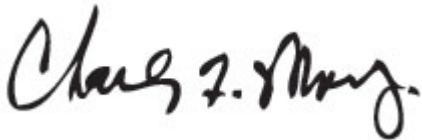
should include the School Accountability Report Card (long version), SSC Roster, categorical budget information, and additional ongoing data reports.

If you have questions, please call the Program Monitoring Department at (858) 496-4048 or refer to the *Program Monitoring Department 2009-10 Contact Information and Assignments*. (See Attachment 7.)

Brenda Campbell
Executive Director
Federal and Special Programs

BC:tr

APPROVED:

A handwritten signature in black ink, appearing to read "Chuck Morris". The signature is written in a cursive, somewhat stylized font.

Chuck Morris
Deputy Superintendent

Attachments (7)

1. Guidelines for Completing the Single Plan for Student Achievement
2. Single Plan for Student Achievement Template
3. Major Categorical Funds Expenditure Guidelines
4. 2009-10 Single Plan for Student Achievement Recommendations and Assurances
5. Updating Your School Site Plan Training Flyer
6. Single Plan for Student Achievement Checklist
7. Program Monitoring Department 2009-10 Contact Information and Assignments

San Diego Unified School District

Office of the Deputy Superintendent
Federal and Special Programs Division
Program Monitoring Department

REVISED**REVISED**

GUIDELINES FOR COMPLETING THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

1. INTRODUCTION

These guidelines provide a roadmap for completing each section of the Single Plan for Student Achievement (SPSA). The Principal and the Site Leadership Team are responsible for completing each section, with input from the School Site Council. Each school should establish a process for the development of the plan.

RECOMMENDATIONS AND ASSURANCES

This document must be completed in full, then signed by the principal, SSC chairperson, and the Chief/School Improvement Officer. After the SPSA has been reviewed by the Chief School Improvement Officer and Program Monitoring staff, four (4) **original** copies of this document must be submitted, along with the SPSA, via school mail or delivered to the Program Monitoring Department, IMC, Building D.

KEY STAKEHOLDER TEAM

The principal should establish a **Key Stakeholder Team**, which should include at least 2 members each from the Instructional Leadership Team and the School Site Council. This small team should establish the planning process for the development of the SPSA as described in Section 2 below.

2. EXECUTIVE SUMMARY

The Executive Summary should synthesize the plan into its key points, and clearly articulate the school's two-to-three main goals for the 2009-10 academic year. Because it is brief, the Executive Summary can be readily translated and communicated to the entire school community.

Introduction. Include the school's mission statement and describe how the SPSA fulfills this mission. Briefly describe the school population, targeted sub-groups, and focused areas of need, and identify the factors causing the needs of the greatest concerns to occur. Identify the key actions/strategies and high-leverage activities that will be implemented to produce expected results. Describe any challenges or barriers (within the school) that the school is facing and how the SPSA is addressing these challenges.

Process for Updating the SPSA. The development of the SPSA should involve all stakeholders in order for diverse ideas to be considered. The Key Stakeholder Team should bear in mind the following:

- How will input be gathered from all stakeholders, including students, parents, and advisory groups?
- How will the data be presented and used to inform decisions about next year's goals and strategies?
- How will the review and evaluation of the current SPSA be conducted to provide information that drives the 2009-10 SPSA?
- How will the development of the SPSA be communicated to stakeholders?

Changes to the SPSA. Describe overall changes to the goals and strategies/action steps between the 2008-09 SPSA and the 2009-10 SPSA. If there are specific changes, provide a brief statement for each change, and explain the rationale for the changes. If it has been determined by the various stakeholders that the SPSA does not require substantive changes, provide the rationale for maintaining the status quo.

Personnel. Summarize staff responsibilities in helping students improve their academic performance. Be specific in describing how personnel funded by categorical monies are providing support to students who are at-risk. Include a brief statement describing planned professional development. Describe any changes in personnel between the 2008-09 and 2009-10 plans and the rationale for these changes.

Budget. Summarize how resources are being allocated schoolwide to achieve the school's stated goals, including those services and supports that enable under-performing students to meet standards. Describe budget adjustments made during the current school year, and changes for 2009-10. Include a description of how these modifications are designed to lead to increased student achievement.

Conclusions. This section has been provided for you; however, you may provide conclusions specific to your site.

3. SPSA TEMPLATE

SPSA SCHOOLWIDE IMPROVEMENT GOALS (SMART GOALS)

Goals should be driven by a thorough analysis of student performance data, and must be derived from the prioritized needs of the school. Decisions about goals and solutions must be based on careful consideration of multiple sources of data and research. Specific subgroups should be called out as needed.

Schoolwide improvement goals should reflect the AYP targets set by NCLB for 2009-10 or targets established by SIOs.

SHORT TERM TARGETS

List the short term targets that you will use to monitor student mastery of schoolwide goals, and the dates for these targets.

DESCRIPTION OF MONITORING PROCESS AND METHOD OF REPORTING

Student achievement planning is a journey of continuous improvement that demands ongoing monitoring and adjustment of programs and processes at the school. Regular benchmarks/data points are checkpoints that measure progress toward the stated goals. They help ensure that schools are making interim progress toward meeting schoolwide goals. In addition to the Site Leadership Team, describe how the School Site Council will monitor implementation of the plan and progress made toward achieving the schoolwide SMART goals. Explain how and when this information will be communicated to all stakeholders (staff, students, parents, community).

INSTRUCTIONAL LEADERSHIP TEAM AND SCHOOL SITE COUNCIL MEMBERSHIP

Indicate who serves on these teams, and their role as part of the team. The SSC must be involved in the development of the SPSA, including the goals, and must approve the plan and categorical budgets for which they are responsible.

INDIVIDUAL GOALS AND MAJOR STRATEGIES/ACTION STEPS

Areas 1-4 Goals. These goals should reflect what will support significant growth towards achieving the schoolwide goals, i.e., they should provide the means by which the school achieves the schoolwide goals. These goals should address the focus in each area for all students.

NOTE THE FOLLOWING CHANGES TO THE INDIVIDUAL GOALS:

Area 3: Graduation/Promotion Rate is now required of all schools. K-8 schools must focus on ensuring that students at Grades 3 and 8 are reading at grade level, and are therefore prepared to succeed at the next academic level.

The Area 4: Parent Involvement Goal must address the ways in which your school is involving and engaging parents in the education of their children. **Strategies and activities must be explicitly linked to student learning.**

Closing the Gap SMART Goal. These goals will focus on the specific subgroups that need additional support, based on student performance data.

Rationale. The rationale should be based on both formative and summative assessment data. Trends, irregular patterns, or anomalies should be noted.

SHORT TERM TARGETS

List the short term targets that you will use to monitor student mastery of each area goal, and the dates for these targets.

DESCRIPTION OF MONITORING PROCESS AND METHOD OF REPORTING

In addition to the Site Leadership Team, describe how the School Site Council will monitor implementation of the plan and progress made toward achieving SMART goals in each of the areas. Explain how and when this information will be communicated to all stakeholders (staff, students, parents, community).

Major Strategies and/or Program Action Steps. These sections include two major sub-sections: *Support for Students* and *Support for Staff*. This plan should reflect updated “scientifically-based research.” 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 educational activities and programs (Esq. Cowan, Kristen Tosh, *The New Title 1: The Changing Landscape of Accountability*, Thompson Publishing, May 2007). Please refer to the Program Monitoring website, <http://www.sandi.net/depts/programmonitoring/>, for a bibliography of available resources.

Support for Students. Describe the major supports for each of the three tiers. Strategies and action steps should include strengthening core academic programs, increasing amount and quality of learning time, and providing enriched and accelerated curriculum. All support strategies and action steps must be scientific/research- and outcome-based to ensure all students reach proficiency in the core subjects. Activities in Tiers 2 and 3 should be designed to ensure that students who experience difficulty mastering any of the standards during the course of the school year will be provided with effective, timely, additional assistance.

Tier 1 (Universal Access) should address the overall instructional program at the site for ALL students—programs that are engaging, rigorous, culturally relevant, and standards-based. This core program is flexible and includes strategies for differentiation and English language development.

Tier 2 (Strategic Support) describes the additional, layered support for students at risk of not meeting academic performance standards and who therefore need additional time and instruction in small groups.

Tier 3 (Intensive Intervention) describes the intensive interventions for those students who have fallen far behind and are in need of individual attention.

Support for Staff. This section should reflect the strategies/action steps in the Support for Students section, and include a description of the professional development that is needed at the site to improve instruction in the focus areas. Professional development must be aligned with identified needs, goals, and strategies that focus on scientific, research-based reform strategies designed to improve instruction throughout the school, so all students can meet the state’s proficient and advanced levels. Schools in Program Improvement **must** allocate 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.

Expenditures. It is crucial that schools establish strong and clear links between the budget and academic priorities, goals, and strategies. Budgeting can be challenging due to constraints in allocations, and schools must determine how to distribute limited funds, most of which come with spending restrictions, in ways that effectively support the elements of the SPSA that require financial resources.

List the proposed expenditures that the site has allocated to achieve the goals. Include both unrestricted and restricted (categorical) funding resources. If an expenditure is duplicated in another area, do NOT list the “estimated cost” twice. Include the estimated cost the first time, and in subsequent budget sections, state “See Area ____.” **Expenditures included in the SPSA MUST reflect the amounts allocated in the Budget Workbook.**

Categorical funds must be allocated for the following purposes:

1. Focus on improving instruction and extending learning time.
2. Provide professional development. A minimum of 10 percent of the total Title I allocation should be devoted to professional development.
3. Supplement, not supplant, the District’s general program.
4. Foster new types of parent partnerships that focus on improving student achievement.

The rationale for expenditures should reflect these purposes. For more detailed information about major categorical expenditures, refer to Attachment 3.

4. BUDGET

CENTRALIZED SERVICES EXPENDITURES

These expenditures include categorical funds allocated to the school through the Consolidated Application and other sources, but managed by central office. Additional funds may be allocated to the school in accordance with district policy. This information will be provided by the Budget Department.

SITE BUDGET SUMMARY GRID

This information will be inserted by the Program Monitoring Department. This grid provides a comprehensive profile of the school’s funding decisions, including a summary of the estimated costs identified in the budget sections of the plan.

APPENDIX

Insert the following documents into the template **electronically**.

- A. Data Reports
- B. SPSA Assessment
- C. Title I Activities and Budget
- D. SARC (short version)
- E. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- F. Home/School Compact

APPENDIX A: DATA REPORTS

The Principal and Site Leadership Team should prepare and present current student achievement data for the SSC to review. Organizing data around essential questions regarding student performance is a powerful strategy for building data literacy. Consider the following questions:

1. How do student outcomes differ schoolwide and by subgroups?
2. What is the longitudinal progress of specific subgroups that are not reaching proficiency? What patterns or trends have been observed over multiple years?
3. What are the characteristics of students who achieve proficiency and those who do not?
4. Where are we making the most progress in closing the achievement gap?
5. Where are we making the least progress in closing the achievement gap?

Include in this section all federal and state standardized assessment data, reading assessment data, and district data (including benchmark exams) that your site used to answer the above questions and that helped inform the goals and revisions in the 2009-10 Single Plan for Student Achievement.

APPENDIX B: SPSA ASSESSMENT AND SUMMARY ANALYSIS

This document should be completed by the Principal and the Site Leadership Team, with input from the School Site Council. (Teachers may also complete this form.) Justification should be briefly described in the Evidence section. This evidence should align with the student achievement data and other reports presented by the Site Leadership Team.

After the SPSA Assessment has been completed by each participant, tabulate the responses and complete the analysis of scores (a summary of the results in each focus area, and the actions/decisions that were informed by the results). **Submit the summary analysis only.**

APPENDIX C: TITLE I ACTIVITIES AND BUDGET

Briefly describe the action steps, strategies, activities and/or programs that the school is funding through Title I. Include the amount allocated for each activity and the rationale for each expenditure. This document should align with the action steps, strategies, activities, and/or programs that are described in the SPSA. Schools may cut and paste this information from the Planned Activities section of each goal. Activities described in more than one section should be listed once only.

APPENDIX D: SARC

Insert the short version of your 2007-08 SARC.

APPENDIX E: TITLE I PARENT INVOLVEMENT POLICY OR PARENT INVOLVEMENT POLICY FOR NON-TITLE I SCHOOLS

Title I schools must insert the 2008-09 Parent Involvement Policy. Non-Title I schools that receive Economic Impact Aid/State Compensatory Education funds are also required to develop a site parent involvement policy. For more information regarding this document, refer to the Sample Title I Parent

Involvement Policy on the Program Monitoring Department website,
<http://www.sandi.net/depts/programmonitoring/referencematerials.html>.

HOME/SCHOOL COMPACT

Insert the school's 2008-09 Home/School Compact. Non-Title I schools should also include this document.

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SAMPLE** SCHOOL

2009-10

37-68338-XXXXXXX

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:

Principal:
Contact Person:
Position:
Telephone Number:
Address:
E-mail Address:

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment Summary Analysis
- Title I Expenditures and Budget
- SARC
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

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



SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*





INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

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 - E. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
 - F. Home School Compact



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

This plan represents a school's core approach to raising student achievement and narrowing achievement gaps. It includes the school's goals, as well as its major strategies for meeting those goals. Please note that this plan represents the *instructional core* of the school's planning for the year and is not intended to include all the specific details needed for implementation. This document is meant to function as a road map for schools as they work to improve student outcomes, and it is expected that the strategies described in the plan will be adjusted along the way in order to meet those desired outcomes.

The San Diego Unified School District's overarching goal is to improve student achievement and close all existing achievement gaps by providing an engaging, rigorous, standards-based instructional program coupled with strategic supports for ALL students. Specific SMART goals are being determined by the Superintendent and the Board of Education.

DISTRICT GOALS: Each student will achieve appropriate gains each year and be prepared for the next academic level.

SMART Goal 1: By the year 2013, 70 percent of SDUSD students will meet or exceed grade-level standards in English/Language Arts

SMART Goal 2: By the year 2013, 72 percent of SDUSD students will meet or exceed grade-level standards in mathematics.

INSTRUCTIONAL PLANNING GUIDELINES

Schools should use their Performance Profile and student achievement data to develop data-driven SMART goals in the following areas:

Area 1	English/Language Arts
Area 2	Math
Area 3	Graduation/Promotion Rate
Area 4	Parent Involvement
Area 5	Additional Site-identified Area (optional)

In addition, schools will identify key strategies to implement in order to achieve each SMART goal. These strategies should be aligned with the key district strategies.

KEY DISTRICT STRATEGIES FOR REACHING GOALS

- Establishing Core Curricula, Best Instructional Practices, and Common Assessments
- Improving Instruction Through Professional Learning Communities
- Creating Systems of Intervention

Embedded in each of these strategies are five interrelated ideas which should guide the actions planned at each school.

- High Expectations for All
- Standards-based Curriculum and Instruction
- Purposeful, Timely Use of Data
- Strategic Support
- Ongoing Professional Learning



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

EXECUTIVE SUMMARY

INTRODUCTION

PROCESS FOR MODIFYING THE SPSA

CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

PERSONNEL

BUDGET

CONCLUSIONS:

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. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

SINGLE PLAN FOR STUDENT ACHIEVEMENT

School:

Principal:

SCHOOL WIDE IMPROVEMENT GOALS

Using your performance profile, what schoolwide goals will you target for 2009-10? These goals should target student achievement overall as well as the acceleration of the achievement of specific subgroups.

PROVIDE SHORT TERM TARGETS FOR ALL SCHOOL WIDE GOALS.

Quarter One Short Term Targets (insert dates)	Quarter Two Short Term Targets (insert dates)	Quarter Three Short Term Targets (insert dates)	Quarter Four/Cumulative Short Term Targets (insert dates)

Description of Monitoring Process and Method of Reporting:

Describe who will monitor implementation of the plan and progress towards the school goals. How often? How and when will this information be communicated to various stakeholders?

Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month-Short Term/Cumulative Monitoring (insert dates) (Use data to inform 09-10)



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 1: ENGLISH/LANGUAGE ARTS

English/Language Arts SMART Goal:

Closing the Gap SMART Goal:

Rationale: (Data conclusions related to SMART goal)

Quarter One Short Term Targets (insert dates)	Quarter Two Short Term Targets (insert dates)	Quarter Three Short Term Targets (insert dates)	Quarter Four/Cumulative Short Term Targets (insert dates)

Description of Monitoring Process and Method of Reporting:

Describe who will monitor implementation of the plan and progress towards the school goals. How often? How and when will this information be communicated to various stakeholders?

Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month-Short Term/Cumulative Monitoring (insert dates) (Use data to inform 09-10)



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 1: ENGLISH/LANGUAGE ARTS: Major Strategies/Action Steps

What three-five major strategies are needed in each tier to support student learning aimed at achieving the SMART goals?
How will you address the needs of particular subgroups of students (Students with Disabilities, English Learners, GATE, etc.)?
What three-five major strategies are needed to support staff in order to implement these actions?

SUPPORT FOR STUDENTS

- Universal Access to Strong Core Instructional Program (Tier 1)
 -
- Strategic Support (Tier 2)
 -
- Intensive Intervention (Tier 3)
 -

SUPPORT FOR STAFF

- Professional Development Plan
 -



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 1: ENGLISH/LANGUAGE ARTS

EXPENDITURES: SUPPORT FOR STUDENTS

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

EXPENDITURES: SUPPORT FOR STAFF

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 2: MATHEMATICS

Mathematics SMART Goal:

Closing the Gap SMART Goal:

Rationale: (Data conclusions related to SMART goal)

Quarter One Short Term Targets (insert dates)	Quarter Two Short Term Targets (insert dates)	Quarter Three Short Term Targets (insert dates)	Quarter Four/Cumulative Short Term Targets (insert dates)

Description of Monitoring Process and Method of Reporting:

Describe who will monitor implementation of the plan and progress towards the school goals. How often? How and when will this information be communicated to various stakeholders?

Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month- Short Term/Cumulative Monitoring (insert dates) (Use data to inform 09-10)
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INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 2: MATHEMATICS : Major Strategies/Action Steps

What three-five major strategies are needed in each tier to support student learning aimed at achieving the SMART goals?
How will you address the needs of particular subgroups of students (Students with Disabilities, English Learners, GATE, etc.)?
What three-five major strategies are needed to support staff in order to implement these actions?

SUPPORT FOR STUDENTS

- Universal Access to Strong Core Instructional Program (Tier 1)
 -
- Strategic Support (Tier 2)
 -
- Intensive Intervention (Tier 3)
 -

SUPPORT FOR STAFF

- Professional Development Plan
 -



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 2: MATHEMATICS

EXPENDITURES: SUPPORT FOR STUDENTS

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

EXPENDITURES: SUPPORT FOR STAFF

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 3: GRADUATION/PROMOTION RATE

i.e. Promotion Rate

Elem- Focus on increasing the number of 3rd graders reading at grade level. **Middle-** Focus on increasing the number of 8th graders reading at grade level.

High- Focus on increasing the number of students passing CAHSEE, graduation credits, etc.

Graduation/Promotion Rate SMART Goal:

Closing the Gap in the Graduation/Promotion Rate SMART Goal:

Rationale: (Data conclusions related to SMART goal)

Quarter One Short Term Targets (insert dates)	Quarter Two Short Term Targets (insert dates)	Quarter Three Short Term Targets (insert dates)	Quarter Four/Cumulative Short Term Targets (insert dates)

Description of Monitoring Process and Method of Reporting:

Describe who will monitor implementation of the plan and progress towards the school goals. How often? How and when will this information be communicated to various stakeholders?

Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month-Short Term/Cumulative Monitoring (insert dates) (Use data to inform 09-10)
--	--	--	---



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 3: GRADUATION/PROMOTION RATE: Major Strategies/Action Steps

What three-five major strategies are needed in each tier to support student learning aimed at achieving the SMART goals?
How will you address the needs of particular subgroups of students (Students with Disabilities, English Learners, GATE, etc.)?
What three-five major strategies are needed to support staff in order to implement these actions?

SUPPORT FOR STUDENTS

Universal Access to Strong Core Instructional Program (Tier 1)

-

Strategic Support (Tier 2)

-

Intensive Intervention (Tier 3)

-

SUPPORT FOR STAFF

Professional Development Plan

-



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 3: GRADUATION/PROMOTION RATE

EXPENDITURES: SUPPORT FOR STUDENTS

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

EXPENDITURES: SUPPORT FOR STAFF

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 4: PARENT AND COMMUNITY INVOLVEMENT

Parent and Community Involvement SMART Goal:

Rationale: (Data conclusions related to SMART goal)

Targeted Population (grade levels and significant subgroups):

Quarter One Short Term Targets (insert dates)	Quarter Two Short Term Targets (insert dates)	Quarter Three Short Term Targets (insert dates)	Quarter Four/Cumulative Short Term Targets (insert dates)

Description of Monitoring Process and Method of Reporting:

Describe who will monitor implementation of the plan and progress towards the school goals. How often? How and when will this information be communicated to various stakeholders?

Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month- Short Term Monitoring (insert dates)	Month-Short Term/Cumulative Monitoring (insert dates) (Use data to inform 09-10)
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INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 4: PARENT AND COMMUNITY INVOLVEMENT: Major Strategies/Action Steps

What major strategies will you use to meet your SMART goal?
Which critical action steps need to take place?

▪

EXPENDITURES: PARENT AND COMMUNITY INVOLVEMENT

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 5: ADDITIONAL FOCUS AREA (optional)

Overall SMART Goal:

Closing the Gap SMART Goal:

Rationale: (Data conclusions related to SMART goal)

Quarter One Short Term Targets (insert dates)	Quarter Two Short Term Targets (insert dates)	Quarter Three Short Term Targets (insert dates)	Quarter Four/Cumulative Short Term Targets (insert dates)

Description of Monitoring Process and Method of Reporting:

Describe who will monitor implementation of the plan and progress towards the school goals. How often? How and when will this information be communicated to various stakeholders?

<p>Month- Short Term Monitoring (insert dates)</p>	<p>Month- Short Term Monitoring (insert dates)</p>	<p>Month- Short Term Monitoring (insert dates)</p>	<p>Month-Short Term/Cumulative Monitoring (insert dates) (Use data to inform 09-10)</p>
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INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 5: ADDITIONAL FOCUS AREA: Major Strategies/Action Steps

What major strategies will you use to meet your SMART goal?
Which critical action steps need to take place?

SUPPORT FOR STUDENTS

Universal Access to Strong Core Instructional Program (Tier 1)

▪

Strategic Support (Tier 2)

▪

Intensive Intervention (Tier 3)

▪

SUPPORT FOR STAFF

Professional Development Plan

▪



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

AREA 5: ADDITIONAL FOCUS

EXPENDITURES: SUPPORT FOR STUDENTS

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

EXPENDITURES: SUPPORT FOR STAFF

Persons Responsible	Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

CENTRALIZED SERVICES EXPENDITURES
(to be provided by Budget Department)



SITE BUDGET SUMMARY GRID
(to be provided by Program Monitoring)



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

APPENDIX

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. SPSA Assessment
- C. Title I Expenditures and Budget
- D. SARC
- E. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- F. Home School Compact



APPENDIX A

DATA REPORTS

(to be provided by the School)

Attach pertinent data that helped you arrive at Goals 1, 2, and 4, and if applicable Goal 3 and 5.



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

APPENDIX B

SINGLE PLAN FOR STUDENT ACHIEVEMENT ASSESSMENT

PLEASE CHECK APPROPRIATE BOX(ES) AS IT RELATES TO YOUR ASSOCIATION TO THE SCHOOL

School Name: _____

- Certificated** Classified Parent
 Community Administrator

FOCUS AREA	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					EVIDENCE HOW DO YOU KNOW?
HIGH EXPECTATIONS 1. Does the school have clearly-articulated, measurable goals for improvement in student achievement? 2. Does the school have clearly-articulated, measurable goals for narrowing gaps in student achievement?	Fully 1 1	Substantially 2 2	Partially 3 3	Minimally 4 4	Not at All 5 5	• •
STANDARDS-BASED CURRICULUM & INSTRUCTION 1. Is the school using the state/district-adopted core instructional programs in language arts and mathematics daily? 2. Do all teachers have textbooks and supplemental materials to fully utilize the core instructional program in language arts and mathematics? 3. Is the school supplementing these programs appropriately based on program gaps and student needs? 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?	Fully 1 1 1	Substantially 2 2 2	Partially 3 3 3	Minimally 4 4 4	Not at All 5 5 5	• • •



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOCUS AREA	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					EVIDENCE HOW DO YOU KNOW?
	Fully	Substantially	Partially	Minimally	Not at All	
USE OF DATA 1. Does the school have a comprehensive assessment system in language arts and mathematics (including entry-level screening, diagnostic, benchmark, and summative assessments)? 2. Do teachers and principals regularly analyze and discuss these data to make decisions regarding student placement, student progress, effectiveness of instruction, and intervention?	1	2	3	4	5	• •
STRATEGIC SUPPORT 1. Is the school implementing intensive interventions in language arts and mathematics for students who are over two years below grade level? 2. Does the school provide adequate support to English learners in both learning English and gaining access to content? 3. Do students with disabilities receive appropriate accommodations and modifications? 4. Are students with disabilities taught in the least restrictive environment?	1	2	3	4	5	• • • •
PROFESSIONAL LEARNING 1. Does the school provide instructional assistance and support to teachers of language arts and mathematics? 2. Does the school provide support to teachers regarding the core curriculum to deepen their knowledge about content and the delivery of instruction?	1	2	3	4	5	• •



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

FOCUS AREA	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					EVIDENCE HOW DO YOU KNOW?
PROFESSIONAL LEARNING (CONT'D)						
3. Do teachers use common planning time or release days to plan lesson pacing and assessments?	1	2	3	4	5	•
4. Does the school provide time for grade-level or department collaboration in order to analyze data and discuss the effectiveness of instruction?	1	2	3	4	5	•
5. Is there appropriate facilitation and use of this meeting time, if it exists?	1	2	3	4	5	•



INSERT SCHOOL NAME SINGLE PLAN FOR STUDENT ACHIEVEMENT

SINGLE PLAN FOR STUDENT ACHIEVEMENT ASSESSMENT SUMMARY ANALYSIS

School Name: _____

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
HIGH EXPECTATIONS	
STANDARDS-BASED CURRICULUM & INSTRUCTION	
USE OF DATA	
STRATEGIC SUPPORT	
PROFESSIONAL LEARNING	



APPENDIX D

SCHOOL ACCOUNTABILITY REPORT CARD
(to be provided by the School)



APPENDIX E

TITLE I PARENT INVOLVEMENT POLICY OR PARENT INVOLVEMENT POLICY FOR NON-TITLE I SCHOOLS

(to be provided by the School)



APPENDIX F

HOME/SCHOOL COMPACT
(to be provided by the School)



San Diego Unified School District

Office of the Deputy Superintendent
Federal and Special Programs Division
Program Monitoring Department

MAJOR CATEGORICAL FUNDS EXPENDITURE GUIDELINES FOR 2009-10

A. FUNDS INCLUDED

1. **Basic Program—Title I/Part A**—Resource Code 30100. Part of the No Child Left Behind Act of 2002¹, which provides federal money to support economically disadvantaged students.
2. **Title I Parent Involvement**—Resource Code 30103. Used to encourage partnerships with parents to improve student achievement.
3. **Economic Impact Aid/State Compensatory Education (EIA/SCE)**—Resource Code 70900. Funds used to provide compensatory educational programs and services to educationally disadvantaged students to enable them to reach proficiency in literacy and mathematics.
4. **Economic Impact Aid /Limited English Proficiency (EIA/LEP)**—Resource Code 70910. Supplemental funds used to provide additional programs and services to English learners to enable them to become proficient in English.
5. **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.
6. **School-Based Coordinated Program (SBCP)**—Resource Code 72500. State program allowing School and Library Improvement Block Grant (Resource Code 73950), EIA/SCE (Resource Code 70900), 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.
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 Codes 72581 and 72582. A state program to provide additional support to schools with lowest academic achievement.
9. **Quality Education Investment Act (QEIA)**—Resource Code 74000. A state program that provides funds to schools in deciles 1 or 2 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 must be on direct instructional support to students in core subjects.
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 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 that focus on improving student achievement.**

¹ 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.

C. PROCESS

1. **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. Focus is on the academic needs of the children, which drives 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 associated budget allocations for use of all above-listed categorical funds.

2. **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 SPSA serves as the Title I Schoolwide Plan.

D. BUDGET

1. Using the SPSA as a guide, each site develops a budget for 2009-10 to implement all strategies for each available funding source. This includes contracted services. The SPSA and the budget grid, which support all expenditures in the plan, will be approved by the Board of Education.
2. The SSC must approve transfers of 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:

For changes in categorical expenditures from the original approved allocations in this 2009-10 SPSA, you will need to obtain SSC approval and adjust your 2009-10 SPSA to reflect the modifications. For these expenditures, complete the *Major Categorical Funds—Justification of Expenditure for Budget Transfer 2009-10* form; this form delineates modifications to your SPSA once it is approved. Send the Budget Transfer Justification form (with original signatures of the principal and SSC chairperson), 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.

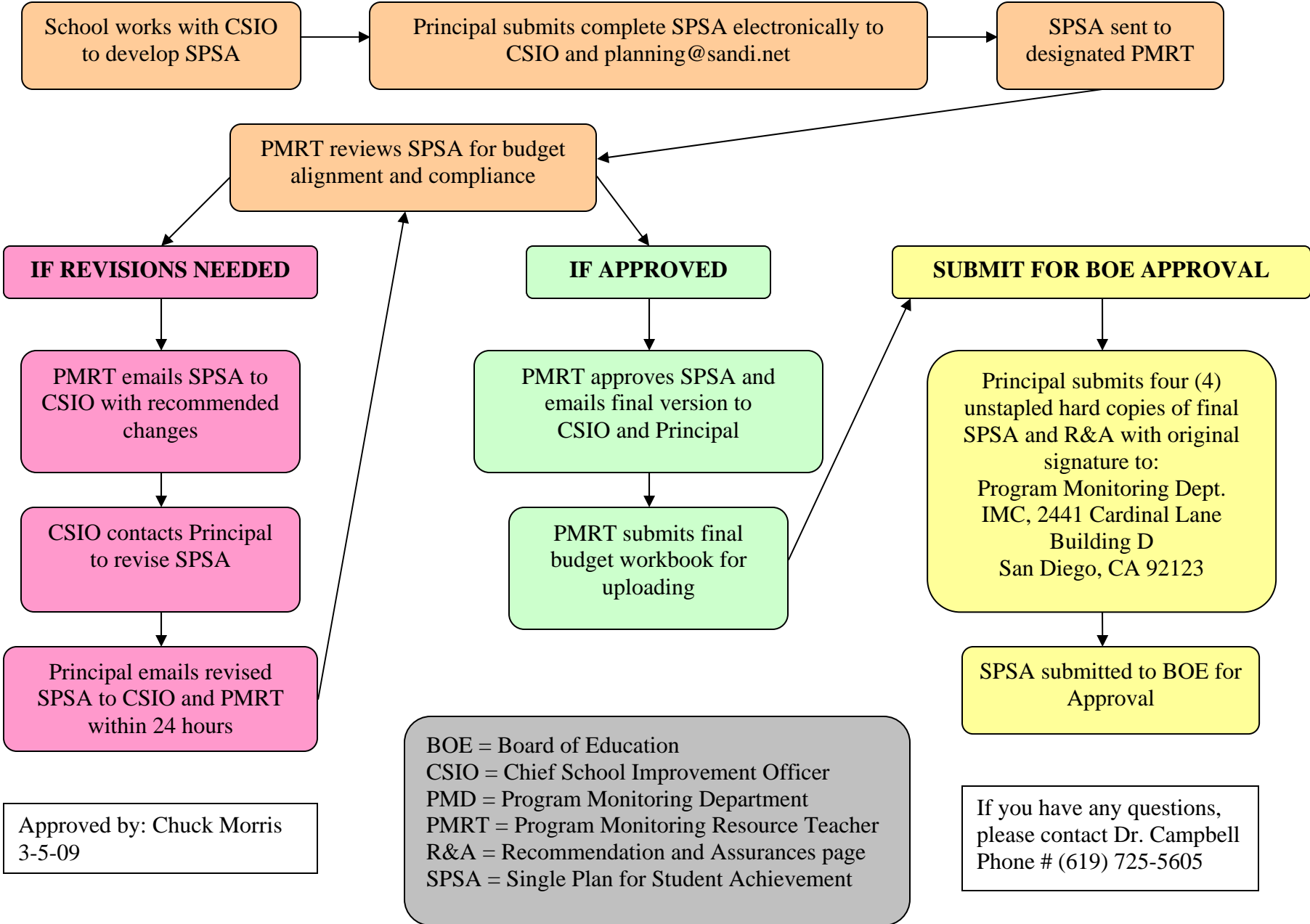
The following guidelines describe requirements for expending categorical funds:

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 for professional development must be related to site plan.
6. Field Trips
 - a. Must be aligned with grade-level standards
 - b. Must be part of classroom instructional plan.
 - c. Must be related to core academics.
 - d. Must have appropriate pre- and post-trip activities.
 - e. Must be tied to the SPSA.
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.
10. Extended Day/Year Programs
11. Additional nursing time
12. Additional counseling time
13. Additional library time
14. Push-in teacher
15. English/Literacy/Mathematics Resource teacher
16. Parent Academic Liaison

The following expenses may NOT be funded through categorical programs.

- a. Class size reduction (CSR)
- b. Noon duty
- c. Meals
- d. Athletic equipment
- e. Medical supplies
- f. Custodial supplies
- g. Building improvement

Federal and Special Programs Division SPSA Review and Approval Process 2009





San Diego Unified School District

Office of the Deputy Superintendent
Federal and Special Programs Division
Program Monitoring Department

SINGLE PLAN FOR STUDENT ACHIEVEMENT CHECKLIST AND TIMELINE

The Single Plan for Student Achievement (SPSA) is due on April 20, 2009. The following checklist is being provided as a guide in the SPSA development process.

ACTIVITY	DUE DATES
<input type="checkbox"/> School Site Council is formed	October 31, 2009
<input type="checkbox"/> Involve parents and community in developing and implementing the school plan. <input type="checkbox"/> Seek school committees' input.	Ongoing
<input type="checkbox"/> Attend SPSA Workshop (Principals, SSC Chairperson and members) provided by Program Monitoring Department.	February 4-February 17, 2009
<input type="checkbox"/> Update and complete Single Plan for Student Achievement: <ul style="list-style-type: none"> <input type="checkbox"/> Review and analyze student achievement data. <input type="checkbox"/> Conduct comprehensive assessment of current academic program. <input type="checkbox"/> Establish SMART goals. <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 all sections of the SPSA. 	April 20, 2009
<input type="checkbox"/> Submit SPSA electronically to planning@sandi.net and Chief/School Improvement Officer.	April 20, 2009
<input type="checkbox"/> Print out four (4) copies of the Recommendations and Assurances pages and obtain signatures of the: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> SSC Chairperson <input type="checkbox"/> Chief/School Improvement Officer 	After SPSA has been reviewed by Program Monitoring
<input type="checkbox"/> Submit four (4) unstapled hard copies of final SPSA and the four (4) signed, <u>original</u> Recommendations and Assurances documents to Program Monitoring, IMC, Building D.	After SPSA has been reviewed by Program Monitoring
<input type="checkbox"/> SPSAs and Budgets submitted to Board of Education for approval.	June 2009



San Diego Unified School District

Office of the Deputy Superintendent
 Federal and Special Programs Division
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BUDGET

ACTIVITY	DUE DATES
<input type="checkbox"/> Principals meet with budget analyst regarding 2009-10 Workbook. (Principals to bring hard copy of SPSA to meeting.)	April 3, 2009 <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.	April 3, 2009
<input type="checkbox"/> Submit budget workbook to budget analyst, with signatures from the: <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> SSC Chairperson <input type="checkbox"/> Chief/School Improvement Officer 	April 3, 2009



San Diego Unified School District
Office of the Deputy Superintendent
Federal and Special Programs Division

Dr. Brenda Campbell
Executive Director

2009-10 CONTACT INFORMATION

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<http://www.sandi.net/depts/programmonitoring/>

	CONTACT INFORMATION	SCHOOL TYPE
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John Anella Resource Teacher	(858) 496-4055 janela@sandi.net	High Schools Alternative/Atypical Schools Elementary (Lathan)
Mary Johnson Resource Teacher	(858) 496-4056 mjohnson8@sandi.net	Elementary Schools (White, Boyd, Mondragon)
Roxanne Navarro Resource Teacher	(858) 496-4057 rnavarro@sandi.net	Elementary Schools (Loria, Merino, Madden)