SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: August 1, 2013

To: Principals, Division and Department Heads, Area Superintendents

Subject: MODIFICATION OF SITE PLANS FOR 2013-14 SCHOOL YEAR

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

Due Date: **October 11, 2013**

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

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

2) **Submit one (1) copy** of the 2013-14 Single Plan for Student Achievement (SPSA) Recommendations and Assurances **with original signatures** to the Monitoring and Accountability Reporting Department, Education Center, Room 3126 **by October 11, 2013**.

3) Submit SPSA via Site Based Budget (SBB) by October 11, 2013.

4) Maintain evidence of compliance on site.

Attachment 1 Guidelines for Completing the Single Plan for Student Achievement (SPSA)

Attachment 2 Major Categorical Funds Spending Guidelines

Attachment 3 2013-14 Single Plan for Student Achievement Recommendations and Assurances

Attachment 4 Single Plan for Student Achievement (SPSA) Checklists and Timeline

Attachment 5 Single Plan for Student Achievement Assessment and Evaluation Survey

Attachment 6 Single Plan for Student Achievement Assessment and Evaluation Survey Summary – Appendix B

Attachment 7 Professional Development Expenditures for Program Improvement & Watch List Schools Only– Appendix F

Attachment 8 2013-14 Single Plan for Student Achievement (SPSA) Workshop Flyer

Attachment 9 Monitoring and Accountability Reporting Department 2013-14 Contact Information

Attachment 10a WASC Recommendations 2013-14 SAMPLE

Attachment 10b WASC Recommendations 2013-14 TEMPLATE – Appendix G

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). Quality Education Investment Act (QEIA)—schools **must** describe the manner in which QEIA requirements will be met in their SPSAs. School Improvement Grant (SIG)—schools must embed SIG interventions and budgets in their SPSAs. As part of the annual planning cycle (Ed Code 64001 (g), these plans must be reviewed and updated based on the most current student achievement data.

Traditionally, the annual planning cycle has been aligned with the district budgeting process. However, SPSA submission has been changed to coincide with the availability of the state testing data. School plans listed need to be submitted this fall for implementation in the 2013-14 school year. In order to process the budget allocations for 2013-14, a plan reflecting new updated *"scientifically-based research"* strategies that strengthen the core academic program must be submitted along with any revision to the 2013-14 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 [sec. 9101(37) of the ESEA]. This plan should reflect new priorities based on new/additional student needs, and/or similar methodologies with effective measurable outcomes.

The Single Plan for Student Achievement submitted will be in place for the 2013-14 school year. **The due date for schools to submit the updated 2013-14 site plan is October 11, 2013.**

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

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

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

Consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets must continue to be a part of each SSC meeting. This ongoing involvement of the SSC in the review of the site plan is a critical element of the annual planning cycle and should be reflected in meeting agendas and minutes. As a reminder, the one-year term of membership is defined as service from November of elected year (or as soon as elections are held) through October of the next year.

Documentation of SSC development, modification, monitoring, and evaluation of the site plans must be maintained at each school in the SSC Notebook. **All documentation must be maintained at the site for seven (7) years.**

Site Plan Modifications: 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 (**Attachment 1**):

   - Site Information (Step 1 of SBB)

   - SPSA Executive Summary and Attachments (Step 3 of SBB)

   - School Goals, Actions, and Costs (Step 4 of SBB)

   - **Attachment 5:** SPSA Assessment and Evaluation Survey

   - **Attachment 7:** Professional Development Expenditures for Program Improvement & Watch List Schools Only – Appendix F

4. **Approve** the updated 2013-14 Single Plan for Student Achievement and sign the 2013-14 SPSA Recommendations and Assurances (**Attachment 3**).

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

   a. Data Reports – AYP, API, CAHSEE and CELDT

   b. SPSA Assessment and Evaluation Survey Summary –Appendix B (**Attachment 6**)

   c. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools

   d. Home/School Compact

   e. Categorical Budget Allocations Summary Grid (provided by MAR Department)

   f. Professional Development Expenditures for Program Improvement & Watch List Schools Only – Appendix F (**Attachment 7**)

   g. WASC Recommendations 2013-14 TEMPLATE– Appendix G (**Attachment 10b**)

Budget:

Remember that the site budget 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)
- Title I Program Improvement (Resource Code 30106)
- School Improvement Grant (Resources 31802 and 31812)
- Economic Impact Aid/State Compensatory Education [EIA/SCE] (Resource Code 70900)
- Economic Impact Aid/Limited English Proficiency [EIA/LEP] (Resource Code 70910)
- Quality Education Improvement Act [QEIA] (Resource Code 74000)

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

Any desired changes in categorical budgets (except changes to positions) submitted in the fall may be reflected in SPSAs and presented via that document to SSCs for their approval. As a result, site plans will reflect current expenditure intent and principals will **not need to submit** Budget Transfer Justifications. This applies to categorical expenditures only that do not involve staff positions.

Training:

The Site Based Budget (SBB) tool will be used to produce the 2013-14 Single Plan for Student Achievement (SPSA). Monitoring and Accountability Reporting staff will provide assistance in completing the plans at the SPSA hands-on workshops scheduled in August 2013 **(Attachment 8).**

Prior to submission, SPSAs and associated budgets must be approved by SSCs and signed by the school's principal, SSC chairperson, and designated area superintendent.

What to do	Where/When
1) One (1) copy of the 2013-14 Single Plan for Student Achievement (SPSA) **Recommendations and Assurances** (R/A) with **original signatures** of the principal, SSC chairperson and area superintendent.	Submit one (1) original of the 2013-14 SPSA R/A with **original signatures** to: Monitoring and Accountability Reporting Education Center, Room 3126 **by October 11, 2013.**

What to do	Where/When
2) 2013-14 Single Plan for Student Achievement (SPSA).	Submit 2013-14 SPSA: Via SBB tool **by October 11, 2013.**

A checklist and timeline of activities to be completed has been included for your convenience **(Attachment 4)**.

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

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

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

If you have questions, please call the Monitoring and Accountability Reporting Department at (619) 725-5609 or refer to the Monitoring and Accountability Reporting Department 2013-14 Monitoring and Accountability Reporting (MAR) Department Contact Information **(Attachment 9)**.

Vikki Henton
Program Manager
Monitoring and Accountability Reporting
Department

APPROVED:

Nellie Meyer
Deputy Superintendent
School Support Services

Distribution: List A, B, D, E, F, O

Office of Accountability
Monitoring and Accountability Reporting

2013-14 SPSA GUIDELINES

These guidelines provide a roadmap for completing each section of the Single Plan for Student Achievement (SPSA). The SSC is responsible for completing the SPSA with input from various site advisory groups. Each school should establish a process for the development of the plan.

Only the principal and authorized personnel approved by the principal will be able to update the SPSA via the Site Based Budgeting (SBB) tool, however, only the principal can submit in SBB

SBB/SBSA Highlights:

- The SPSA development at this time is NOT an opportunity to revise staffing (FTE) expenditures within the plan.

- If compatibility view, settings, and display fixes do not work, change your zoom level in your browser or update your browser.

- Please make sure you are working in **Phase: 2013-14 SPSA only**.

- Describe in the Executive Summary the rationale used to determine goals within the SPSA.

- Create your 2013-14 goals based on guidance from your Area Superintendent.

- All goals have been populated from 2012-13 SPSA and may require small adjustments

- The English Learner Area Goal aligns the SPSA to the LEA (district) plan.

- We are working toward linking data reports from Data Director to SPSA goals; therefore, use the drop down menus to create your goals **and not "Edit Description"**.

- Include as many goals within an AREA as one can feasibly monitor. There should be Short Term Targets for each Area and Closing the Gap goal.

- **Please note:** Economically Disadvantaged Students are not identified in Data Director. If you choose this subgroup, you will need to create customized reports in Data Director for your site to monitor this group.

- You can adjust the Short Term Target dates to reflect your testing/assessment calendar.

- Elementary (K-5) Schools can use Trimester Short Term Targets.

- High Schools on a 4x4 schedule can add 4 more Short Term Target sections.

- The names of those filling categorically funded positions will appear in the SPSA. Names will be deleted in the Word document by Monitoring and Accountability (MAR) staff after submission.

- The average salary is referenced in the SPSA.

- Categorical resources are responsible for the actual cost of positions.

Executive Summary -- Step #3 of SBB:
The Executive Summary should synthesize the plan into its key points, and clearly articulate the school's two-to-three main goals for the 2013-14 academic year. The Executive Summary should be brief and easily communicated to the entire school community.

- There are two new sections to the Executive Summary that will need to be completed.

Professional Development:
Briefly describe the professional development for all staff in 2013-14. Program Improvement schools should describe how the professional development directly addresses the academic achievement problem that caused the school to be identified for Program Improvement.

Program Improvement Schools Years 4 and 5 (+):
Please describe how the corrective action plans and/or restructuring plans are embedded in this year's plan.

ATTACHING THE APPENDICES

1. Most appendix names are provided for you on the drop down menu.

2. Additional appendices may be added by typing the desired title in the drop down menu.

3. Select the appropriate file from your personal computer that corresponds with the title of the appendix.

4. Click on "Open" to attach the file to the SBB.

5. The appendices will be stored on the server but will not be attached to the SPSA report. MAR department will attach appendices to SPSA for Board of Education approval.

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:

- How do student outcomes differ schoolwide and by subgroups?

- What is the longitudinal progress of specific subgroups that are not reaching proficiency?

- What patterns or trends have been observed over multiple years?

- What are the characteristics of students who achieve proficiency and those who do not?

- Where are we making the most progress in closing the achievement gap?

- Where are we making the least progress in closing the achievement gap?

The following reports must be included in your SPSA and reviewed by the SSC. Other data reports are optional.

- ✓ CELDT (Summary Information) - Required
- ✓ AYP Report – Required
- ✓ API Report – Required
- ✓ CAHSEE - Required

Appendix B: SPSA Assessment and Evaluation Summary

The SPSA Assessment and Evaluation (Attachment 5) must be completed, at a minimum, by the School Site Council (SSC). Please maintain in your SSC binder all completed surveys. Tabulate the responses and complete the score analysis (use Attachment 6 - Appendix B: SPSA Assessment and Evaluation Survey Summary). Only upload Appendix B to the SBB.

Appendix C: Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools

Upload your current Parent Involvement Policy.

Appendix D: Home/School Compact

Upload your current Home/School Compact.

Appendix E: Categorical Budget Allocations Summary Grid

Uploaded by the Monitoring and Accountability Reporting Department (MAR).

Appendix F: Title 1 Professional Development Expenditures Program Improvement Schools and Watch List Only (see Attachment 7)

Upload the completed Professional Development Expenditures document to the SBB. Detail; how Title 1 resources are allocated for professional development and describe how funds reserved for PD will be used to remove the school from PI status. Resources: 30100 and 30106.

Appendix G: WASC Recommendations (WASC schools only) (Attachment 10b)

Upload the completed WASC Recommendation document to the SBB.

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Recommendations and Assurances (see Attachment 3)
This document must be completed in full including signatures by the principal, SSC chairperson, and the area superintendent.

One (1) original R & A document must be submitted to your area superintendent after the SPSA has been approved by the SSC.

The area superintendent staff will deliver the one (1) original R & A document to the Monitoring and Accountability Reporting Department (MAR), located at the Education Center, in Room 3126.

A Few Notes about the Goal Writing Process (Step 4 of SBB): Note that goals are linked together using a hierarchical pattern.
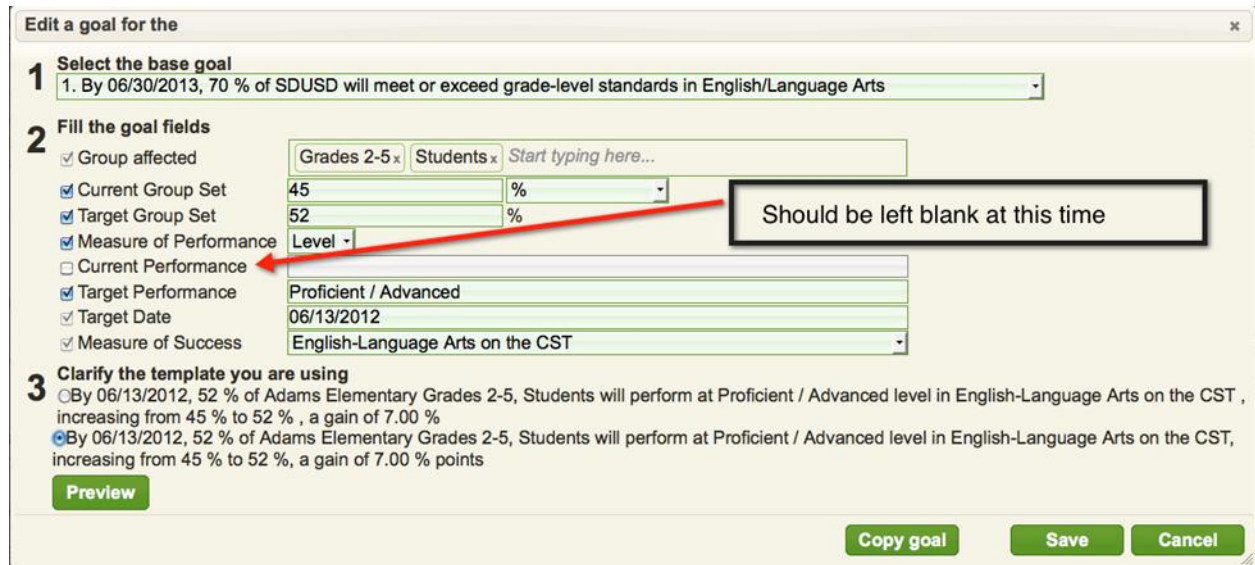
Example:
- 1. LEA/District Goal (Only seen in the drop down menu)
  - 1.1 Area Goal (Always two digits)
    - 1.1.1. Closing the Gap Goal (Always three digits)
      - 1.1.2   Short Term Target (for Area Goal is three digits)
        - 1.1.1.1   Short Term Target (for Closing the Gap Goal is four digits)

- You will see this numbering reflected in the SBB as you complete the SPSA but numbers will not be seen in the Word document.
- The digits may be skewed depending on when you added the goals to the plan but must reference the goals correctly.
- Always **preview** the goal before selecting "Add".
- Make sure checked boxes have text, data, or a drop down menu selected.
- Please choose the template with "% points" as available.

Writing an Area Goal:

Example:

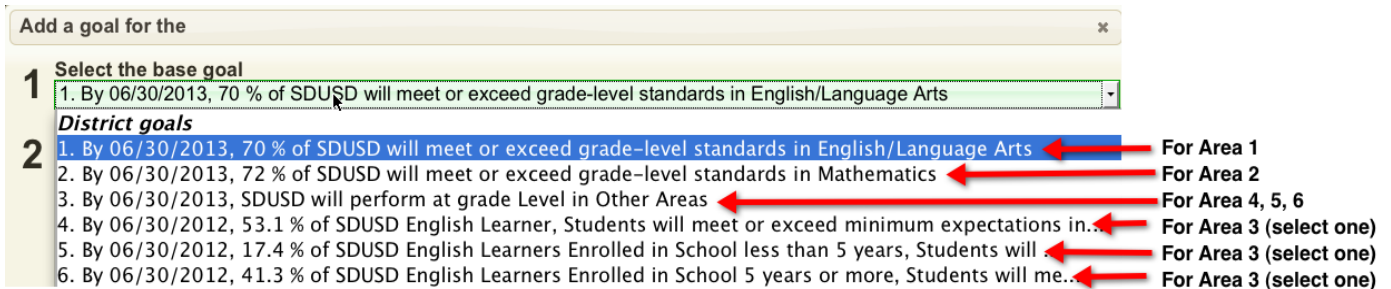1.1 By 06/13/2013, 52% of Adams Elementary Grades 2-5, Students will perform at Proficient/Advanced level in English-Language Arts on the CST, increasing from 45% to 52%, a gain of 7.00% points.

Edit a goal for the		✕
1 Select the base goal		
1. By 06/30/2013, 70 % of SDUSD will meet or exceed grade-level standards in English/Language Arts		▾

2 **Fill the goal fields**
- ☑ Group affected — Grades 2-5 x | Students x | *Start typing here...*
- ☑ Current Group Set — 45 | %
- ☑ Target Group Set — 52 | %
- ☑ Measure of Performance — Level ▾
- ☐ Current Performance ← **Should be left blank at this time**
- ☑ Target Performance — Proficient / Advanced
- ☑ Target Date — 06/13/2012
- ☑ Measure of Success — English-Language Arts on the CST ▾

3 **Clarify the template you are using**
- ○By 06/13/2012, 52 % of Adams Elementary Grades 2-5, Students will perform at Proficient / Advanced level in English-Language Arts on the CST , increasing from 45 % to 52 % , a gain of 7.00 %
- ◉By 06/13/2012, 52 % of Adams Elementary Grades 2-5, Students will perform at Proficient / Advanced level in English-Language Arts on the CST, increasing from 45 % to 52 %, a gain of 7.00 % points

Preview

Copy goal **Save** **Cancel**

STEPS TO WRITE A GOAL

1. The drop down menu will only include the district level goals to reference. (Area goals need to link directly to the LEA goals for the district). Select the appropriate District goal.

Add a goal for the		✕
1 Select the base goal		
1. By 06/30/2013, 70 % of SDUSD will meet or exceed grade-level standards in English/Language Arts		▾

2 **District goals**
1. By 06/30/2013, 70 % of SDUSD will meet or exceed grade–level standards in English/Language Arts ← **For Area 1**
2. By 06/30/2013, 72 % of SDUSD will meet or exceed grade–level standards in Mathematics ← **For Area 2**
3. By 06/30/2013, SDUSD will perform at grade Level in Other Areas ← **For Area 4, 5, 6**
4. By 06/30/2012, 53.1 % of SDUSD English Learner, Students will meet or exceed minimum expectations in... ← **For Area 3 (select one)**
5. By 06/30/2012, 17.4 % of SDUSD English Learners Enrolled in School less than 5 years, Students will ... ← **For Area 3 (select one)**
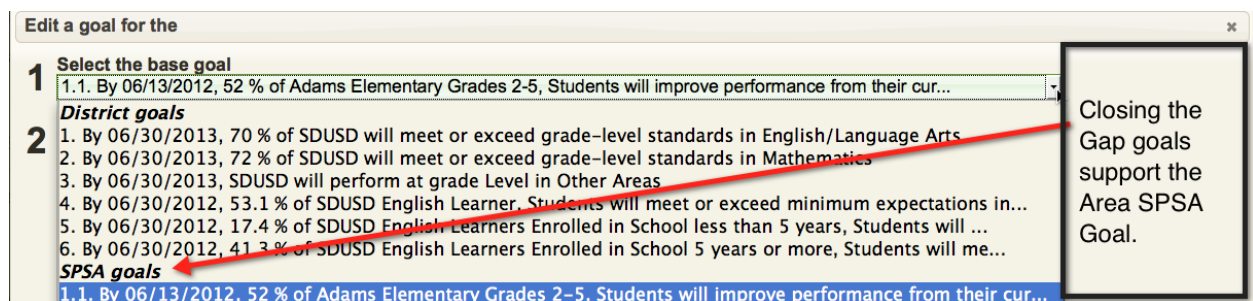6. By 06/30/2012, 41.3 % of SDUSD English Learners Enrolled in School 5 years or more, Students will me... ← **For Area 3 (select one)**

2. Identify the "Group Affected"
   a. More than one group identifier may be selected. For example:
      i. Grades 2-5, Students (represents 2 identifiers)
      ii. Grade 10, English Learner (represents 2 identifiers)
   b. Choose "Students" as the last identifier for grammatical purposes

3. Identify the "Current Group Set" numbers using current data.

4. Identify the "Target Group Set". What will be your targeted numbers for next spring?

5. "Measure of Performance":
   a. For goals referencing **test** data, it is recommended to use "level". It produces the most grammatically correct template.

   b. For other goals such as **Parent Involvement** referencing participation, and Graduation Goals referencing reading level progress, it is recommended to use "count". It provides the most grammatically correct template for these statements.

6. Identify "Current Performance" **(Should be left blank at this time)** — the level at which current group set is performing.

7. Identify "Target Performance" — the level at which you want target group to perform.

8. Target Date — End of the calendar year for Area Goals.

9. Measure of Success
   a. The drop down menu contains district assessments.

   b. Choose an assessment that measures your progress toward your goal, matches the target date identified, and is offered for the target group identified.

   c. Preview the goal — More than one statement may appear. Choose the statement that best articulates your goal.

Writing a "Closing the Gap" Goal:
- You will see the goals from last year have been imported for your reference.
- Please use the drop down menu to formulate the new goals and **not "Edit Description"**
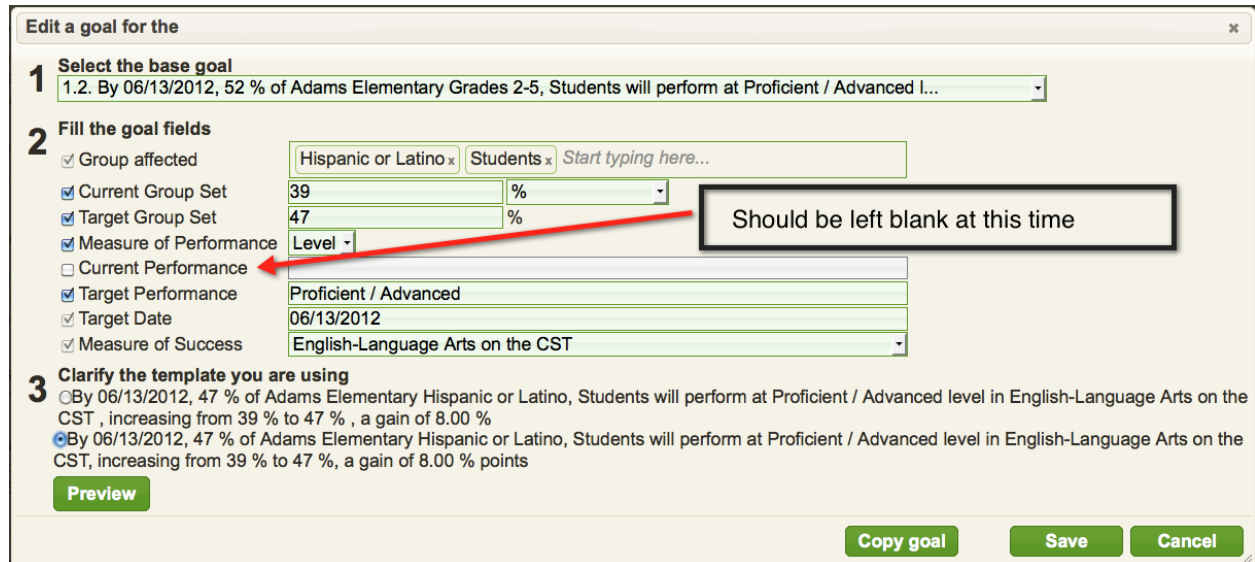
- The drop down menu will now include the district level goals to reference as well as the area (s) goals that have been entered into the SBB at this point.
- The Closing the Gap goals should be linked to the Area goal, **not a district goal**.
- Please see previous pages on directions of using SBB to write a goal using SBB.

Example:
1.1.1 By 06/13/2013, 47% of Adams Elementary Hispanic or Latino, Students will perform at Proficient / Advanced level in English-Language Arts on the CST, increasing from 39% to 47%, a gain of 8.00% points.

Writing a Short Term Target – Step #4 of SBB:
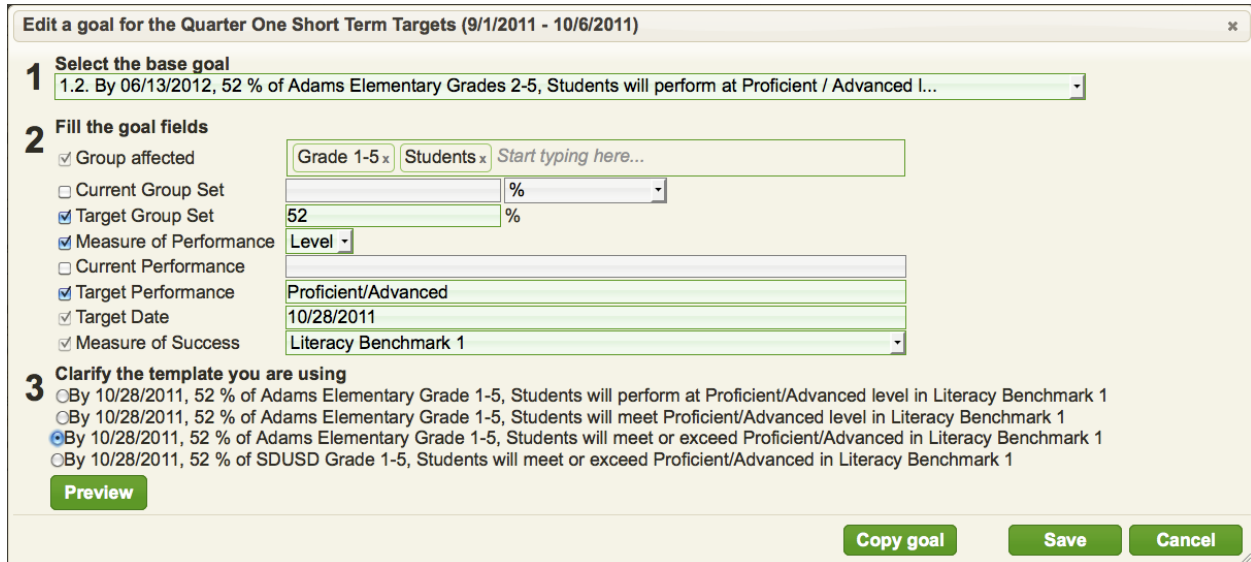Please remember you should set a Short Term Target for each Area and Closing the Gap Goal.

Only the drop down menus will allow the monitoring of goals using district data systems.

1. Edit any Short Term Target text that was imported from the previous SPSA by clicking on "Edit Description".

2. Short Term Targets will need to be created using the drop down menus.

3. If you need more than four quarterly targets (4x4 schedules), select "add new".

4. Rename and change calendar dates as necessary.

   – Note that the numbering hierarchy has expanded based upon the base goal in which the short term target is linked.

   – Also note it is possible the numbers may not be in order. The SBB links to the expanded hierarchy to determine where to deposit the goals in the SPSA template.

Examples of Short Term Targets:

1.2.4. By 10/28/2012, 52% of Adams Elementary Grade 1-5, Students will meet or exceed Proficient/Advanced in Literacy Benchmark 1

1.1.3.1. By 10/28/2012, 47% of Adams Elementary English Learner, Grade 1-5, Students will meet or exceed Proficient/Advanced in Literacy Benchmark 1

Short cut for Short Term Targets:

- After creating your first Short Term Target, you can choose the "Copy Goal" tab for the remaining Short Term Targets
- You will have to **find** the correct Short Term Target to copy.

- Goals to be copied are presented in the order of appearance in the SPSA.

When copying a goal, the following must be updated:
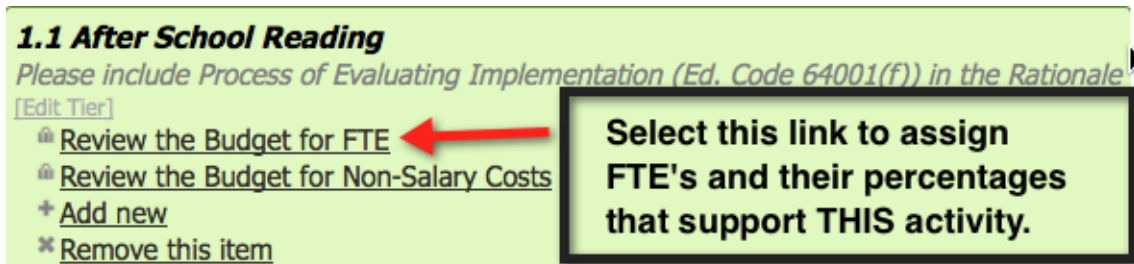
- ✓ Target Dates
- ✓ Measure of Success   (Literacy Benchmark 2, Literacy Benchmark 3, etc.)

Description of Activities to Attain Area Goal:

1. All previous "Proposed Expenditures/Activities" have been imported

2. Enter appropriate tier level for categorical expenditures.

3. You will have to assign all categorical expenditures to your SPSA. The inclusion of non-categorical resources in the SPSA is optional.

Important—Staff must be recognized appropriately across the SPSA.
For example, a categorically funded resource teacher may support both ELA and Math.
This could appear as .5 FTE in the ELA activity and .5 FTE in the Math activity.

4. **Add an expenditure to the activity by:**

   a. Choose either "Review the Budget for FTE" or "Review the Budget for Non-Salary Costs".

   b. Choose "Get from unassigned".

   c. Choose "Use Selected".

   d. Determine the amount of the FTE that applies to this activity.

   e. As FTE's and non-salary costs are assigned to the SPSA, they will start to disappear from "Get from unassigned".

   f. As non-salary costs are assigned to the SPSA, they will start to disappear from "Get from unassigned".

5. Rationale must be explicitly linked to each expenditure for the activity it supports. Identify how the expenditure's success will be monitored.

Every expenditure must have a Rationale explaining FTE or non-salary costs for the proposed activity. This is the ONLY link you edit in this window.

Budget for FTE for the 1.2 Small Group Instruction ✕

Persons Responsible		Proposed Expenditures		Funding Source	Rationale	
Position	Employee	(FTE)	(Cost)			
Library Asst	Cordero, Cynthia	0.200	$4,259.86	0003-30100-00-2231-2420-0000-01000-0000	[no data]	⊗
Inschool Resource Tchr	Zavala, Perry	0.500	$34,151.31	0003-70900-00-1109-1000-4760-01000-0000	[no data]	⊗
Add a new FTE expenditure: (Click 'Add new row' button as you fill fields)						
Select Position		0.000	$0.00	0003-xxxxx-xx-xxxx-xxxx-xxxx-01000-xxxx	[no data]	⊗
TOTAL:		**0.700**	**$38,411.17**			

[Get from unassigned] [Clear new row] [Add new row] [Save] [Close]

6. **Always click "save" before writing the next rationale. If not saved, the information will be lost when you go to assign the next item.**

7. If you need to make corrections, please see the last page "Making Corrections to the Activity Expenditures while Completing the SPSA" section.

Examples of Completed Activities:

You may have more than one activity that supports the area goals.

Description of Proposed Expenditures/Activities to Attain ELA Goal
Please enter activity, expenditures associated with activity, and select tier(s)

Activities in support of the English language arts goals are supplemental services provided through:

Development/Revision of Key Learning Targets: In every core subject area, at each grade level, we have identified learning targets based on the essential standards that are taught in three week cycles throughout the school year. Expenditures for this program are localized around professional development, collaborative planning time, and curriculum development.

Development/Revision of Key Learning Assessments: At the end of each three week cycle, a common assessment that is specific to the learning targets is administered in the core classes. Expenditures for this program are localized around professional development, inservice supplies, instructional supplies, collaborative planning time, and curriculum development.

Implementation of Intervention & Exploration Advisory Class: Students who need additional time with the Key Learning Targets are assigned to an Intervention Advisory Class for 35 minutes per day for three weeks. The curriculum is revisited and students retake the common assessment. Those who have demonstrated mastery of the learning targets are assigned to an Exploration Class. Students who demonstrated mastery of the learning targets but did not complete or turn in a sufficient amount of class or homework assignments for the preceding three week cycle are assigned to a Study Hall during the Advisory Period for the next three week cycle. Expenditures for this program are localized around instructional supplies, collaborative planning time, and curriculum development.

Reduction in Class Size: 1.0 FTE supplements the district teaching formula to provide reduced class size in language arts support classes.

Revision/Implementation of Academic Vocabulary Program: We have implemented a schoolwide Academic Vocabulary Program that focus on process words that are pertinent to multiple content areas. Expenditures for this program are localized around professional development, inservice supplies, instructional supplies, and curriculum development.

Revision/Implementation of Systematic Notetaking: Every core class is expected to have a systematic method for students to take class notes. Cornell Note taking is typically the vehicle used, however, the Striving Readers Program also has an effective method used by some teachers. Expenditures for this activity are localized around professional development, inservice supplies, instructional supplies, and curriculum development.

Implementation of Learning UpGrade: This on-line software program focused on filling gaps in student reading comprehension will be used in general education classes, intervention classes, and during extended day learning opportunities. A school wide incentive program will be developed to encourage student participation.

1.1 Development/Revision of Key Learning Targets & Assessments
Please include Process of Evaluating Implementation (Ed. Code 64001(f)) in the Rationale
Tier 2

Method of evaluation is included

Proposed Expenditures	FTE	Estimated Cost	Fund Code	Resource Code	Funding Source	Account Code	Rationale
New ExpNonsal		$500.94	01000	30100	Title I Basic Program	5209	Professional development related to identifying essential standards (Key Learning Targets)and developing common assessments. Evaluation process: evidence of revision/implementation of learning targets & common assessments.
New ExpNonsal		$874.70	01000	30100	Title I Basic Program	4304	Provide professional texts and other materials for use during professional development. Evaluation process: implementation of English language arts professional development activities.
New ExpNonsal		$1,850.00	01000	30100	Title I Basic Program	1192	Release time for teachers working on revising common assessments and intervention lessons. Evaluation process: documents indicating accomplishment.
Total		**$3,225.64**					

1.2 Implementation of Intervention & Exploration Advisory Classes
Please include Process of Evaluating Implementation (Ed. Code 64001(f)) in the Rationale
Tier 2, Tier 3
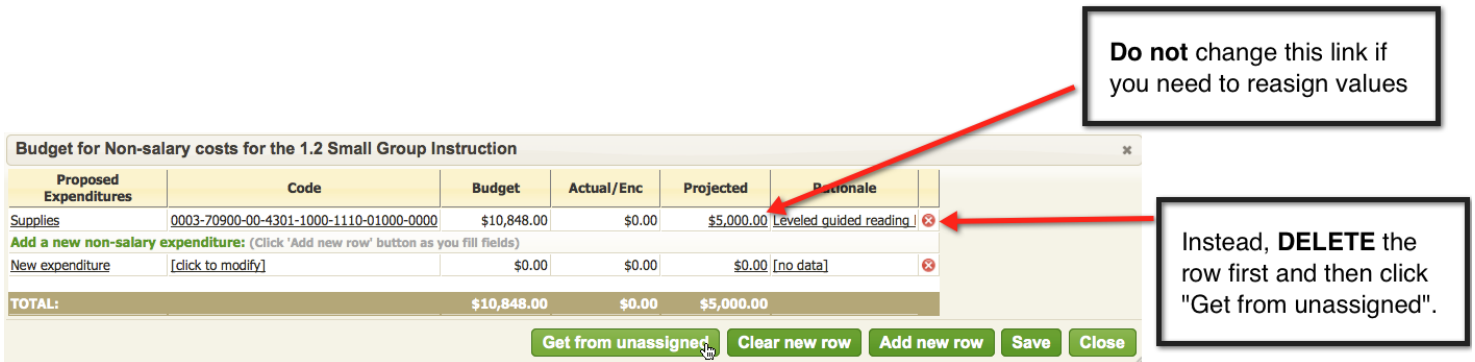
Proposed Expenditures	FTE	Estimated Cost	Fund Code	Resource Code	Funding Source	Account Code	Rationale
New ExpNonsal		$1,209.00	01000	30100	Title I Basic Program	1170	Payment for participation in workshops beyond the school day, week, and year for professional development related to essential standards and common assessments. Evaluation process: implementation of workshop objectives
New ExpNonsal		$855.25	01000	30100	Title I Basic Program	1971	Provision of time beyond the work day for teachers to develop supplemental materials for use with students. Evaluation process: use of supplemental materials in student intervention.
Conference Local		$106.90	01000	30100	Title I Basic Program	5209	Professional development related to identifying essential standards (Key Learning Targets) and developing common assessments. Evaluation process: evidence of revision/implementation of learning targets & common assessments.
Total		**$2,171.15**					

1.3 Class Size Reduction

Making corrections to the activity expenditures while completing the SPSA:

1. If you need **to move an expenditure between activities**
   - **DELETE** the expenditure from the activity and then re-enter into the correct activity.

Do not change this link if you need to reassign values

Instead, **DELETE** the row first and then click "Get from unassigned".

Budget for Non-salary costs for the 1.2 Small Group Instruction						
Proposed Expenditures	**Code**	**Budget**	**Actual/Enc**	**Projected**	**Rationale**	
Supplies	0003-70900-00-4301-1000-1110-01000-0000	$10,848.00	$0.00	$5,000.00	Leveled guided reading	❌
Add a new non-salary expenditure: (Click 'Add new row' button as you fill fields)						
New expenditure	[click to modify]	$0.00	$0.00	$0.00	[no data]	❌
TOTAL:		**$10,848.00**	**$0.00**	**$5,000.00**		

Get from unassigned | Clear new row | Add new row | Save | Close

2. If you need to **delete an activity**
   - **You must first delete every row, then the activity.**

1.2 Small Group Instruction
Please include Process of Evaluating Implementation (Ed. Code 64001(f)) in the Rationale
Tier 2

Proposed Expenditures	FTE	Estimated Cost	Fund Code	Resource Code	Funding Source	Account Code	Rationale
Library Asst - Cordero, Cynthia	0.2000	$4,259.86	01000	30100	Title I Basic Program	2231	Will be working with small group of students school wide who are not at grade level in reading. Student progress will be monitored by classroom teachers.
Inschool Resource Tchr - Zavala, Perry	0.5000	$34,151.31	01000	70900	EIA-SCE	1109	Provides Push In/Pull Out for students not at grade level. Will meet with classroom teacher to monitor progress.
Supplies		$5,000.00	01000	70900	EIA-SCE	4301	Leveled guided reading books to support small group instruction for students not at grade level.
Total		**$43,411.17**					

If you need to DELETE AN ENTIRE activity, you will need to delete EVERY ROW FIRST before deleting the activity.

San Diego Unified
SCHOOL DISTRICT

CATEGORICAL SPENDING GUIDELINES 2013-14

All categorical budgets **MUST** be for direct services that impact student achievement. Students must be considered first.

You must be able to answer the questions:

- Are these expenditures based on what is good for students at our school, not what is good for the adults?

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

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

- Do these expenditures directly affect each student in progressing to proficiency on the state standards?

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

RATIONALES FOR CATEGORICAL SPENDING MUST BE CLEARLY DESCRIBED IN THE SPSA.

San Diego Unified
SCHOOL DISTRICT

CATEGORICAL SPENDING GUIDELINES 2013-14

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
30100	Title I Basic	• **Required:** Program Improvement schools must allocate 10% of Title I funds for Professional Development. • Equipment • Instructional Materials • Non-Instructional Supplies and Expenses to support supplemental services/programs for students • Travel (must be pre-approved) • Conferences for professional development • Field Trips (in support of standards-based instruction) • Substitutes (for classroom teachers) • Hourly time (classroom teachers and classified staff working directly in supplemental services/programs for students) • ELST • AVID teachers and tutors • CSR teachers • Parent Involvement • Extended Day/Year Programs • Nursing time, including Health Tech • Counseling time • Librarian time • Push-in teacher • Subject-specific resource teachers • Reading teacher • CAHSEE prep teacher • Classroom teachers who provide **qualitatively different instruction to underperforming students** • Parent Academic Liaison • Assistants (guidance, classroom, library, etc.) **IF working directly with students on intervention programs or activities—MUST be clearly articulated in SPSA**	• Vice Principals • Clerical positions • Network Tech-unless working **directly** with students on intervention programs/activities • Copier contract • Community Service assistant • Campus security • Noon Duty • Meals • Athletic equipment • Medical supplies • Custodial supplies • Building improvement

San Diego Unified
SCHOOL DISTRICT

CATEGORICAL SPENDING GUIDELINES 2013-14

Resource #	Resource Name	Allowable Expenses	Non-allowable Expenses
30103	Title I Parent Involvement	- Materials for parent meetings and training - Conferences and workshops for parents - Communications with parents - Light refreshments	- Copier contract - Same as for Title I Basic
30106	Title I Program Improvement Supplemental **(PI schools in Years 4 & 5 only)**	- Same as for Title I Basic - Required to set aside 10% of allocation for staff professional development - Expenditures must be directly related to addressing student achievement in English Language Arts and/or Mathematics	Same as for Title I Basic
70900	Economic Impact Aid/State Compensatory Education (EIA/SCE)	See Title I Basic	Same as for Title I Basic
70910	Economic Impact Aid/Limited English Proficient (EIA/LEP)	- ELST - Supplemental materials, services, and expenses directly related to language development - Student assessment and monitoring—CELDT - Classified positions that directly support ELs - Professional development	- Nursing and Counseling Time - Same as for Title I Basic
74000	Quality Education Investment Act (QEIA)	QEIA requirements	

Office of Accountability
Monitoring and Accountability Reporting Department

2013-14 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME:

SITE CONTACT PERSON:

> **DUE October 11, 2013**

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

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

☐ Limited English Proficient (EIA/LEP)

☐ State Compensatory Education (EIA/SCE)

☐ Program Improvement (PI)

☐ Y1 ☐ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

☐ Quality Education Investment Act (QEIA)

☐ Title 1 Schoolwide Programs (SWP)

☐ School Improvement Grant (SIG)

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

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

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

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

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

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

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

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

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

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

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

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

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

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

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

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

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

San Diego Unified
SCHOOL DISTRICT

Office of Accountability
Monitoring and Accountability Reporting Department

SINGLE PLAN FOR STUDENT ACHIEVEMENT
CHECKLIST AND TIMELINE

The Single Plan for Student Achievement (SPSA) is **due on October 11, 2013**. The following checklist is being provided as a guide in the development process.

ACTIVITY	DUE DATES
☐ School Site Council (SSC) is formed.	November 1, 2012
☐ Involve parents and community in developing and implementing the school plan. ☐ Seek school committees' input. This needs to be documented in SSC minutes.	On going
☐ Complete categorical budget for staffing (principals, ILT, SSC).	March 20, 2013
☐ Attend SBB workshop (Principals) provided by Monitoring and Accountability Reporting Department.	August 2013

☐ Update and complete SPSA via SBB:
 	
  ☐ Review and analyze student achievement data.
 	
  ☐ Conduct comprehensive assessment of current academic program.
 	
  ☐ Establish SMART goals.
 	
  ☐ Propose expenditures to improve academic performance. (PI Schools and schools on watch list must allocate 10% of Title I funds (resource 30100/30106) towards staff development).
 	
  ☐ Complete and approve all sections of the SPSA.
	October 11, 2013

☐ Upon approval by area superintendent and SSC, **print one (1) copy** of the Recommendations and Assurances (R/A).
 	
Obtain **original signatures** from:
 	
  ☐ Principal
 	
  ☐ SSC Chairperson
 	
  ☐ Area Superintendent
 	
R&A page must have original signatures. No copies.
	One (1) copy of the R&A with original signatures
	
	October 11, 2013

Updated 6/2013mdj2

SINGLE PLAN FOR STUDENT ACHIEVEMENT
CHECKLIST AND TIMELINE

ACTIVITY	DUE DATES
Area superintendent submits one (1) Recommendations and Assurances page with original signatures to: Monitoring and Accountability Reporting (MAR) – **Room 3126** Education Center - 4100 Normal Street	**October 11, 2013**
☐ Submit SPSA electronically via Site Based Budget (SBB) tool for review.	**October 11, 2013**
☐ SPSAs submitted to the Board of Education for approval.	December 10, 2013

BUDGET CHECKLIST AND TIMELINE

ACTIVITY	DUE DATES
☐ Principals meet with budget analyst regarding 2013-14 workbooks. ***If needed, schedule individual time with budget analyst.***	January - March, 2013

☐ Submit budget workbook to budget analyst with signatures from:
   ☐ Principal
   ☐ SSC Chairperson
   ☐ Area Superintendent
	March 20, 2013

☐ Allocate categorical budgets to planned activities in the SPSA via Site Based Budged (SBB) tool.	October 11, 2013
☐ SPSAs submitted to Board of Education for approval with any categorical budget adjustments.	December 10, 2013

San Diego Unified
SCHOOL DISTRICT

Office of Accountability
Monitoring and Accountability Reporting Department

SINGLE PLAN FOR STUDENT ACHIEVEMENT
ASSESSMENT AND EVALUATION SURVEY

SCHOOL NAME: _____

Type or Print

Only upload summary to SBB tool. Please keep these surveys in your 2013-14 SSC binder for FPM documentation.

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?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
2. Does the school have clearly articulated measurable goals for narrowing gaps in student achievement?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
STANDARDS-BASED CURRICULUM & INSTRUCTION 1. Is the school using the state/district-adopted core instructional programs in language arts and mathematics daily?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
2. Do all teachers have textbooks and supplemental materials to fully utilize the core instructional program in language arts and mathematics?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
3. Is the school supplementing these programs appropriately based on program gaps and student needs?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
4. 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	Substantially 2	Partially 3	Minimally 4	Not at All 5	

San Diego Unified
SCHOOL DISTRICT

Office of Accountability
Monitoring and Accountability Reporting Department

SPSA ASSESSMENT SURVEY - CONTINUED

FOCUS AREA	IMPLEMENTATION STATUS CIRCLE THE MOST APPROPRIATE SCORE					EVIDENCE HOW DO YOU KNOW?
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)?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
2. Do teachers and principals regularly analyze and discuss these data to make decisions regarding student placement, student progress, effectiveness of instruction, and intervention?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 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?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
2. Does the school provide adequate support to English learners in both learning English and gaining access to content?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
3. Do students with disabilities receive appropriate accommodations and modifications?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
4. Are students with disabilities taught in the least restrictive environment?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
PROFESSIONAL LEARNING 1. Does the school provide instructional assistance and support to teachers of language arts and mathematics?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	
2. Does the school provide support to teachers regarding the core curriculum to deepen their knowledge about content and the delivery of instruction?	Fully 1	Substantially 2	Partially 3	Minimally 4	Not at All 5	

San Diego Unified
SCHOOL DISTRICT

Office of Accountability
Monitoring and Accountability Reporting Department

SPSA ASSESSMENT SURVEY - CONTINUED

FOCUS AREA	EVIDENCE HOW DO YOU KNOW?
PLAN IMPLEMENTATION 1. Identify strategies/activities in the current SPSA that WERE fully implemented as described in the plan.	
2. Identify strategies/activities in the current SPSA that WERE NOT fully implemented as described in the plan.	
STRATEGIES AND ACTIVITIES 1. Identify those strategies/activities that were particularly EFFECTIVE in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies/activities on student achievement?	
2. Identify strategies/activities that were INEFFECTIVE or MINIMALLY EFFECTIVE in improving student achievement.	

Office of Accountability
Monitoring and Accountability Reporting Department

SPSA ASSESSMENT SURVEY - CONTINUED

FOCUS AREA	EVIDENCE HOW DO YOU KNOW?
1. Based on analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?	☐ Lack of timely implementation ☐ Limited or ineffective professional development to support implementation ☐ Lack of effective follow-up or coaching to support implementation ☐ Not implemented with fidelity ☐ Not appropriately matched to student needs/student population ☐ Other _____
2. Based on the analysis of this/these practice(s), would you recommend?	☐ Eliminating it from next year's plan ☐ Continuing it with the following modifications:_____ _____
OUTCOMES 1. Identify any goals in the current SPSA that were not met.	
2. Identify any goals in the current SPSA that were not met, or were only partially met. – List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.	
3. Based on this information, what might be some recommendations for future steps to meet this goal?	

San Diego Unified
SCHOOL DISTRICT

APPENDIX B
SINGLE PLAN FOR STUDENT ACHIEVEMENT

2013-14 ASSESSMENT AND EVALUATION SURVEY SUMMARY

School Name: _____

Please type the information inside the boxes. No handwritten information. Upload summary to SBB tool and keep a copy in your SSC binder.

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

Revised 4/30/13 DG

Please type the information inside the boxes. No handwritten information. Upload summary to SBB tool and keep a copy in your SSC binder.

ANALYSIS OF SCORES - FOCUS AREA	ANALYSIS OF SCORES/NOTES/ACTIONS/DECISIONS
PROFESSIONAL LEARNING:	
PLAN IMPLEMENTATION:	
STRATEGIES AND ACTIVITIES:	
OUTCOMES:	

Revised 4/30/13 DG

San Diego Unified SCHOOL DISTRICT

APPENDIX F

School Name: (ENTER SCHOOL NAME)

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2013-14 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

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

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

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

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

Office of Accountability
Monitoring and Accountability Reporting Department

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
WORKSHOP FOR PRINCIPALS DEVELOPING 2013-14 SPSA

This <u>two hour hands-on</u> workshop is designed to provide principals with the assistance they need to complete the 2013-14 SPSA. **There are eighteen opportunities for you to register for this SPSA workshop.**

Bring your wireless laptop with you to the workshop

DAY OF WEEK	DATE	TIME	TRAININGS HELD
Monday	8/19	8:30 – 10:30 am	**Emergency Operation Center** (in front of police services) 4100 Normal Street Education Center
Monday	8/19	11:30 – 1:30 pm	
Monday	8/19	2:00 – 4:00 pm	
Tuesday	8/20	8:30 – 10:30 am	**Emergency Operation Center** (in front of police services) 4100 Normal Street Education Center
Tuesday	8/20	11:30 – 1:30 pm	
Tuesday	8/20	2:00 – 4:00 pm	
Wednesday	8/21	8:30 – 10:30 am	**Emergency Operation Center** (in front of police services) 4100 Normal Street Education Center
Wednesday	8/21	11:30 – 1:30 pm	
Wednesday	8/21	2:00 – 4:00 pm	
Thursday	8/22	8:30 – 10:30 am	**Emergency Operation Center** (in front of police services) 4100 Normal Street Education Center
Thursday	8/22	11:30 – 1:30 pm	
Thursday	8/22	2:00 – 4:00pm	
Monday	8/26	8:30 – 10:30 am	**Emergency Operation Center** (in front of police services) 4100 Normal Street Education Center
Monday	8/26	11:30 – 1:30 pm	
Monday	8/26	2:00 – 4:00 pm	
Tuesday	8/27	8:30 – 10:30 am	**Emergency Operation Center** (in front of police services) 4100 Normal Street Education Center
Tuesday	8/27	11:30 – 1:30 pm	
Tuesday	8/27	2:00 – 4:00 pm	

SDUSD employees: Log into the Electronic Registration Online (ERO) system. Go to: *http://sandi.net/ero*. *Course Code:* SPSA

For additional information contact the
Monitoring and Accountability Reporting Department
(619) 725-5609

![San Diego Unified School District logo]

Office of Accountability
Monitoring and Accountability Reporting Department
Vikki Henton, Program Manager

2013-14
CONTACT INFORMATION

STAFF ASSIGNMENTS	SCHOOL ASSIGNMENTS
Dario Gutierrez (619) 725-7785 Email: dgutierrez2@sandi.net	All Schools listed in Areas 1 and 2
Mary Johnson (619) 725-5611 Email: mjohnson8@sandi.net	All Schools listed in Areas 4 and 5 Riley and Whittier
Susan Weinshanker (619) 725-5614 Email: sweinshanker@sandi.net	All Schools listed in Areas 3 and 6 Trace and Home/Hospital

Eugene Brucker Education Center
4100 Normal Street, Room 3126

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

Additional resources and information can be found at the
Monitoring and Accountability Reporting Department website

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

San Diego Unified
SCHOOL DISTRICT

S A M P L E

A P P E N D I X   G
W A S C   R E C O M M E N D A T I O N S   **YEAR:**   2014-15

School: Weinshanker Academy School

WASC Recommendations	Goal Addressed in SPSA	Timeline	Activities in SPSA that address WASC Recommendations
1. Maintain a unified purpose through the implementation of site efforts and plans Transformation Plan/SIG, SPSA, WASC Action Plan, the College Majors branding projecting a consistent message and goals.	Goal 5	Every Monday mornings at 8:00 am. ILT every first Monday at 2:30 – 4:00 pm. SSC every second Monday 2:30 – 4:00 pm. ELAC every third Monday at 6:00 pm. Every third Wednesday mornings at 8:00 am. Back to School Parent Meeting.	All chairpersons will meet once a week from 8:00 – 10:00 am to coordinate the implementation efforts for the site. Fall Back to School Night Sept 15, 2013 7:00 pm – coordinated by AP Dr. Godke. Spring Open House April 15, 2014 7:00 pm – coordinated by AP Dr. Godke. Monthly ILT meetings first Monday of every month, ILT Coordinator Mrs. Jones 2:30 – 4:00 pm. Monthly SSC meetings – second Monday of every month – SSC Chairman Mr. Schwartz at 2:30 – 4:00 pm. Monthly Principal's Chats – every third Wednesday from 8:00 – 9:00 am in Library weekly SIG meetings for all staff from 2:00 – 4:00 pm.

![San Diego Unified School District logo]

Continued – page 2 SAMPLE

School: _____

WASC Recommendations	Goal # Addressed in SPSA	Timeline	Activities in SPSA that address WASC Recommendations
	Goal 5	Open House Parent Meeting Quarterly evening counseling sessions at 6:00 pm Months Feb., May, Sept., and December 15, 2013.	ELAC meeting third Monday of every month from 6:00 – 8:00pm – coordinated by ELST Dr. Salazar. All meetings will document the messages and the implementation. Evidence will include but is not limited to the agenda and the minutes for each specific group meetings. Quarterly evening counseling sessions from 6:00 – 8:00pm during months Feb., May, Sept., and December 15, 2013.
2. Enhance capacity for credit recovery and remediation in an effort to increase graduation rate.	Goal 4	Weekly Wednesday afternoon student identification sessions for all teaching staff.	Weekly review by all teaching staff to identify all students not meeting proficiencies in English and mathematics. Thursday morning meeting with identified students with counseling staff. Fourth Thursday afternoon every month from 4 – 6 pm with parents of identified students.

APPENDIX G
WASC RECOMMENDATIONS   YEAR: _____

School: _____

WASC Recommendations	Goal # Addressed in SPSA	Timeline	Activities in SPSA that address WASC Recommendations
1.	Goal		
2.	Goal		
3.	Goal		
4.	Goal		
5.	Goal		
6.	Goal		

Continued – page 2

School Name: _____

WASC Recommendations	Goal # Addressed in SPSA	Timeline	Activities in SPSA that address WASC Recommendations
7.	Goal		
8.	Goal		