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NOTE: P = Primary responsibility
S = Secondary responsibility

REVISED 8/16/83

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

DISTRICT GOALS AND SUPERINTENDENT'S OBJECTIVES 1983-84

On May 31, 1983, the Board of Education adopted goals for the district for 1983-1985. The 1983-84 objectives of the superintendent are stated here for each board goal. These goals and objectives constitute the expectations the board and superintendent have for the district, the direction that employees must take in meeting the responsibilities of their positions, a plan which guides decisions about the allocation of resources, and a focus for evaluation of programs and personnel.

BOARD GOALS: BASIC SKILLS

1. To provide every student with a balanced curriculum emphasizing cognitive development and the learning and application of reading, oral, and written language, mathematics and science skills, including study of the arts and the social sciences.

2. To enable all low, average, and high achievers to become literate and to meet or exceed graduation requirements and standards of excellence through effective programs, staff development, improved progress reporting procedures, and greater parent assistance and involvement.

3. Specific implementation plans designed to eliminate the weaknesses noted in various reports on the integration program or other appropriate responses.

SUPERINTENDENT'S OBJECTIVE: COMMUNITY PARTICIPATION

1. The superintendent will average at least three meetings/presentations/speeches a week between September, 1983 and June, 1984, with parent or community groups which are designed to improve communication and encourage the exchange of ideas about public education and the San Diego City Schools' efforts to improve it.

2. The superintendent will see that plans are developed to strengthen the support of the home and community environment for district goals for achievement. For example, a public service media campaign will be designed and put into effect, stressing various important aspects of parental action supporting their children's school achievement. Such plans will be designed, approved, and placed into operation no later than September 1, 1983.

3. The superintendent will communicate to parents during 1983-84 details of priority district programs and board policies, including homework, new graduation requirements, longer school days, promotion and retention.

SUPERINTENDENT'S OBJECTIVES: FACILITIES PLANNING

1. The superintendent will present to the board by March 1, 1984, a plan of action for implementing the approved recommendations of the facility utilization committee and be responsible for carrying them out prior to the opening of the 1984-85 school year.

abd

SUPERINTENDENT'S OBJECTIVES: BASIC SKILLS

Ed Svcs=P 1. The superintendent will present to the board by September 15, 1983, a revised comprehensive master plan for basic skills, K-12, for students enrolled in regular, special education, and advanced programs. The plan will include specific objectives for:

Ed Svcs=P a. Basic education instruction program, K-12, including language arts, mathematics, social studies, science, computer education, second language education (foreign language, bilingual education, ESL, sheltered English), and fine arts.

Ed Svcs=P b. Achievement Goals Program, including reading, language, mathematics, science, and social studies.

Ed Svcs=P c. Programs for special populations, including those for gifted students, for students below grade level, and for students with learning disabilities. These will include use of categorical program resources for students with special needs.

K-12=P
Ed Svcs=S d. School site plans which will assess students, staff members, and parents with regard to board goals to determine areas of emphasis for site plans. Plans will be reviewed for completeness, implementation progress, and effectiveness on a periodic basis throughout the school year.

Ed Svcs=P
K-12=S

e. Standards of performance, including competency standards in reading, writing, and mathematics, proficiency standards for courses required for graduation and new higher-level competencies for advanced courses in literature, mathematics, science, and social studies.

Ed Svcs=P
K-12=S

f. Graduation requirements implementation including specific plans for assisting low-achieving students to upgrade skills to meet them.

Ed Svcs=P
K-12=S

g. Instructional materials including identification and development of curricular materials for special need populations and student support materials for students in regular programs.

Pers=P
All=S

h. Staff development including training of district managers in supervision of instruction, training of teachers and managers in special instructional areas such as computer education, science, math, AGP, second language, and classroom management.

PRE=P
Ed Svcs &
K-12=S

i. Evaluation including assessment of student achievement, course expectations, and staff development and determination of the effectiveness of instructional programs and pupil progress reporting systems.

K-12=P

2. The superintendent, area assistant superintendents, and principals will continue the implementation of the comprehensive three-year plans to raise student achievement in schools identified by Evaluation Services in

January 1983, whose CTBS Form U subtest scores were below the national norm based on spring, 1982 districtwide testing in grades 5 and 7. As a result of planned efforts implemented during the 1983-84 school year, spring, 1984, districtwide median percentile scores on the CTBS for grades 5 and 7 will indicate improvements or maintenance on at least 10 of the 14 subtests when compared to spring, 1982 results. A baseline equivalent to that provided for grades 5 and 7 will be available for grade 11 after fall testing, 1983, and a comparable three-year plan will be prepared for high schools in the spring of 1984.

K-12=P 3. The average attainment for the court-identified minority isolated schools in 1982-83 will meet, maintain, or exceed at least 80 percent of the 35 interim goals established by the Evaluation Services Department in the content areas of reading, language, and mathematics derived from the goal stated in the court order of December 2, 1980, based on the CTBS Form S.

Supt=P 4. The superintendent will develop a process for review of the district's
K-12=S current pupil promotion and retention practices and present to the board by January 15, 1984, a pupil promotion/retention plan which, if approved by the board, would be implemented by the beginning of the 1984-85 school year.

K-12=P 5. The superintendent will implement during the 1983-84 year the homework
Ed Svcs=S policy adopted by the board June 24, 1983, and the supplementary reading program adopted by the board February 1, 1983. Reports on implementation will be presented to the board in the spring, 1984.

Pers=P 6. The superintendent will implement during 1983-84 staff development programs as set forth in the staff development plan discussed with the board May 31. The program will be based on assessment of needs of certificated and classified employees. Programs receiving priority will include implementation of the new second language program (Ed Svcs=S), an administrative selection and evaluation plan (Pers=S), race/human relations programs (Comm Rel/Integ=S), implementation of K-6 reading adoption (Ed Svcs=S), graduation requirements (Ed Svcs=S), and school and teacher effectiveness.

Underlined=S by appropriate division.

Pers=P All=S 7. The superintendent will implement the new management evaluation plan during 1983-84 with evaluations of all administrators being completed no later than June 30, 1984. In subsequent years, managers will have an intensive evaluation every two years. To initiate this process on a staggered schedule, beginning in 1984-85, administrators will be divided into two groups with one going through intensive evaluation in 1984-85 and the other in 1985-86.

Supt=P 8. The superintendent will average a minimum of three school visits a week while school is in session for the purpose of meeting staff and students and observing the instructional program at the school.

BOARD GOALS: MANAGEMENT AND ORGANIZATION

1. To use the budget process to assign and focus a greater percentage of resources on direct classroom instruction.

2. To use the budget process to increase the percentage of resources in administrative budgets for time spent on direct instructional leadership.

SUPERINTENDENT'S OBJECTIVES: MANAGEMENT AND ORGANIZATION

Supt=P
Fin=S

1. Between October, 1983, and March, 1984, the superintendent will prepare for the board a review of every division and the departments within them to outline for the board the justification for organizational structure, staffing, major activities, and budget in relationship to the goals of the district. Each month, beginning in October, time will be scheduled at a board meeting for the review of a single division.

Supt=P
Fin=S

2. The superintendent will present to the board a 1984-85 planning budget for general operations (not including San Diego Plan for Racial Integration AS, Master Plan for Special Education AG, Gifted and Talented AE, and Proposition 13 Indebtedness Exclusions AX), which includes five (5) percent in resources reallocated for classroom teaching positions and supplies, textbooks, materials and equipment provided for teachers to use in the classroom from the amounts budgeted for other than classroom teaching functions in the 1983-84 budget.

Pers=P

3. The superintendent will complete by January 1, 1984, a detailed review of the district's data systems and develop a plan and recommendation for a management information system which will have a comprehensive data base and convenient access to it that provides staff and board with information to make effective budget and other policy decisions.

BOARD GOALS: INTEGRATION

1. To enact creative approaches to improve integration program quality and maximize student participation at every school.

2. To continue to encourage and support naturally integrated schools.

3. To implement a systematic and sequential race/human relations program with measurable outcomes for students and staff.

SUPERINTENDENT'S OBJECTIVES: INTEGRATION

1. The superintendent will require the assistant superintendent for Community Relations and Integration Services and other assistant superintendents to ensure development of action plans for the sites and divisions which result in:

K-12 & CRISD=P

a. Full implementation of the race/human relations program for all staff members using the results of the 1982-83 evaluation to guide modifications for 1983-84.

K-12 & CRISD=P

b. Full implementation of the race/human relations program for students reflecting modifications based on evaluation and monitoring of the 1982-83 pilot school programs.

CRISD=P
K-12=S

c. Continuation of the self-monitoring process in 40 additional schools with increased participation of community representatives on the monitoring teams.

CRISD=P
K-12=S

d. Consistent application of board policy in the Voluntary Ethnic Enrollment Program (VEEP) to reduce and/or eliminate the disparity in number of VEEP students exiting from some schools.

CRISD=P
K-12=S

e. Specific implementation plans designed to eliminate the weaknesses noted in various reports on the integration program or other appropriate responses.

CRISD=P 2. The superintendent will review program goals and enrollment data for all magnet programs and present recommendations to the board by February 1, 1984, for programs to continue, discontinue, and/or expand.

CRISD=P 3. The superintendent will present to the board by February 1, 1984, baseline data against which an assessment of the impact of the special funding provided for naturally integrated schools for 1983-84 can be made and suggest recommendations for the program for 1984-85. Progress reports will be submitted at the end of each semester thereafter.

CRISD=P 4. The superintendent will present to the board by August 1, 1984, an evaluation of the 1983-84 race/human relations program, including an analysis of the behavioral outcomes achieved, the extent to which the program has positively impacted classroom instruction and discipline, and the cost effectiveness of the program.

BOARD GOAL: COMMUNITY PARTICIPATION

To promote citizen participation in public education and to sponsor activities to improve public and staff understanding of and confidence in the school.

SUPERINTENDENT'S OBJECTIVE: COMMUNITY PARTICIPATION

Supt=P
K-12=S

1. The superintendent will average at least three meetings/presentations/speeches a week between September, 1983, and June, 1984, with parent or community groups which are designed to improve communication and encourage the exchange of ideas about public education and the San Diego City Schools' efforts to improve it.

CRISD=P

2. The district will seek alliances with the business community in pursuit of the "Adopt-A-School" program, and by the end of the 1983-84 schools year will have at least 50 such adoptions or school/community partnerships.

PIO=P
K-12=S

3. The superintendent will see that plans are developed to strengthen the support of the home and community environment for district goals for achievement. For example, a public service media campaign will be designed and put into effect, stressing various important aspects of parental action supporting their children's school achievement. Such plans will be designed, approved, and placed into operation no later than September 1, 1983.

PIO=P 4. Working with the Information Services Officer, the superintendent will see that a comprehensive public relations and public information plan is implemented in the district by September 1. The plan will address in-district communications and publications, staff development activities in community relations, publications for parents and the general public, plans for working with the local news media, cooperation with other agencies and organizations, and other public relations and public information activities. The superintendent and public information staff will involve board members in activities which help meet this objective.

PIO=P
K-12=S 5. The superintendent will communicate to parents during 1983-84 details of priority district programs and board policies, including homework, new graduation requirements, longer school days, promotion and retention.

K-12=P 6. The superintendent will ensure the establishment of a school advisory council at each district school for the 1983-84 school year and will require principals and area assistant superintendents to encourage and support their development through inservice and other activities.

BOARD GOAL: FACILITIES PLANNING

To creatively utilize, manage, and dispose of surplus district land and facilities in order to realize additional income for educational needs.

SUPERINTENDENT'S OBJECTIVES: FACILITIES PLANNING

BS=P 1. The superintendent will continue to work with the Property Management Advisory Committee to develop for board consideration recommendations for the highest and best use of district surplus property to generate a 50 percent increase in revenue for the district from this program in 1984-85.

BS=P
K-12=S 2. The superintendent will present to the board by March 1, 1984, a plan of action for implementing the approved recommendations of the facility utilization committee and be responsible for carrying them out prior to the opening of the 1984-85 school year.

BOARD GOAL: BUDGET AND FINANCE

To develop a budget process based on board goals and clearly stated program and management accountability objectives to ensure fiscal integrity.

SUPERINTENDENT'S OBJECTIVE: BUDGET AND FINANCE

Supt=P
Fin=S 1. The superintendent will continue to refine the format of the budget to improve its clarity, ease of understanding, and usefulness as a spending plan for achieving board goals.

Supt=P
Fin=S 2. The superintendent will continue to work with community advisory committees and staff to assist in the development of the 1984-85 budget and present a planning budget to the board by June 1, 1984.

Supt=P
Fin &
PRE=S

3. The superintendent will work with staff members to develop cost effectiveness criteria as appropriate to apply to programs under consideration for inclusion in the 1984-85 budget and use these criteria in making recommendations for the 1984-85 budget.

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