

Office of Accountability
Monitoring and Accountability Reporting
2011-12 SPSA Guidelines

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. Only the principal will be able to update the SPSA via the SBB tool.

SBB/SPSA HIGHLIGHTS

- The SPSA development at this time is only to present the above and NOT an opportunity to revise staffing (FTE) expenditures within the plan.
- Remember to balance your categorical resources first in Step #8,
- If compatibility view, settings, and display fixes don't work, change your zoom level in your browser or **update your browser**.
- Please make sure you are working in **Phase: 2011-12 SPSA Only**.
- Describe in the Executive Summary the rationale used to determine stated goals within the SPSA.
- Create your 2011-12 goals based on (2011) AYP scores or other current data.
- There are no schoolwide, Science, or History/Social Science goals.
- The **new** English Learner Area Goal aligns the SPSA to 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"**.
- The 2010-11 SPSAs have been loaded into the SBB for your reference. When using drop down menus to create 2011-12 goals, make sure to delete the 2010-11 information that no longer applies.
- Include as many goals within an Area as one can feasibly monitor. (You may wish to delete imported goals from 2010-11 SPSA.) There must 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.
- A Safe Harbor Calculator will be made available through your MAR resource teacher.
- 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 MAR staff after submission.
- The average salary is referenced in the SPSA.

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 2011-12 academic years. The Executive Summary should be brief and easily 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. Identify the factors causing the needs of the greatest concerns to occur. Identify the key actions/strategies and high-leverage activities to be implemented based upon needs. Describe any challenges or barriers (within the school) that the school is facing and how the challenges are addressed within the SPSA.

Process for Updating the SPSA:

The development of the SPSA should involve all stakeholders in order for diverse ideas to be considered. This section should describe 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 the year's goals and strategies?
- How will the review and evaluation of the current SPSA be conducted to provide information that drives the 2011-12 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 2010-11 SPSA and the 2011-12 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. Describe in the Executive Summary the rationale used to determine stated goals within the SPSA at this time.

Personnel:

Summarize staff responsibilities in helping students improve their academic performance. Specifically describe how personnel funded by categorical monies provide support to at-risk students. Briefly describe planned professional development. Describe any changes in personnel between the 2010-11 and 2011-12 plans and the rationale for these changes.

Budget:

Summarize how resources are 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 for 2011-12. Include a description of how these modifications are designed to increase student achievement.

Conclusions:

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

Attaching the Appendices:

- The appendix name is provided for you on the drop down menu.
- Select the appropriate file from your personal computer that corresponds with the title of the appendix.
- Click on "Open" to attach the file to the SBB.
- The appendices will be stored on the server, but currently will not be included in the SPSA report.
- Add additional appendices, such as additional data reports, by typing the desired title in the drop down menu and following the steps above.

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?
3. What patterns or trends have been observed over multiple years?
4. What are the characteristics of students who achieve proficiency and those who do not?
5. Where are we making the most progress in closing the achievement gap?
6. Where are we making the least progress in closing the achievement gap?

Include in this section the following reports.

- CELDT 2010-11 (Summary Information)
- CST 2011 Data
- CAHSEE 2011 (**High School only**)

APPENDIX B: SPSA ASSESSMENT SUMMARY

The SPSA Assessment (Attachment 5) should be completed by the principal and the Site Leadership Team, with input from the School Site Council. (Teachers may also complete this form.)

Tabulate the responses and complete the score analysis (Use Attachment 6 - Appendix B: SPSA Assessment Survey Summary). Only upload appendix B to the SBB).

APPENDIX C: SARC

Upload the short version of your 2009-10 SARC to the SBB.

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

Title I schools must upload the 2011-12 Parent Involvement Policy to the SBB. 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 located as an attachment to circular #20 from 2010-11.

APPENDIX E: HOME/SCHOOL COMPACT

Upload the school's 2011-12 Home/School Compact to the SBB. Non-Title I schools should also include this document located as an attachment to circular #20 from 2010-11.

APPENDIX F: CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID

(Provided by the Monitoring and Accountability Reporting Department)

APPENDIX G: PROFESSIONAL DEVELOPMENT EXPENDITURES PROGRAM IMPROVEMENT SCHOOLS AND WATCH LIST ONLY (ATTACHED TO CIRCULAR)

Upload the completed Professional Development Expenditures document to the SBB. Detail how resources are allocated for professional development focus as it relates to your program improvement and/or watch list status.

Recommendations and Assurances (See Attachment 3)

This document (2 R & As) must be completed in full including signatures by the principal, SSC chairperson, and the area superintendent. Two (2) original R & A pages must be submitted to Monitoring and Accountability Reporting after the SPSA has been reviewed and approved by the Area Superintendent and the SSC.

The area superintendent will deliver the original R & A pages to the Monitoring and Accountability Reporting Department, Education Center, Room 3126.

A Few Notes about the Goal Writing Process (Step 4 of SBB):

- Note that goals are linked together using a hierarchical pattern. For 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 upon when you added the goals to the plan. That is okay as long as you referenced the goals correctly.
- Always **preview** the goal before selecting “Add”.
- At this time we recommend that “Current Group Performance” is not selected when writing goals.
- Make sure checked boxes have text, data, or a drop down menu selected.
- Please choose the template with “% points” as available.

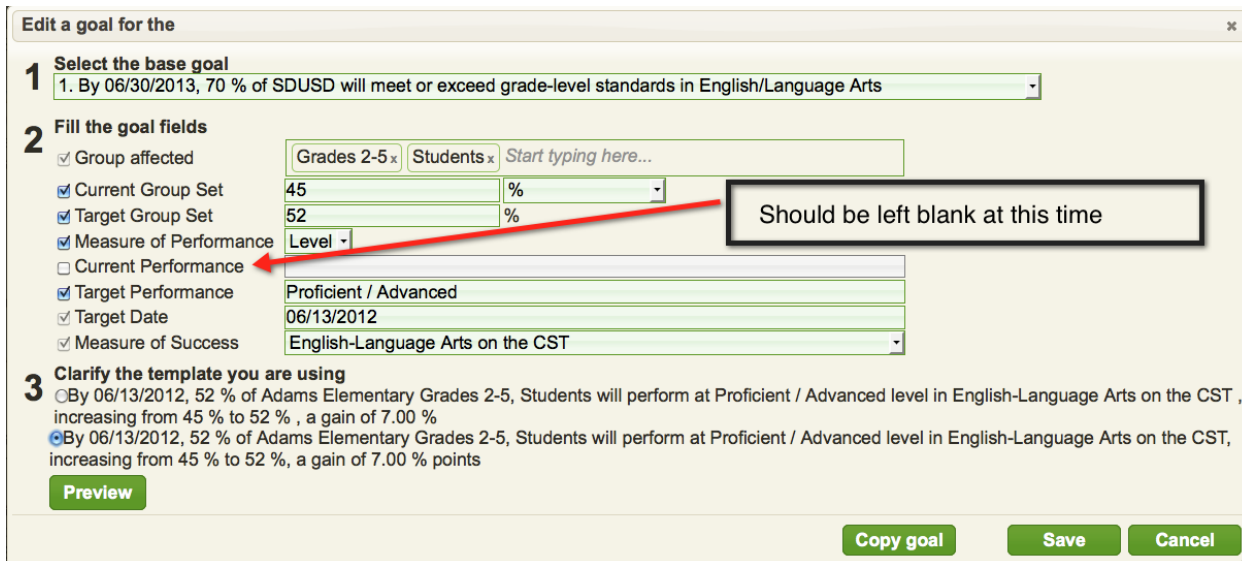
FROM SPSA HIGHLIGHTS

- Create your 2011-12 goals based on (2011) AYP scores or other current data.
- There are no longer schoolwide, Science, or History/Social Science goals.
- The new English Learner Area Goal aligns the SPSA to 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”**.
- The 2010-11 SPSAs have been loaded into the SBB for your reference. When using drop down menus to create 2011-12 goals, make sure to delete the 2010-11 information that no longer applies.
- Include as many goals within an Area as one can feasibly monitor. (You may wish to delete imported goals from 2010-11 SPSA.) There must be Short Term Targets for every 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.
- A Safe Harbor Calculator will be made available through your MAR resource teacher.
- 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.

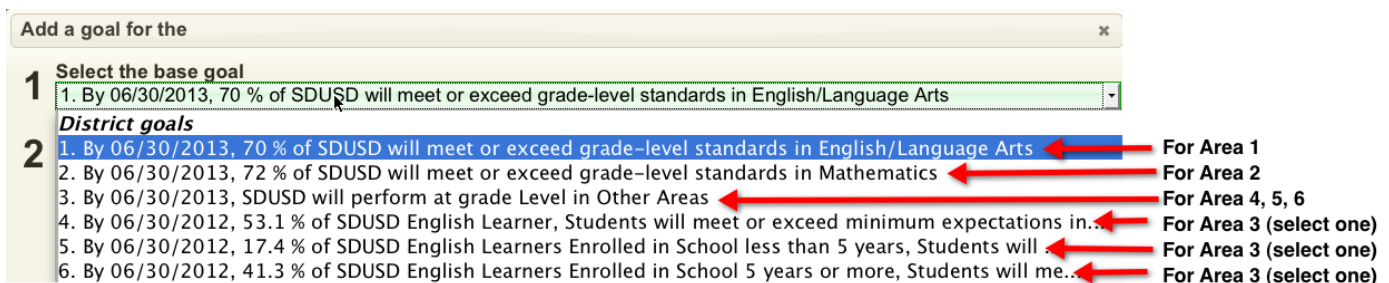
Writing an Area Goal:

Example:

1.1 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.



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.



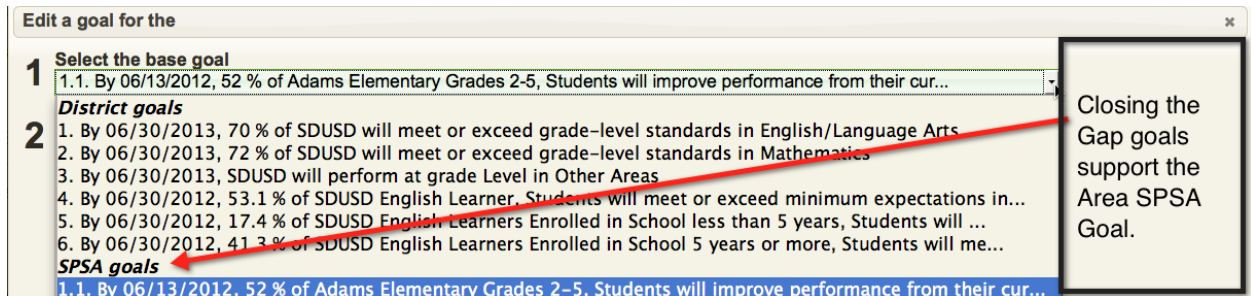
2. Identify the "Group Affected"
 - a. More than one group identifier may be selected. For example:
 - i. Grades 2-5, Students (represents 2 identifiers)
 - b. Choose "Students" as the last identifier for grammatical purposes
3. Identify the "Current Group Set" using your spring 2011 CST/CAHSEE scores.

(Continued from page 6)

4. Identify the “Target Group Set”. What will be your percent Proficient/Advanced targets for spring 2012?
5. “Measure of Performance”:
 - a. For goals referencing **CST/CAHSEE** 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.
10. Preview the goal
 - a. 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”**



1.1. By 06/13/2012, 52 % of Adams Elementary Grades 2-5, Students will improve performance from their cur...

District goals

1. By 06/30/2013, 70 % of SDUSD will meet or exceed grade-level standards in English/Language Arts

2. By 06/30/2013, 72 % of SDUSD will meet or exceed grade-level standards in Mathematics

3. By 06/30/2013, SDUSD will perform at grade Level in Other Areas

4. By 06/30/2012, 53.1 % of SDUSD English Learner, Students will meet or exceed minimum expectations in...

5. By 06/30/2012, 17.4 % of SDUSD English Learners Enrolled in School less than 5 years, Students will ...

6. By 06/30/2012, 41.3 % of SDUSD English Learners Enrolled in School 5 years or more, Students will me...

SPSA goals

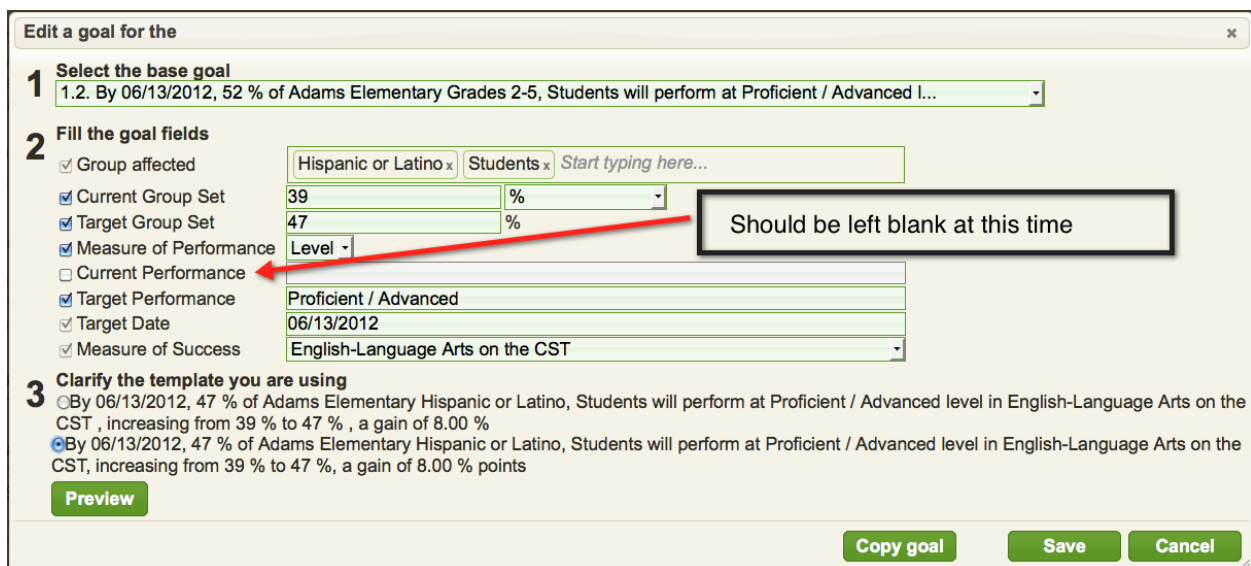
1.1. By 06/13/2012, 52 % of Adams Elementary Grades 2-5, Students will improve performance from their cur...

Closing the Gap goals support the Area SPSA Goal.

- 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**.
- Preview the goal
- More than one statement may appear. Choose the statement that best articulates your goal.

Example:

1.1.1 By 06/13/2012, 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.



1.2. By 06/13/2012, 52 % of Adams Elementary Grades 2-5, Students will perform at Proficient / Advanced I...

2 Fill the goal fields

☒ Group affected: Hispanic or Latino x Students x Start typing here...

☒ Current Group Set: 39 %

☒ Target Group Set: 47 %

☒ Measure of Performance: Level

☐ Current Performance

☒ 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, 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 %

☒ By 06/13/2012, 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

Preview

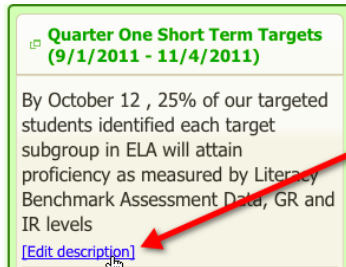
Copy goal Save Cancel

Should be left blank at this time

Writing a Short Term Target – Step #4 of SBB

(Please remember you will set a Short Term Target for each Area and Closing the Gap Goal):

1. Delete any Short Term Target text that was imported from the 2010-11 SPSA by clicking on "Edit Description".



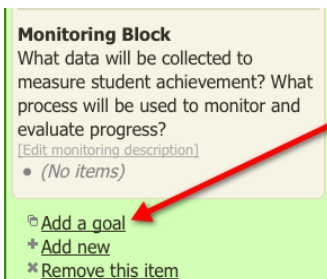
Quarter One Short Term Targets
(9/1/2011 - 11/4/2011)

By October 12, 25% of our targeted students identified each target subgroup in ELA will attain proficiency as measured by Literacy Benchmark Assessment Data, GR and IR levels

[\[Edit description\]](#)

Remove Short Term Target text that was imported from 2010-11 SPSA by clicking on "Edit description", then highlighting and deleting the text. Goals will need to be created using drop down menus.

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



Monitoring Block
What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

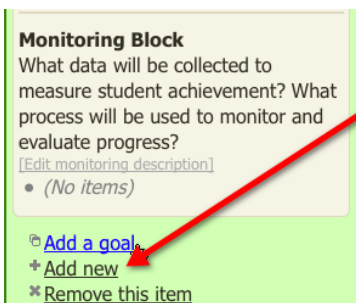
[\[Edit monitoring description\]](#)

- (No items)

[Add a goal](#)
+ Add new
* Remove this item

Click on "Add a goal" to create Short Term Targets using the drop down menu

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



Monitoring Block
What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

[\[Edit monitoring description\]](#)

- (No items)

[Add a goal](#)
+ Add new
* Remove this item

Click on "Add new" to create more columns for Short Term Targets (4x4 schools)

4. Rename and change calendar dates as necessary.



Which stakeholders were involved in data analysis and developing these goals?

Trimester One Short Term Targets (9/1/2011 - 11/4/2011) | Trimester Two Short Term Targets (11/5/2011 - 3/2/2012) | Trimester Three Short Term Targets (3/3/2012 - 6/12/2012) | No Reporting Period (6/14/2012 - 8/31/2012)

Short Term Targets can be renamed and dates can be changed to fit your testing calendar. Elementary K-5 schools can rename their fourth Short Term Target to "No Reporting Period"

(Continued from page 9)

- 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.

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

2. By 06/30/2013, 72 % of SDUSD will meet or exceed grade-level standards in Mathematics

3. By 06/30/2013, SDUSD will perform at grade Level in Other Areas

4. By 06/30/2012, 53.1 % of SDUSD English Learner, Students will meet or exceed minimum expectations in...

5. By 06/30/2012, 17.4 % of SDUSD English Learners Enrolled in School less than 5 years, Students will ...

6. By 06/30/2012, 41.3 % of SDUSD English Learners Enrolled in School 5 years or more, Students will me...

SPSA goals

1.2.3. By 06/13/2012, 47 % of Adams Elementary English Learner, Students will improve performance from thei...

1.2. By 06/13/2012, 52 % of Adams Elementary Grades 2-5, Students will perform at Proficient / Advanced l...

1.2.4. By 10/28/2011, 52 % of Adams Elementary Grade 1-5, Students will meet or exceed Proficient/Advanced ...

1.2.5. By 06/13/2012, 37 % of Adams Elementary Grades 2-5, Economically Disadvantaged, Students will improv...

1.2.3.1. By 10/28/2011, 47 % of Adams Elementary English Learner, Grade 1-5, Students will meet or exceed Pro...

1.2.5.1. By 10/28/2011, 37 % of Adams Elementary Economically Disadvantaged, Grade 1-5, Students will meet or...

1.2.6. By 01/27/2012, 52 % of Adams Elementary Grade 1-5, Students will meet or exceed Proficient/Advanced ...

1.2.3.2. By 01/27/2012, 47 % of Adams Elementary English Learner, Grade 1-5, Students will meet or exceed Pro...

1.2.5.2. By 01/27/2012, 37 % of Adams Elementary Economically Disadvantaged, Grade 1-5, Students will meet or...

As you create goals, they will be added to the drop down menu. Please choose correct SPSA to which it immediately links.

Examples:

1.2.4. By 10/28/2011, 52% of Adams Elementary Grade 1-5, Students will meet or exceed Proficient/Advanced in Literacy Benchmark 1

1.1.3.1. By 10/28/2011, 47% of Adams Elementary English Learner, Grade 1-5, Students will meet or exceed Proficient/Advanced in Literacy Benchmark 1

Edit a goal for the Quarter One Short Term Targets (9/1/2011 - 10/6/2011)

1 Select the base goal

1.2. By 06/13/2012, 52 % of Adams Elementary Grades 2-5, Students will perform at Proficient / Advanced l...

2 Fill the goal fields

☒ Group affected: Grade 1-5 x Students x Start typing here...

☐ Current Group Set: %

☒ Target Group Set: 52 %

☒ Measure of Performance: Level

☐ Current Performance:

☒ Target Performance: Proficient/Advanced

☒ Target Date: 10/28/2011

☒ Measure of Success: Literacy Benchmark 1

3 Clarify the template you are using

☐ By 10/28/2011, 52 % of Adams Elementary Grade 1-5, Students will perform at Proficient/Advanced level in Literacy Benchmark 1

☐ By 10/28/2011, 52 % of Adams Elementary Grade 1-5, Students will meet Proficient/Advanced level in Literacy Benchmark 1

☒ By 10/28/2011, 52 % of Adams Elementary Grade 1-5, Students will meet or exceed Proficient/Advanced in Literacy Benchmark 1

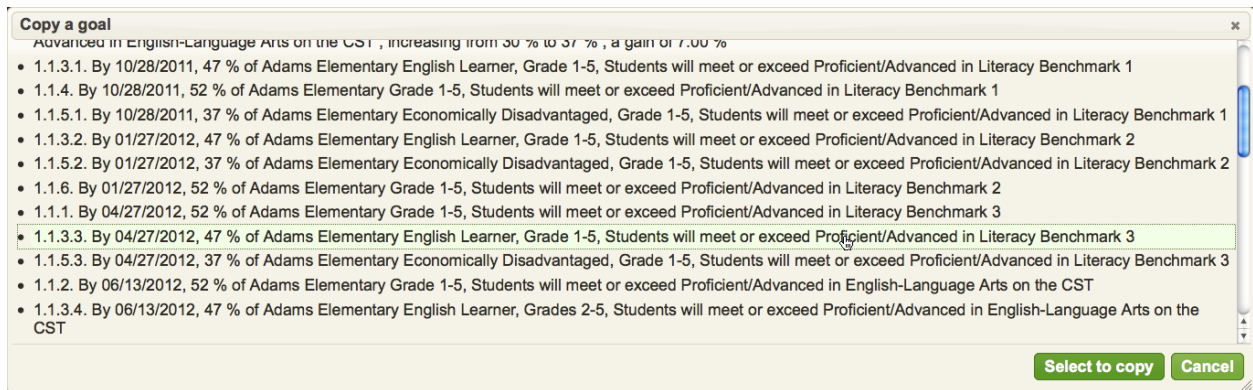
☐ By 10/28/2011, 52 % of SDUSD Grade 1-5, Students will meet or exceed Proficient/Advanced in Literacy Benchmark 1

Preview

Copy goal Save Cancel

Short cut for Short Term Targets:

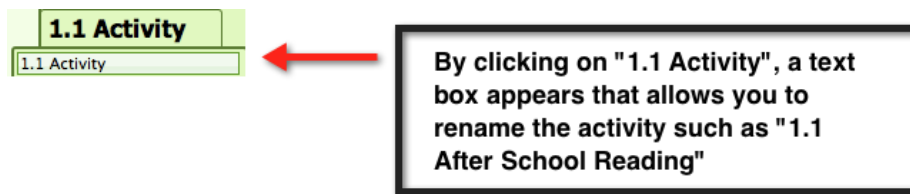
After creating your first Short Term Target, you can choose the “Copy Goal” tab for the remaining Short Term Targets. You will have to **find** the correct Short Term Target to copy.



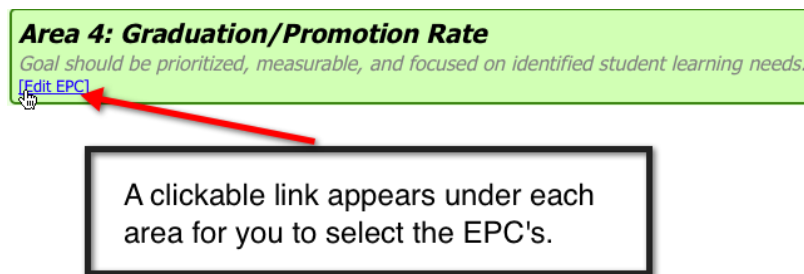
- It is useful to keep track of the goal number (ex. 1.1.4, etc.) when copying earlier Short Term Targets. This will help you find the goal you are referencing more easily.
- **You must update:**
 - Target Dates
 - Measure of Success (Literacy Benchmark 2, Literacy Benchmark 3, etc.)
 - Make certain you have the correct “base goal.”

Description of Proposed Expenditures/Activities to Attain Area Goal

1. Verify that you have balanced your restricted resources in Step 8 (non-salary costs).
2. Only enter tier 2 and 3, and categorical expenditures.
3. You will have to assign all categorical expenditures to your SPSA.
4. Each Area will have "1.1 Activity" listed as your starting point.
 - a. Select "1.1 Activity" and rename and number it to match your proposed activity.
 - i. For example: 1.1 After School Reading



5. Identify the EPCs that correlate with this activity. Most/All EPC's correlate to area goals.
Not all EPC's correlate to the parent goal.







6. **Important to note** – 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.

1.1 After School Reading

Please include Process of Evaluating Implementation (Ed. Code 64001(f)) in the Rationale

[Edit Tier]





-  [Review the Budget for FTE](#)
-  [Review the Budget for Non-Salary Costs](#)
-  [Add new](#)
-  [Remove this item](#)

**Select this link to assign
FTE's and their percentages
that support THIS activity.**

1.1 After School Reading

Please include Process of Evaluating Implementation (Ed. Code 64001(f)) in the Rationale

[Edit Tier]

-  [Review the Budget for FTE](#)
-  [Review the Budget for Non-Salary Costs](#)
-  [Add new](#)
-  [Remove this item](#)

**Select this link to assign
non-salary costs that
support THIS activity.**

(Continued from page 12)

7. 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. The SBB will not allow you to over allocate a position.
 - 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".
8. 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-01000-xxxx	[no data]
TOTAL:		0.700	\$38,411.17		

9. Always click “save” before writing the next rationale.

10.If you need to make corrections, please see page 15, “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)

1.1 Professional Development

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
Prof&Curriclm Dev Vist Tchr		\$2,009.00	01000	30100	Title I Basic Program	1192	Thinking maps PD as a support for reading comprehension for students not at grade level. Teachers will meet in PLC's to analyze, plan, and evaluate data.
Total		\$2,009.00					

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					

Making corrections to the activity expenditures while completing the SPSA:

1. If you need to change an expenditure that has been added to an activity DELETE the expenditure from the activity first and then re-enter the corrected expenditure (rather than only amending the amount or the FTE).

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. I
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

Do not change this link if you need to reassign values

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

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

1.2 Small Group Instruction

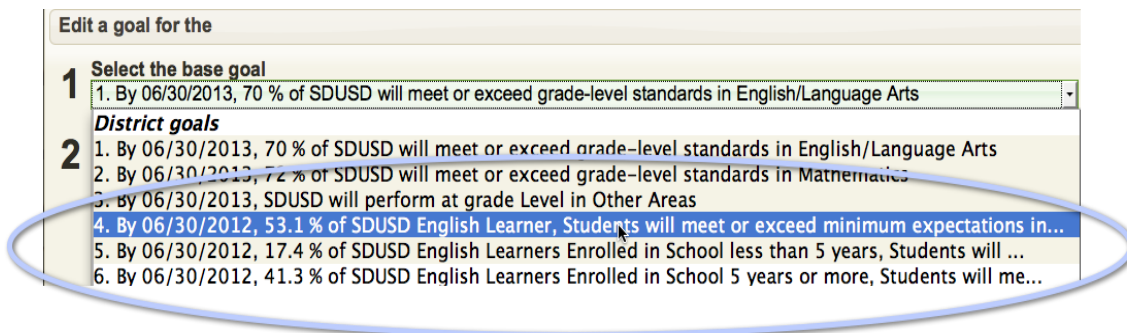
Please include Process of Evaluating Implementation (Ed. Code 64001(f)) in the Rationale Tier 2

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.

NEW AREA: How to Write the English Learner Goal (Step 4 of SBB)

- This goal links directly to the LEA plan for the district
- This goal corresponds with English Language Development.
- Closing the Gap goal is optional for the 2011-12 SPSA English Learner area.
- The measures used to track progress and plan effectively for this goal are the CELDT, ELDPI (Elementary, Middle and High schools), the Ongoing Assessment of Language Practice (Grades K-5), and the Literacy Benchmarks **IF** you are correlating benchmarks to their Overall Proficiency Level (OPL).
- **Only choose one of these three district goals for EL Goal.** (District goals #'s 4,5,6)



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 District goals

1. By 06/30/2013, 70 % of SDUSD will meet or exceed grade-level standards in English/Language Arts

2. By 06/30/2013, 72 % of SDUSD will meet or exceed grade-level standards in Mathematics

3. By 06/30/2013, SDUSD will perform at grade Level in Other Areas

4. By 06/30/2012, 53.1 % of SDUSD English Learner, Students will meet or exceed minimum expectations in...

5. By 06/30/2012, 17.4 % of SDUSD English Learners Enrolled in School less than 5 years, Students will ...

6. By 06/30/2012, 41.3 % of SDUSD English Learners Enrolled in School 5 years or more, Students will me...

These are the AMAO's for English Learners that correlate to Area 3 English Language Development Goal.

A separate job aide will be provided for EL Goal examples.