

ADMINISTRATIVE CIRCULAR NO. 27

Office of the Chief Business Officer

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: September 24, 2019

To: Principals, Area Superintendents, Division and Department Heads

Subject: MODIFICATION OF SITE PLANS FOR 2019-20 SCHOOL YEAR

Department and/or

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

Due Dates: **October 4, 2019** School Plan for Student Achievement (SPSA)

October 4, 2019 Recommendations and Assurances

October 25, 2019 SSC Minutes (SPSA Approval)

Reference: CA Ed Code, 52050-52050.5, 52052.6, 52062(a)(4), 52068(a)(4), 64001 (a)(d)(f)(g)(h)

- Action Requested:**
- 1) Involve the SSC, ELAC and other site advisory groups in **meaningful participation** in the revision of the school site plan.
 - 2) **Submit one (1) hard copy:** 2019-20 School Plan for Student Achievement (SPSA) Recommendations and Assurances **with original signatures to designated Area Superintendent, Education Center, Room 2014**
 - 3) Submit SPSA via Site Based Budget (SBB).
 - 4) Maintain evidence of compliance on site.

Attachment 1 Major Categorical Funds Spending Guidelines 2019-20

Attachment 2 2019-20 School Plan for Student Achievement Recommendations and Assurances

Attachment 3 Financial Planning, Monitoring and Accountability Department 2019-20 Contact Information

Attachment 4a WASC Recommendations 2019-20 EXAMPLE

Attachment 4b WASC Recommendations 2019-20 TEMPLATE – Appendix F

Attachment 5a SPSA Title I Assessment and Evaluation (English/Spanish)

Attachment 5b SPSA Non-Title I Assessment and Evaluation (English/Spanish)

Attachment 6 SPSA Assessment and Evaluation Example

Attachment 7 SSC - SPSA Checklist and Timeline

Attachment 8 SPSA Hands-On Workshops and Open Lab Schedule

Brief Explanation:

Schools that receive categorical program funding through the Consolidated Application are required to develop a School Plan for Student Achievement (SPSA). At San Diego Unified School District these are Title I funds. As part of the annual planning cycle (64001(g)(3)(b)), these plans must be reviewed and updated based on the most current student achievement data.

The 2019-20 is submitted for review, approval and implementation in the fall of the 2019-20 school year. In order to process the budget allocations for 2019-20, a plan reflecting new updated “*evidence-based strategies, actions, or services*” that strengthen the core academic program must be submitted by October 4, 2019.

The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use “scientifically-based research” as the foundation for education programs and interventions. This has been replaced by “evidence-based interventions” under the Every Student Succeeds Act (ESSA). This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches.

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. <https://www.cde.ca.gov/re/es/evidence.asp>

San Diego Unified School District implements a Title I Schoolwide Program. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, meet or exceed state academic achievement standards.

The Schoolwide Program (SWP) requires a Schoolwide Plan. San Diego Unified School District embeds the SWP plan within the structure of the SPSA. Schools must annually evaluate the plan’s implementation and outcomes to determine whether the academic achievement of all students, and particularly of low-achieving students, improved, whether the goals and objectives contained in the plan were achieved, and if the plan is still appropriate as written.

Upon approval, the School Plan for Student Achievement is in place for the 2019-20 school year.

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.
- 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) shall 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 additional 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. **ELAC consultation is required.** 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, a one-year term (1 year) of membership is defined as service from October of elected year (or as soon as elections are held) through SSC roster due date of the following 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 five (5) years, plus the current year.**

The SSC must:

1. **Review** all current student achievement data.
2. **Consult** site advisory groups.
3. **Complete** the following sections of the School Plan for Student Achievement:
 - i) Appendix E, SPSA Assessment and Evaluation (**Attachment 5a/5b**).
 - ii) **Complete** Resource Inequity (Provided by Area Superintendents).
 - iii) Site Information (**Step 1 of SBB**).
 - iv) SPSA Executive Summary (**Step 3 of SBB**).
 - v) School Goals, Actions, and Costs (**Step 4 of SBB**).
 - vi) WASC Recommendations 2019-20 – Appendix F (**Attachment 4b**).
4. **Attach** the following documents electronically into the SPSA via SBB in step 3.
 - i) 2019/20 Title I Family and Parent Engagement Policy or Family and Parent Engagement Policy for Non-Title I Schools - Appendix B.
 - ii) 2019/20 Title I School Parent Compact or School Parent Compact for Non-Title I Schools - Appendix C.
 - iii) WASC Recommendations 2019-20 – Appendix F (**Attachment 4b**).
 - iv) Class schedules including Designated ELD.
5. FPMA will insert the following documents into the final SPSA, Data – Appendix A for BOE approval.
 - i) CAL-SCHLS Parent Survey Results (Uploaded by FPMA)
 - ii) CAL-SCHLS California Healthy Kids Survey (Uploaded by FPMA)
 - iii) ELPAC (Uploaded by FPMA)

- iv) CAASPP for 2018-19/Multi-year demographic summary (Uploaded by FPMA)
- v) California Dashboard for 2018 (Uploaded by FPMA)
- vi) Title I/MPP Budget Allocations Summary Grid (Uploaded by FPMA)

6. **Approve** the updated 2019-20 School Plan for Student Achievement and sign the 2019-20 SPSA Recommendations and Assurances (**Attachment 2**).

Submit the SPSA (Step 10 of SBB).

Budget:

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

- Title I (Resource Code 30100)
- Title I Parent Involvement (Resource Code 30103)
- Title I Supplemental (Resource Code 30106)
- Comprehensive Support and Intervention (Resource Code 31820)
- LCFF (Resource Code 09800)

If categorical money is allocated in the budget and not identified in the plan, the budget and plan cannot be approved. 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 2019-20 School Plan for Student Achievement (SPSA). Financial Planning, Monitoring and Accountability Department staff will provide assistance in completing the plans at the SPSA hands-on workshops and open labs. Please register via ERO.

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	Where/When
1. Complete online 2019-20 School Plan for Student Achievement (SPSA) via SBB tool <ul style="list-style-type: none"> ✓ Family Engagement Policy ✓ School Home Compact ✓ WASC Action Plan (Secondary only) ✓ SPSA Assessment and Evaluation Summary Resource Inequity Study 	Online Due Date: October 4, 2019

<p>2. Print one (1) hard copy of the 2019-20 SPSA Recommendations and Assurances (R/A) and obtain original signatures from:</p> <ul style="list-style-type: none">✓ Principal✓ SSC chairperson✓ Area Superintendent	<p>Site's designated Area Superintendent Education Center Room 2014</p> <p>Due Date: October 4, 2019</p>
<p>3. Email SSC Minutes approving:</p> <ul style="list-style-type: none">a. 2018-19 SPSA and/orb. 2019-20 Title I Budget (Title I schools)	<p>Site's designated FPMA Resource Teacher</p> <p>October 25, 2019</p>

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, and expenses are allowable the Financial Planning, Monitoring and Accountability Department staff 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 any necessary revisions. Schools will resubmit their SPSAs if revisions to the plans and/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 SSC Roster, categorical budget information, meeting documentation such as agendas, minutes and handouts. All Board approved SPSAs are available on the FPMA webpage. SPSA and SSC training materials are available on the FPMA webpage as well.

If you have questions, please call the Financial Planning, Monitoring and Accountability Department at (619) 725-5605 or refer to the Financial Planning, Monitoring and Accountability Department Contact Information (**Attachment 3**).

Thomas P. Liberto, Director
Financial Planning, Monitoring and Accountability

APPROVED:



Debbie Foster, Executive Director
Finance Division

TL:bs

Attachments (8)