

ADMINISTRATIVE CIRCULAR NO. 53
Office of the Deputy Superintendent

SAN DIEGO CITY SCHOOLS

Date: January 6, 2006
To: Principals, Division and Department Heads, Assistant Superintendents
Subject: REVISION OF SITE PLANS FOR 2006-07 SCHOOL YEAR

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

Due Date: March 1, 2006

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 following document electronically to planning@sandi.net by March 1, 2006.
 - *Annual Site Plan Evaluation, Establishing Goals for Improving Student Achievement, and Planned Improvement in Student Performance*
- 3) Submit the *2006-07 Site Plan Recommendations and Assurances* page with original signatures to the Planning and Accountability Department, IMC, Bldg. D, by March 1, 2006.
- 4) Maintain evidence of compliance on site.

Attachments:

- 1) *School Site Plan Annual Evaluation, Establishing Goals for Improving Student Achievement, and Planned Improvements in Student Performance*
- 2) *Major Categorical Funds Expenditure Guidelines*
- 3) *2006-07 Site Plan Recommendations and Assurances*
- 4) *Planning and Accountability Department Contact Information and Assignments 2005-06*
- 5) *Ten Components of a Title I Schoolwide Program Plan*

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) schools, Immediate Intervention/Underperforming Schools Program (II/USP) schools, High Priority Schools Grant Program (HPSGP) schools, and Comprehensive School Reform (CSR) schools under the Public Schools Accountability Act and AB 961. As part of the annual planning cycle, these plans must be reviewed and revised based on current student achievement data.

The annual planning cycle is aligned with the district budgeting process. School planning and the associated school plans listed above need to be revised this winter for implementation in the 2006-07 school year. In order to process the tentative budget allocations for 2006-07, a revised plan must be submitted at the same time as the 2006-07 budget.

This plan may be similar to the one in place for the 2005-06 school year if student achievement data are similar, or it may be revised to reflect new priorities based upon new/additional student needs. The plan submitted now will be in place for the 2006-07 school year. **The due date for schools to submit the revised site plan and associated budget for 2006-07 is March 1, 2006.**

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

- Identify site-specific achievement goals based on a variety of student performance data.
- Describe specific instructional strategies to accelerate student learning.
- Describe the ways in which student progress will be monitored on a regular basis.
- Identify interventions for students not achieving.
- Determine the necessary professional development for staff. **(Program Improvement schools must allocate at least 10 percent of Title I funds to professional development.)**
- Delineate strategies for parent communication and involvement.
- Reflect estimated costs and funding sources.
- Involve consultation with other site advisory groups.

State regulations require that the School Site Council (SSC) be the group responsible for developing and revising site plans in collaboration with the site instructional leadership team. Consultation about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets must continue to be a part of each SSC meeting. This ongoing involvement of the SSC in the review of the site plan is a critical element of the annual planning cycle and should be reflected in meeting agendas and minutes. Documentation of SSC development, revision, monitoring, and evaluation of the site plans must be maintained at each school in the SSC Notebook. All documentation must be maintained for four years.

Schoolwide Programs:

The Schoolwide Program (SWP) provision of the Elementary and Secondary Education Act/No Child Left Behind (ESEA/NCLB) gives schools with high percentages of students in poverty the flexibility to use Title I funding to improve the instructional program for all students at the school. Title I schools that do not meet the specified poverty threshold or do not choose to operate a SWP must allocate their Title I resources to serve only specific students or groups of students. Under the NCLB Act, the poverty threshold to operate a Schoolwide Program is 40 percent. The purpose of a SWP is to provide a comprehensive instructional program that will enable all students to meet state standards. Attachment 5 outlines the ten components of a Title I Schoolwide Program plan. The SSC should review these standards and affirm the school's status as a Schoolwide Program school on the *2006-07 Site Plan Recommendations and Assurances* page (Attachment 3).

Site Plan Revisions:

Each school must revise its site plan for 2006-07 with updated timelines and associated budget for the new fiscal year by March 1, 2006. The SSC must:

- Review all current student achievement data.
- Consult site advisory groups.

- Complete the *School Site Plan Annual Evaluation, Establishing Goals for Improving Student Achievement, and Planned Improvements in Student Performance*. (Attachment 1)
- Allocate the associated budgets. (See Attachment 2, *Major Categorical Funds Expenditure Guidelines*.)
- Approve the revised 2006-07 plan and sign the *2006-07 Site Plan Recommendations and Assurances* page (Attachment 3).

Please remember that the site budget grid must reflect all expenditures identified in the site plan. In addition, if money is allocated on the budget grid and not identified in the plan, the budget cannot be approved. **Program Improvement (PI) schools are required to allocate a minimum of 10 percent of their categorical 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. **The five percent cap for all administrative costs has been lifted; however, sites must specifically identify how non-instructional supplies and expenses support student achievement.**

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

After the site plan and budget have been approved by the SSC and reviewed by the designated Assistant Superintendent, each school site must submit the following by **March 1, 2006**:

- 1) Budget grids. Submit to the school's budget analyst.
- 2) The SSC-approved *School Site Plan Annual Evaluation, Establishing Goals for Improving Student Achievement, and Planned Improvements in Student Performance* (Attachment 1). Submit **electronically** to planning@sandi.net.
- 3) The *2006-07 Site Recommendations and Assurances* page (Attachment 3), with **original** signatures of the principal, SSC chairperson, and Assistant Superintendent. Send to: Planning and Accountability Department, Instructional Media Center (IMC), Building D.

The Planning and Accountability Department will review the budget allocations and plan alignment after the budget analysts have posted the budget grids. If the budget grids for all categorical program funds, including Title I, Second Language, GATE, Parent Involvement, School and Library Improvement Block Grant (SLIBG), II/USP, HPSGP, and CSR are aligned with the site plan, the Planning and Accountability Department will approve the budget grids for site use. The Planning and Accountability Department will contact the school if revisions to the plan or budget grid are required, but this will delay the approval process.

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

If you have questions, please call the Planning and Accountability Department at (858) 496-4048 or refer to the *Planning and Accountability Department Contact Information and Assignments 2005-06* (Attachment 4).

Linda Dusharme
Director
Planning and Accountability

APPROVED:

A handwritten signature in cursive script that reads "Geno Flores".

Geno Flores
Deputy Superintendent

LD:tr

Attachments (5)

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

School Name

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT _____ SCHOOL

CDS Code

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

Contact Person:

Position:

Telephone Number:

Address:

E-mail address:

San Diego Unified School District

Board Approval: (*Date to be inserted by Planning and Accountability*)

Single Plan for Student Achievement

Table of Contents

1. School Accountability Report Card (SARC)
2. Analysis of Current Educational Practice
3. Student Performance Data Summary
4. School Site Plan Annual Evaluation
5. Establishing Goals for Improving Student Achievement
6. Planned Improvements in Student Performance
7. Finance Pages
 - Categorical Funding Allocated to this School
 - Categorical Programs Budget Grid
8. SSC Documents
 - School Site Council (SSC) Membership Roster
 - Recommendations and Assurances
9. Attachments
 - Attachment A: Accountability Progress Report: API, AYP and PI Reports
 - Attachment B: CELDT Report
 - Attachment C: Site Title I Parent Involvement Policy (Title I Schools Only)
 - Attachment D: Home-School Compact (Title I Schools Only)

School Accountability Report Card (SARC)

Information regarding the school vision and mission, the school profile, and the School Accountability Report Card (SARC) may be found in the SARC following this page.

School Vision and Mission

Please see SARC: School Description and Mission Statement.

School Profile

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

School Accountability Report Card

Please see SARC.

Analysis of Current Educational Practice

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**
Please see SARC, Section VII: Curriculum and Instruction.
2. **Availability of standards-based instructional materials appropriate to all student groups:**
Please see SARC, Section VII: Curriculum and Instruction.
3. **Alignment of staff development to standards, assessed student performance and professional needs:**
Please see SARC, Section VII: Curriculum and Instruction.
4. **Services provided by the regular program to enable underperforming students to meet standards:**
Please see SARC, Section VII: Curriculum and Instruction.
5. **Services provided by categorical funds to enable underperforming students to meet standards:**
Please see the Finance section: Categorical Funding Allocated to this School.
6. **Use of state and local assessments to modify instruction and improve student achievement:**
Please see SARC, Section III: Academic Data.
7. **Number and percentage of teachers in academic areas experiencing low student performance:**
General information regarding low student performance and student classroom assignments is addressed in the Establishing Goals for Improving Student Achievement. Teacher-specific information is confidential.
8. **Family, school, district and community resources available to assist these students:**
Please see SARC: Opportunity for Parent and Community Involvement, and Planned Improvements in Student Performance: sections 6 and 7.
9. **School, district and community barriers to improvements in student achievement:**
Please see Establishing Goals for Improving Student Achievement: Conclusions.
10. **Limitations of the current program to enable underperforming students to meet standards:**
Please see Establishing Goals for Improving Student Achievement: Conclusions.

SCHOOL AND STUDENT PERFORMANCE DATA

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

- [Academic Performance Index \(API\)](http://www.cde.ca.gov/ds/sp/ap/) (<http://www.cde.ca.gov/ds/sp/ap/>)
Measures the academic performance and growth of schools using student test score and demographic data.
- [Adequate Yearly Progress \(AYP\)](http://www.cde.ca.gov/ds/sp/ay/) (<http://www.cde.ca.gov/ds/sp/ay/>)
Required by the federal *No Child Left Behind Act*, AYP measures the performance of California schools and districts on standards-based tests.
- [California Longitudinal Pupil Achievement Data System \(CALPADS\)](http://www.cde.ca.gov/ds/sp/cl/) (<http://www.cde.ca.gov/ds/sp/cl/>)
A system that allows for tracking a student's academic performance over time.
- [Postsecondary Preparation](http://www.cde.ca.gov/ds/sp/ai/) (<http://www.cde.ca.gov/ds/sp/ai/>)
Provides standardized test scores from the Scholastic Assessment Test (SAT-I), American College Test (ACT), and the Advanced Placement Tests (AP) that measure students' achievement in high schools.
- [School Accountability Report Card \(SARC\)](http://www.cde.ca.gov/ta/ac/sa/) (<http://www.cde.ca.gov/ta/ac/sa/>)
Evaluates and compares schools in terms of student achievement, environment, resources, and demographics.

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

- [Standardized Testing and Reporting \(STAR\)](#)
Administration of the STAR program. Test results are used for student and school accountability purposes.
- [California High School Exit Examination \(CAHSEE\)](#)
All public school students are required to pass the CAHSEE in both English/Language Arts and mathematics to earn a high school diploma.

Additional Data on Schools

- [Research and Reporting](#)
The Research and Reporting Department processes student, school, and district achievement, assessment, demographic, and other data. Results are then analyzed and reported to parents, the public, schools, district administrators, the Board of Education, and public agencies. Information is available for each school at <http://studata.sandi.net/research/index.asp>.

SCHOOL AND STUDENT PERFORMANCE DATA SUMMARY *(continued)*

Depending on the type of school you may wish to include the data from district assessments:

- Literacy
 - Analytical Reading Inventory (ARI)
 - Developmental Reading Assessment (DRA)
 - Evaluación del desarrollo de la lectura (EDL)
 - Degrees of Reading Power (DRP)
 - End of Course Examinations (EOC)
 - Informal Reading Inventory (IRI)

- Mathematics
 - District Mathematics Test (DMT)
 - End of Course Examinations (EOC)
 - MDTP Algebra Readiness Test

Descriptions of each of these tests are available at <http://studata.sandi.net/assessment/index.asp>. Results from most of these tests can be provided through the Student Information System Client/Server (SIS/CS) or the Research and Reporting Department of San Diego City Schools (<http://studata.sandi.net/research/index.asp>), however only group data should be reported (i.e., – grade level, subgroup, etc.). Individual student scores are not reported in this document or shared with the School Site Council, or other Advisory Groups.

School Site Plan Annual Evaluation

1. What targets and/or goals did you set for your school in 2004-05?
(Refer to your Planned Improvement in Student Performance: Goal #1 and Goal #2 for improving Student Achievement)

Goal #1:

Goal #2:

2. Based on data results from the spring 2005 testing, did you meet your goals for the 2004-05 Plan?

Goal #1	YES	NO
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Goal #2	YES	NO
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3. Are students making progress towards performance standards? How do you know?
4. Are all student groups achieving the plan objectives? If not, what interventions are you providing?
5. During the 2004-05 implementation of your plan, were there significant budget adjustments or changes made in this plan? If so why?
6. Were all planned improvement activities implemented? If not, why not? What were the challenges or road blocks?
7. Which activities helped the school meet goals and raise student achievement? Which activities did not?
8. For the 2005-06 school year what adjustments did you make to your plan that reflect the above evaluation?

Establishing Goals for Improving Student Achievement

Student Groups Performing Below Standards or Expectations

(Please write a narrative response based on your most current API and AYP data)

Findings from Student Performance Data:

The following guiding questions are provided to assist schools in completing this section. Findings must be based upon an analysis of the school's most recent student performance data in English Language Arts and Math. Schools may include performance data from other content areas.

Schoolwide data:

- *In which academic performance area(s) is the school showing the most growth?*
- *In which academic performance area(s) is the school showing the least growth?*
- *Which area(s) has the lowest performance?*
- *What were the changes in performance from last year?*

Subgroup data:

- *What are the performance gaps for each subgroup by grade level? (school response required)*
- *How has each subgroup performed? (strengths and weaknesses)*
- *In which grade levels and content areas are specific subgroups performing significantly below grade-level expectations?*
- *What discrepancies appear from the various assessments and accountability reports? (API, AYP, STAR, DRP, DRA, ARI, IRI, CELDT, CAHSEE)*
- *What were the changes in subgroup performances from last year?*

Findings from Parent, Teacher and Student Input:

- *What school advisory groups provided input?
(These may include, but are not limited to ASB, ELAC, GATE, PT(S)A, SGT, Special Education, etc.)*
- *What were the major differences in the findings among the different groups?*

Conclusions Based on Findings:

- *Was there a consensus about the needs for the school? If yes, what is that consensus? If not, what are the significant differences?*
- *Which subgroups were identified as needing targeted assistance for academic improvements?*
- *What barriers to improvements in student achievement, especially for underperforming students, have been identified?*
- *On which academic needs has the school decided to focus?*

Establishing Goals for Improvement of Student Achievement
(continued)

School Goals for Improving Student Achievement:

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

GOAL #1 for Improving Student Achievement:

GOAL #2 for Improving Student Achievement:

GOAL #3 for Improving Student Achievement: *(Optional)*

Planned Improvement in Student Performance: Goal #1

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the API, AYP, and CELDT, along with local measures of pupil achievement (DRA, DRP, etc.). The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

GOAL #1 for Improving Student Achievement: *(From previous section)*

Student groups participating in this goal:

Performance gains expected for these students in the 2006-07 school year:

Means of evaluating progress toward this goal: (benchmark assessments)

Group data needed to measure academic gains: (subgroup or schoolwide data results from AYP or API)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimate of Cost	Funding Source
1. Alignment of instruction with content standards:				
2. Improvement of instructional strategies and materials:				
3. Extended learning time:				

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimate of Cost	Funding Source
4. Increased educational opportunity:				
5. Staff development and professional collaboration:				
6. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)				
7. Auxiliary services for students and parents: (including transition from preschool, elementary and middle school)				
8. Monitoring program implementation and results:				

Planned Improvement in Student Performance: Goal #2

GOAL #2 for Improving Student Achievement: *(From previous section)*
 Student groups participating in this goal:
 Performance gains expected for these students in the 2006-07 school year:
 Means of evaluating progress toward this goal: (benchmark assessments)
 Group data needed to measure academic gains: (subgroup or schoolwide data results from AYP or API)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimate of Cost	Funding Source
1. Alignment of instruction with content standards:				
2. Improvement of instructional strategies and materials:				
3. Extended learning time:				
4. Increased educational opportunity:				

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimate of Cost	Funding Source
5. Staff development and professional collaboration:				
6. Involvement of staff, parents and community: (including interpretation of student assessment results to parents)				
7. Auxiliary services for students and parents: (including transition from preschool, elementary and middle school)				
8. Monitoring program implementation and results:				

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Please see Categorical Funding Allocated to this School on the following page.

Categorical Programs Budget Grid

This grid provides a comprehensive profile of the school's funding decisions for major categorical programs, including a summary of the estimated costs identified in the Planned Improvements in Student Performance section of the plan. The grid should be completed by the School Site Council to reflect the use of these funds in support of the Single Plan for Student Achievement.

Please see Categorical Programs Budget Grid on the following page.

San Diego City Schools

School Name

**School Site Council (SSC) Membership Roster
2005-2006**

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

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

Please see current School Site Council roster on the following page.

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

Please see Recommendations and Assurances on the following page.

MAJOR CATEGORICAL FUNDS EXPENDITURE GUIDELINES

A. FUNDS INCLUDED

1. Basic Program (Title I) - Title I/Part A – Resource Code 30100. Part of the No Child Left Behind Act of 2002¹, which provides federal money to support economically disadvantaged students.
2. School-Based Coordinated Program (SBCP) – Resource Code 72500. State program allowing School and Library Improvement Block Grant (SLIBG), EIA-LEP (Resource Code 70910), and/or GATE (Resource Code 71400) funding to be coordinated into one program to provide flexibility in the use of these funds.
3. Economic Impact Aid – Limited English Proficiency (EIA-LEP) – Resource Code 70910. These supplemental funds are used to provide additional programs and services to English learners or compensatory educational services to educationally disadvantaged students.
4. Gifted and Talented Education (GATE) – Resource Code 71400. A state program to support unique opportunities for high-achieving and underachieving students who are identified as gifted and talented.
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 and career needs of every student or provide library media center materials.
6. Title I Parent Involvement – Resource Code 30103. Used to encourage partnership with parents to deepen their involvement in improving student academic achievement.
7. Immediate Intervention/Under-performing Schools Program (II/USP) – Resource Codes 72551, 72552, or 72553. A state program to support academic improvement at schools not meeting API targets.
8. High Priority Schools Grant Program (HPSGP) – Funds 72581 or 72580. A state program to provide additional support to schools with lowest academic achievement.
9. School Assistance Intervention Team Grant (SAIT) – Resource Codes 30120 and 30130. A state program to provide support to schools in II/USP that are state-monitored.
10. Comprehensive School Reform (CSR) – Resource Code 31700. A federally funded school reform grant to improve student achievement.

B. PURPOSE

1. Focus on improving instruction and extending learning time – These programs enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet state performance standards developed for all children. The emphasis must be on direct instructional support to students.
2. Emphasis on core curriculum – Literacy and mathematics.
3. Professional development is a priority – This is available to anyone in a school-wide 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% of the total Title I allocation should be devoted to professional development. **(Program Improvement schools must allocate at least 10% of Title I funds to Professional Development.)**
4. Supplement, not supplant, the District's general program – Use of funds must be in a manner that adds to or enhances but does not replace or “use instead of” District funds.
5. Foster new types of parent partnerships.

C. PROCESS

1. Single Plan for Student Achievement (SPSA), WASC, or Intervention Plans (II/USP, HPSGP, and CSR)
A needs assessment identifies areas of need at the school site based on an analysis of current student performance data in relation to state standards. Focus is on the academic needs of the children. The students' educational needs drive the planning cycle. The site plan describes strategies that will coordinate use of federal, state, and local resources to improve instruction and student achievement. The School Site Council (SSC) develops and approves the budget for use of all above listed categorical funds.
2. Title I Schoolwide Plan
A federal program that puts emphasis on high achievement for all students while serving the most disadvantaged youth and provides flexibility in spending Title I funds. The SPSA, CSR, II/USP, or HPSGP plan serves as the Title I Schoolwide Plan.

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.

D. BUDGET

1. Using the site plan as a guide, a budget for 2006-07 was developed to implement strategies for all funds. It includes staffing, materials, supplies, contracted services, and equipment. The budget grid in support of all expenditures in the school plan has been approved by the Board of Education.
2. The SSC must approve transfers of appropriations within any of the above listed programs.

E. SPENDING—Justification required for the following expenditures:

- ❖ All new positions and those involving funding changes to the approved budget.
 - ❖ Equipment in excess of \$500.
 - ❖ Other expenses in excess of \$1000.
1. Positions
 - a. Submit PAR online and send *Major Categorical Funds Justification for Expenditure* form to the Budget Office at Eugene Brucker Education Center, Rm. 3209.
 - b. **Approval must occur prior to assignment start date.**
 2. Equipment
 - a. Expenditures in excess of \$500 require *Justification for Expenditure* form submitted to the Budget Analyst prior to the ePro non-stock submission.
 - b. Must be addressed in the site plan.
 - c. If not **clearly instructional**, seek guidance in advance from your assigned resource teacher in the Planning and Accountability Department.
 - d. No walk-throughs.
 - e. No procurement cards.
 - f. No confirming orders.
 3. Instructional Materials
 - a. Related to student needs, instructional focus, and core curriculum.
 - b. Considered a very good use of funds.
 - c. Supplemental to, not instead of, District/State funds.
 4. Travel must be pre-approved. Submit prior to trip with justification tied to site plan.
 5. Conferences, consultants for professional development must be related to site plan.
 6. Field Trips – must be part of classroom instructional plan, be related to core academics, have appropriate pre- and post-trip activities, and be tied to the site plan.
 7. Substitutes – (for classroom teachers)
 - a. For professional development.
 - b. For sick leave only for teachers paid from the categorical fund.
 8. Hourly time
 - a. For professional development.
 - b. Extra time for support of program, when necessary.
 - c. Clerical
 9. Parent Involvement
 - a. Workshops for parents.
 - b. Materials for parent meetings, training, parent resource library.
 - c. Speakers, consultants for parents.
 - d. Communications for parents (including mailings).
 - e. Light refreshments.
 10. Funds from Categorical Programs may not be spent for:
 - a. Noon duty
 - b. Meals
 - c. Athletic equipment
 - d. Medical supplies
 - e. Custodial supplies
 - f. Building improvement

San Diego City Schools
Standards, Assessment, and Accountability Division
Planning and Accountability Department

2006-07 SITE PLAN
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: _____

SITE CONTACT PERSON: _____

PHONE: _____ FAX: _____ EMAIL ADDRESS: _____

[] TITLE I [] PROGRAM IMPROVEMENT [] SAIT (State-monitored)

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

[] SPSA [] HPSGP [] CSR
[] II/USP [] WASC

REQUIRED OF ALL SCHOOLS: Annual Evaluation, Establishing Goals, Planned Improvements in Student Performance, and Budget Grid

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

- 1. The SSC is correctly constituted, and was formed in accordance with the district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan. (BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE):

- [] English Learner Advisory Committee (ELAC)
[] Community Advisory Committee for Special Education Programs (CAC)
[] Gifted and Talented Education Program Advisory Committee (GATE)
[] Other (list): _____

- 4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: _____
7. The SSC reviewed Schoolwide Program status on: _____
8. All carryover funds will be placed in Instructional Materials. These funds may be transferred to support other program needs with SSC approval in Fall 2006.

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

Typed Name of School Principal Signature of School Principal Date

Typed Name of SSC Chairperson Signature of SSC Chairperson Date

Typed Name of Assistant Superintendent Signature of Assistant Superintendent Date

SUBMIT DOCUMENT WITH ORIGINAL SIGNATURES TO THE PLANNING AND ACCOUNTABILITY DEPARTMENT, IMC, BUILDING D, BY MARCH 1, 2006.

San Diego City Schools
Office of the Deputy Superintendent
Standards, Assessment, and Accountability Division

**Planning and Accountability Department
Contact Information 2005-06**

Contact/Position	Contact Information	School Type
Irene Hightower Resource Teacher	858-496-4057 ihightower@sandi.net	Elementary Schools
Terri Reed Program Manager	858-496-4048 treed1@sandi.net	Secondary Schools Atypical/Alternative Schools Charter Schools
Peggy Zickert Program Manager	858-496-8107 pzickert@sandi.net	Private Schools

Planning and Accountability Department
Instructional Media Center, Building D
Phone: 858-496-4048
Fax: 858-571-3180

Ten Components of a Title I Schoolwide Program Plan

NCLB Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

- 1. A comprehensive needs assessment of the entire school** (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
- 2. Schoolwide reform strategies that:**
 - a) **Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement** described in Section 1111(b)(1)(D).
 - b) **Use effective methods and instructional strategies based on scientific research that:**
 - **Strengthen the core academic program in the school.**
 - **Increase the amount and quality of learning time**, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - **Include strategies for meeting the educational needs of historically underserved populations.**
 - c) **Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards** who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d) **Address how the school will determine if such needs have been met.**
 - e) **Are consistent with the state plan and any local improvement plans.**
- 3. Instruction by highly qualified teachers**

- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals** and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
- 5. Strategies to attract highly qualified teachers to high-need schools.**
- 6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.**
- 7. Plans for assisting preschool children in the transition from early childhood programs,** such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
- 8. Measures to include teachers in decisions regarding the use of academic assessments** (described in Section 1111[b][3]) **to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards** as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
- 10. Coordination and integration of federal, state, and local services and programs,** including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.