

ADMINISTRATIVE CIRCULAR NO. 59
Office of Chief Financial Officer

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: February 27, 2015

To: Principals, Division and Department Heads, Area Superintendents

Subject: MODIFICATION OF SITE PLANS FOR 2014-16 (2 Year) SCHOOL YEAR

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

Due Date: **March 13, 2015**

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:** 2014-16 (2 Year) Single Plan for Student Achievement (SPSA) Recommendations and Assurances **with original signatures** to the Financial Planning, Monitoring and Accountability Department, Education Center, Room 3126, **by March 13, 2015.**
- 3) Submit SPSA via Site Based Budget (SBB) **by March 13, 2015.**
- 4) Maintain evidence of compliance on site.

Attachment 1 Major Categorical Funds Spending Guidelines 2015-16

Attachment 2 2014-16 (2 Year) Single Plan for Student Achievement Recommendations and Assurances

Attachment 3 Single Plan for Student Achievement (SPSA) Checklists and Timeline

Attachment 4 Professional Development Expenditures for Program Improvement & Watch List Schools Only – Appendix F

Attachment 5 Financial Planning, Monitoring and Accountability Department 2015-16 Contact Information

Attachment 6a WASC Recommendations 2015-16 EXAMPLE – Appendix G

Attachment 6b WASC Recommendations 2015-16 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). 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.

School plans need to be submitted this spring for implementation in the 2014-16 (2 Year) school year. In order to process the budget allocations for 2014-16 (2 Year), a plan reflecting new updated “*scientifically-based research*” strategies that strengthen the core academic program must be submitted.

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 2014-16 (2 Year) school years. The due date for schools to submit the updated 2014-16 (2 Year) site plan is March 13, 2015.

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 (10%) 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 (1 year) 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.**

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:
 - 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 4:** Professional Development Expenditures for Program Improvement & Watch List Schools Only – Appendix F.
 - **Appendix E:** 2014-15 SPSA Addendum (emailed by FPMA Resource Teacher to school principals).
4. **Approve** the updated 2014-16 (2 Year) Single Plan for Student Achievement and sign the 2014-16 (2 Year) SPSA Recommendations and Assurances (**Attachment 2**).
5. **Attach** the following documents electronically into the SPSA via SBB in step 3.
 - a. Data Reports – CELDT (all sites), 3-Year Average Academic Performance Index (all sites), AYP (high school only) and CAHSEE (high school only) (All reports provided by FPMA Department).
 - b. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools.
 - c. Home/School Compact.
 - d. Categorical Budget Extended Summary Grid (provided by FPMA Department).
 - e. Professional Development Expenditures for Program Improvement & Watch List Schools Only – Appendix F (**Attachment 4**).
 - f. WASC Recommendations 2014-16 (2 Year) TEMPLATE– Appendix G (**Attachment 6b**).

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)

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 (10%) of their Title I funds for professional development. Schools at risk of becoming Program Improvement schools should also allocate 10 percent (10%) of Title I funds for professional development. Sites must specifically identify how non-instructional supplies and expenses support student achievement.

Training:

The Site Based Budget (SBB) tool will be used to produce the, 2014-16 (2 Year) Single Plan for Student Achievement (SPSA). Financial Planning, Monitoring and Accountability staff will provide assistance in completing the plans at the SPSA hands-on workshops scheduled in February.

SPSAs and categorical budgets (as applicable) 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 2014-16 (2 Year) Single Plan for Student Achievement (SPSA) Recommendations and Assurances (R/A) with original signatures of: <ul style="list-style-type: none"> ✓ Principal ✓ SSC chairperson ✓ Area Superintendent | Submit one (1) original of the 2014-16 (2 Year) SPSA R/A with original signatures to: Financial Planning, Monitoring and Accountability Department Education Center, Room 3126 Due March 13, 2015 |

| What to do | Where/When |
|---|--|
| 2. 2014-16 (2 Year) Single Plan for Student Achievement (SPSA). | Submit 2014-16 (2 Year) SPSA: Via SBB tool by March 13, 2015 |

A checklist and timeline of activities to be completed has been included for your convenience (**Attachment 3**).

The Financial Planning, Monitoring and Accountability 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 Financial Planning, Monitoring and Accountability Department will recommend the SPSA to the Board of Education for approval.

The Financial Planning, Monitoring and Accountability 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 Financial Planning, Monitoring and Accountability 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 Financial Planning, Monitoring and Accountability Department at (619) 725-5609 or refer to the Financial Planning, Monitoring and Accountability Department Contact Information (**Attachment 5**).

Vikki Henton
Director
Financial Planning, Monitoring and Accountability

APPROVED:



Jenny Salkeld
Chief Financial Officer
Office of Chief Financial Officer

VH:mdj

Attachments (7)

CATEGORICAL SPENDING GUIDELINES 2015-16

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 Common Core State Standards?
- Does this categorical funding allocation help us reach our area goals?

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

CATEGORICAL SPENDING GUIDELINES 2015-2016

| Resource # | Resource Name | Allowable Expenses | Non-allowable Expenses |
|------------|---------------|---|---|
| 30100 | Title I Basic | <ul style="list-style-type: none"> • Required: Program Improvement schools must allocate 10% of Title I funds for Professional Development. • Equipment –directly related to support student achievement in the Common Core State Standards • Instructional Materials to support targeted student achievement • Non-Instructional Supplies and Expenses to support supplemental services/programs for students • Travel for professional development (must be pre-approved) • Conferences for professional development • Field Trips (in support of common core instruction) • Substitutes to provide support for professional development (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 • Pupil Advocate • Assistants (guidance, classroom, library, etc.) IF working directly with students on intervention programs or activities—MUST be clearly articulated in SPSA • Hourly translation for community and parent meetings | <ul style="list-style-type: none"> • 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 |

CATEGORICAL SPENDING GUIDELINES 2015-2016

| Resource # | Resource Name | Allowable Expenses | Non-allowable Expenses |
|------------|--|---|---|
| 30103 | Title I Parent Involvement | <ul style="list-style-type: none"> • Materials for parent meetings and training • Conferences and workshops for parents • Communications with parents • Light refreshments • Hourly translation for community and parent meetings | <ul style="list-style-type: none"> • Same as for Title I Basic |
| 30106 | Title I Program Improvement Supplemental (PI schools in Years 4, 5 & 5+ only) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Same as for Title I Basic |

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME:

DUE March 13, 2015

SITE CONTACT PERSON:

PHONE:

FAX:

E-MAIL ADDRESS:

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

- Quality Education Investment Act (QEIA)**
 Title 1 Schoolwide Programs (SWP)
 Program Improvement (PI)
 Y1 Y2 Y3 Y4 Y5 Y5+

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:

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

- 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.
- 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.
- 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:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
CHECKLIST AND TIMELINE**

The Single Plan for Student Achievement (SPSA) is **due on March 13, 2015**. The following checklist is being provided as a guide in the development process.

| ACTIVITY | DUE DATES |
|---|------------------------|
| <input type="checkbox"/> School Site Council (SSC) is formed. | By November 3, 2014 |
| <input type="checkbox"/> Complete categorical budget for staffing (principals, ILT, SSC). Principals meet with budget analyst and resource teachers regarding 2015-16 workbooks. <i>If needed, schedule individual time with budget analyst.</i> | March 13, 2015 |
| <input type="checkbox"/> Attend SBB workshop (Principals) | February 24 – 26, 2015 |
| <input type="checkbox"/> Involve parents and community in developing and implementing the school plan. <input type="checkbox"/> Seek school committees' input. This needs to be documented in SSC minutes. | On going |
| <input type="checkbox"/> Update and complete SPSA via SBB: <ul style="list-style-type: none"> <input type="checkbox"/> Review and analyze student achievement data. <input type="checkbox"/> Conduct comprehensive assessment of current academic program. <input type="checkbox"/> Establish SMART goals. <input type="checkbox"/> Propose expenditures to improve academic performance. (PI Schools and schools on watch list must allocate 10% of Title I funds [resource 30100/30106] towards staff development). <input type="checkbox"/> Complete and approve all sections of the SPSA. <input type="checkbox"/> Allocate categorical budgets to planned activities in the SPSA via Site Based Budget (SBB) tool. | March 13, 2015 |



APPENDIX F

School Name: (ENTER SCHOOL NAME)

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 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 of 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 |
|--|------|---|------------|
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | | | \$0.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | | | \$0.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | | | \$0.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 30106 | | | \$0.00 |
| <input type="checkbox"/> 30100 <input type="checkbox"/> 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 |

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department
Vikki Henton, Director

2015-16
CONTACT INFORMATION

| STAFF ASSIGNMENTS | SCHOOL ASSIGNMENTS |
|--|---|
| <p>Dario Gutierrez (619) 725-7785 Email: dgutierrez2@sandi.net</p> | <p>All Schools listed in: Areas 1 and 2 Home Hospital, Riley, TRACE, and Whittier</p> |
| <p>Mary Johnson (619) 725-5611 Email: mjohnson8@sandi.net</p> | <p>All Schools listed in: Areas 5 and 6 DAC Liaison</p> |
| <p>Susan JK Weinshanker (619) 725-5614 Email: sweinshanker@sandi.net</p> | <p>All Schools listed in: Areas 3 and 4 ALBA WASC Coordinator</p> |

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
Financial Planning, Monitoring and Accountability Department website

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

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

APPENDIX G
WASC RECOMMENDATIONS

YEAR: _____

School: _____

Using the recommendations from your most recent full study visit complete the following template:

| WASC: Schoolwide Critical Areas for follow-up | SPSA Goal Area: 1, 2, 3, 4 or 5 | Professional Development Resources | Means to Assess Improvement | Reporting Timeline Responsible Person(s) |
|---|---------------------------------|---|--|--|
| Continue to provide training and best practices opportunities during collaboration, inservice training for Common Core in efforts to strengthen differentiation strategies for all subgroups. | Goal: 1, 2, 3, and 4 | <p>Staff Training on new Common Core along with directions focusing on the needs and support structures for strategic & intensive high school learners, with an emphasis on English Learners.</p> <p>ILT to work with staff to develop a consistent intervention system for 9th and 10th grade students.</p> <p>Training for Administrative staff and ILT by district or County staff.</p> <p>ELA and EL staff to review pacing of 9th and 10th grade</p> | <p>1a. Developed an understanding among site & district staff regarding the needs of strategic and intensive learners and developing an English/ Language Arts system which includes interventions to support their achievement.</p> <p>Agreement of Leadership & staff to offer a system of differentiated interventions to</p> | <p>Monthly discussions at ILT: Sept – June 2016 - Principal</p> <p>Monthly School Newsletter: Sept 2014 – June 2016 - Principal</p> <p>Monthly English Department Meetings: Sept 2014 – June 2016 – English Chair/ District Curriculum Specialist.</p> <p>Monthly Staff wide PLC development with a focus on ELA strategies for all curricular areas: Sept 2014 – June 2016 – ILT/ English Department.</p> |

| WASC: Schoolwide Critical Areas for follow-up | SPSA Goal Area: 1, 2, 3, 4 or 5 | Professional Development Resources | Means to Assess Improvement | Reporting Timeline Responsible Person(s) |
|---|---------------------------------|--|---|---|
| | | <p>core program to ensure that students are receiving new Common Core standards and have appropriate assessments to track student proficiency.</p> | <p>students who are not performing at the “proficient” Level, including specific EL support.</p> <p>1b. Review 9th and 10th grade standards-based curriculum to ensure that priority standards are addressed consistently among all grade level courses.</p> <p>Provide interventions available to students based on student test and achievement data; (courses listed in school course catalog – list student learning levels and skills provided/taught.</p> <p>9th & 10th grade ELA pacing guides are developed and</p> | <p>Reports to be submitted to Principal for accountability Monthly for PLCs: Sept 2014 – June 2016: ILT/ Department Chairs.</p> <p>9th grade Pre-CAHSEE Test: October – Vice Principal</p> <p>Parent Night schoolwide review of intervention the first week in December – Principal/ ILT.</p> <p>Data Reported to SSC in December – Principal/ ILT.</p> <p>Report to be Published from December meeting: first week in January – Principal/Vice Principal/ ILT.</p> <p>Update School Website: Jan 2015 – Principal/ IT</p> |

| WASC: Schoolwide Critical Areas for follow-up | SPSA Goal Area: 1, 2, 3, 4 or 5 | Professional Development Resources | Means to Assess Improvement | Reporting Timeline Responsible Person(s) |
|---|---------------------------------|--|---|---|
| | | | <p>indicate priority standards. Principal walk-through includes the pacing calendar provided by the ELA staff presented and adopted by site staff.</p> | |
| <p>Increase student utilization of targeted support programs for all entering 9th grade students by identifying reading level.</p> | <p>Goal: 1, 2, 3, and 4</p> | <p>Meetings with feeder school, OLEA support for district and English Specialist to determine assessments to be used and the cut point for proficiency.</p> <p>Meetings with administration and counselors to develop procedures & practices that will ensure that the testing occurs in a timely manner and those students are placed appropriately in the correct courses in September.</p> <p>Meetings with feeder school to develop agreements for preparation for core ELA program and placement test to be given on Jun of 8th grade school year.</p> | <p>Establish an ELA placement system that determines whether incoming 9th grade students either have the necessary reading level to access the 9th grade core curriculum, or need to be placed in an accelerated reading intervention program (below 6th grade) or need to be given a “strategic” intervention which may include a Strategic or ELD support.</p> | <p>Notification to all entering 9th grade parents and students regarding placement and testing: August – September – Principal/ Counselor/ ILT.</p> <p>Testing on all incoming 9th Graders – 8th and 9th grade English Teachers/ Counselor.</p> <p>Students placed in classes: September - Counselors</p> |

| WASC: Schoolwide Critical Areas for follow-up | SPSA Goal Area: 1, 2, 3, 4 or 5 | Professional Development Resources | Means to Assess Improvement | Reporting Timeline Responsible Person(s) |
|---|---------------------------------|--|---|---|
| | | | <p>9th grade ELA teachers give language arts instructional materials placement exam.</p> <p>Develop a “watch list” for students who do not have reading ability for success.</p> <p>Written regulations regarding placement assessment system which include the list of diagnostic assessment with entrance & exit “cut point” for core, strategic & intensive intervention courses.</p> | |
| <p>3. 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.</p> | <p>Goal: 1 and 5</p> | <p>SSC to meet monthly to develop schoolwide vision to be shared with all stakeholders.</p> <p>Staff Presentations of school vision to promote student</p> | <p>Development of a schoolwide vision that is adopted and utilized for staff, students, parents and the community after development and consensus.</p> | <p>All chairpersons will meet once a week from 8:00 – 10:00 a.m. to coordinate the implementation efforts for the site.</p> |

| WASC: Schoolwide Critical Areas for follow-up | SPSA Goal Area: 1, 2, 3, 4 or 5 | Professional Development Resources | Means to Assess Improvement | Reporting Timeline Responsible Person(s) |
|--|------------------------------------|---|---|--|
| | | <p>achievement for all ILT to work with staff and home groups to develop a consistent message for all students.</p> <p>Training for Administrative staff and ILT by district or County staff.</p> | <p>Revisiting of the School Vision Annual at Open House meeting</p> | <p>Fall Back-to-School Night September 7:00 p.m., coordinated by Vice Principal.</p> <p>Spring Open House April 7:00 pm – coordinated by Vice Principal.</p> <p>Monthly ILT meetings first Monday of every month, ILT Coordinator 2:30 – 4:00 p.m.</p> <p>Monthly SSC meetings – second Monday of every month – SSC Chair 2:30 – 4:00 p.m.</p> <p>Monthly Principal’s Chats – every third Wednesday from 8:00 – 9:00 a.m. in Library weekly SIG meetings for all staff from 2:00 – 4:00 p.m.</p> <p>ELAC meeting third Monday of every month from 6:00 – 8:00 p.m. – coordinated by ELST</p> |

| WASC: Schoolwide Critical Areas for follow-up | SPSA Goal Area: 1, 2, 3, 4 or 5 | Professional Development Resources | Means to Assess Improvement | Reporting Timeline Responsible Person(s) |
|--|---------------------------------|---|---|---|
| | | | | <p>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.</p> <p>Quarterly evening counseling sessions from 6:00 – 8:00 p.m. during months Feb., May, Sept., and December.</p> |
| <p>4. Enhance capacity for credit recovery and remediation in an effort to increase graduation rate.</p> | <p>Goal 4</p> | <p>Meetings with administration and counselors to develop procedures and practices that will ensure that the testing occurs in a timely manner and those students are placed appropriately in the correct courses in September.</p> | <p>Develop a “watch list” for students who do not have reading ability for success.</p> <p>Written regulations regarding placement assessment system which include the list of diagnostic assessment with entrance and exit “cut point” for core, strategic and intensive intervention courses.</p> | <p>Weekly review by all teaching staff to identify all students not meeting proficiencies in English and mathematics.</p> <p>Thursday morning meeting with identified students with counseling staff.</p> <p>Fourth Thursday afternoon every month from 4 – 6 p.m. with parents of identified students.</p> |



Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

APPENDIX G
WASC RECOMMENDATIONS

YEAR: _____

School: _____

Using the recommendations from your most recent full study visit complete the following template:

| WASC: Schoolwide Critical Areas for follow-up | SPSA Goal Area: 1, 2, 3, 4 or 5 | Professional Development Resources | Means to Assess Improvement | Reporting Timeline Responsible Person(s) |
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