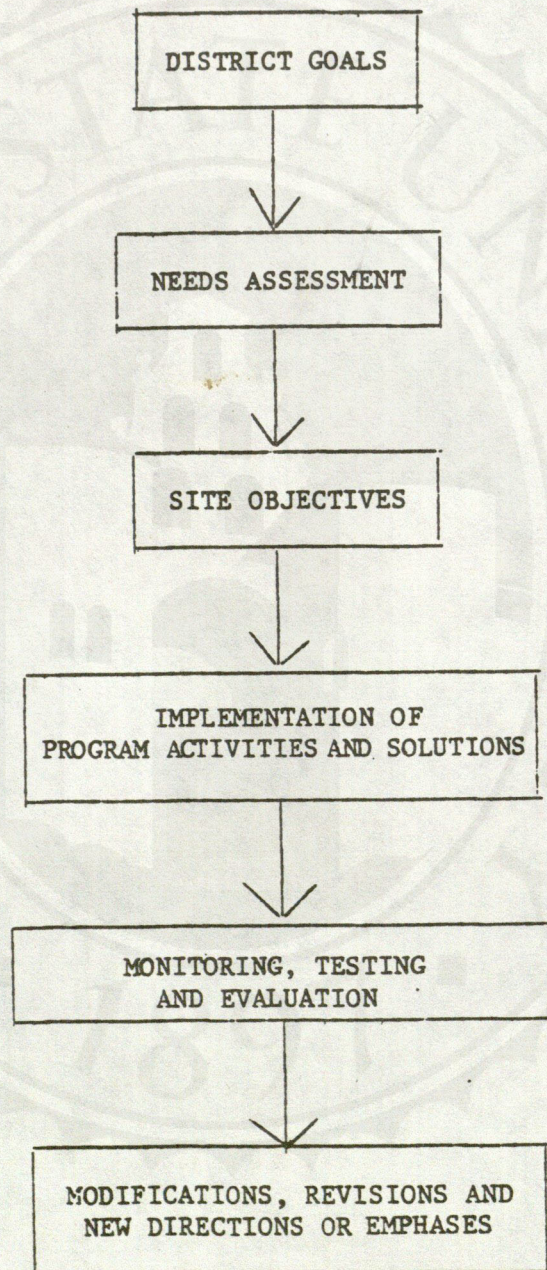


SAN DIEGO CITY SCHOOLS
School Operations Division

SITE EDUCATIONAL PLAN



SAN DIEGO CITY SCHOOLS
School Operations Division

SITE EDUCATIONAL PLAN

Introduction

In recent years, schools have been increasingly challenged by a growing number of programs and projects designed to meet a wide range of student, staff and community needs. Each of these programs and projects requires an assessment of needs, the establishment of goals and objectives, and an evaluation of the effectiveness of the effort. To attain the objectives and implement activities suggests the need for a system to bring all school programs under review for the purpose of establishing priorities. Such a system or process should facilitate planning for the improvement of the school program since the major areas for emphasis and attention would be identified, prioritized, and coordinated. The responsibility for the improvement of the school program is shared by all school staff, including the area assistant superintendent, the area operations manager, principal, vice principals, teachers, paraprofessionals, and other staff assigned to the site. The SITE EDUCATIONAL PLAN is designed to assist in meeting this responsibility.

Purpose

The purpose of the SITE EDUCATIONAL PLAN is twofold:

- .It pulls together all the separate educational plans operative in the school, and
- .it facilitates the identification, ranking, and coordination of the major areas of emphasis which will lead to improvement of the school program.

Each school should have a SITE EDUCATIONAL PLAN notebook. This notebook is to serve as the repository for all school plans, programs, projects, and related documents. Although the organization of each school notebook will be similar, the contents will vary to reflect both the unique needs and interests of the student population served and differences in district, state or federal requirements. The school plans, identified subsequently as "components," which are to become part of the SITE EDUCATIONAL PLAN notebook might include the following:

- Attendance Improvement and Guidance
- Basic Skills Improvement (3 year cycle - based on 3 year history: multilevel)
- Basic Skills Supplementary Instruction: Chapter 2 and District Resources
- Consolidated Application (3 year cycle):
 - Bilingual (Program for Limited English Proficient Students)
 - Education Consolidation and Improvement Act - ECIA
 - Miller-Unruh - M-U
 - Preschool
 - State Compensatory Education - SCE
 - School Improvement Program - SIP

SITE EDUCATIONAL PLAN

Page 2

Purpose (continued)

Discipline

Program for Limited English Proficient Students:

Primary Language and English as a Second Language - ESL
(in some schools, part of the Consolidated Application)

Race/Human Relations

Security; Emergency Organization

Supervision of Students

Utilities Management: Energy Conservation

Special Education Staff Development

Gifted and Talented Education

Homework and Required Reading

Integration Program Description - Integration Monitoring Action

Reporting Pupil Progress: Parent/Teacher Conference Plan

Voluntary Ethnic Enrollment Program - VEEP

Related documents should include those for monitoring and management of Individual Education Plans (IEP), and the Elementary Schools Capacity and Utilization (Grades K-6) or the Principal's Report of Facility Needs (Grades 7-12).

Although the formats for components vary at the present time, as components are modified and updated, the format utilized in Form B of this document is to be followed. As new components evolve, the Form B format should be used also.

Process

Basic information regarding the school is recorded each year on the School Profile sheet (attached) and is filed in the front of the SITE EDUCATIONAL PLAN notebook. Demographic information and statistical data not obtained on site, as well as official dates for recording purposes will be supplied by the division or by other central offices responsible.

The elements of the SITE EDUCATIONAL PLAN are recorded on the following (attached):

- Form A - Overview
- Forms B-1 and B-2 - Components
- Form C - Summary of Evaluation Results

The use of Worksheets I and II (attached) is optional; they are provided solely as an aid or tool to assist school personnel in the development of the plan.

For Forms A, B-1, and C and Worksheet I, two versions are provided. One version contains explicit instructions and information to facilitate appropriate completion and use of the document; the other version, a "clean copy," is to be completed on site and maintained in the notebook as the official document.

SAN DIEGO COUNTY SCHOOLS
School Operations Division
SITE EDUCATIONAL PLAN

Page 3

Process (continued)

It is expected that in most cases, the forms provide sufficient space for the information needed, yet are simple enough in format to be readily completed and interpreted.

Forms A and C are filed in the front of the SITE EDUCATIONAL PLAN notebook. A copy of either Form B-1 or Form B-2 is to be completed for each component on site, and is filed in the notebook section designated for the component.

The terms cited below appear in Forms A, B-1, B-2, and C. Their definitions, for purposes of these documents, follow:

Areas of Emphasis - An area of emphasis is a broad area of the total school program targeted for improvement on a continuing basis or for a particular school year. Examples include: the instructional program, school climate, and integration programs.

Component - A component is a specific plan developed to meet district requirements or site needs. Examples include: Site Discipline, the Consolidated Application, Race/Human Relations, and Attendance Improvement and Guidance. An individual component would include goals, objectives and activities which might contribute to several areas of emphasis.

Goals and Objectives - A goal is a general desired outcome. An objective is a specific target or outcome. Achievement of the objective(s) will bring the site closer to the desired goals. Each component goal may include several objectives and each objective may involve several activities, solution procedures or tasks. Examples of goals and objectives are given on Form B-1.

SAN DIEGO CITY SCHOOLS
School Operations Division

SITE EDUCATIONAL PLAN - SCHOOL PROFILE

198__ - 198__

School Classification

SCHOOL _____ Cost Center _____ Area _____ I II III IV

ADDRESS _____ Phone _____ Emerg. Phone _____

Principal _____ Home Phone _____

Vice Principal _____ Home Phone _____

_____ Home Phone _____

_____ Home Phone _____

Head Teacher (Elem.) _____ Home Phone _____

Secretary _____ Home Phone _____

Bldg. Serv. Supvr. _____ Home Phone _____

Transportation Contact _____ Home Phone _____

Enrollment (Oct. 198__) _____ Grade Levels _____

School Calendar: Traditional _____ Year-Round _____ Track _____

Certificated Staff Positions _____ Classified Staff Positions _____

Office Hours _____ to _____ Onsite Principal Hours _____ to _____

Onsite Teacher Hours _____ to _____ Substitute Report Time _____

SECONDARY: Student Starting Time _____ Dismissal _____ Periods Per Day _____

Minutes Per Period _____ Exceptions _____

<u>ELEMENTARY:</u>	<u>Reg. Instr. Day Start/Dismissal</u>	<u>Lunch Period(s)</u>	<u>Reg. Instr. Day Daily Minutes</u>	<u>Modified Day:</u>
--------------------	--	------------------------	--------------------------------------	----------------------

Gr. K	_____ to _____	_____ min.	_____ min.	_____
-------	----------------	------------	------------	-------

Gr. 1-6	_____ to _____	_____ min.	_____ min.	(Day of Week)
---------	----------------	------------	------------	---------------

Spec. Ed.	_____ to _____	_____ min.	_____ min.	_____
-----------	----------------	------------	------------	-------

	<u>Modified Day Start/Dismissal</u>	<u>Modified Day Instr. Minutes</u>	<u>Required Instr. Minutes Weekly</u>	<u>Total Instr. Minutes Weekly</u>
Gr. K	_____ to _____	_____ min.	1000 min.	_____ min.
Gr. 1-6	_____ to _____	_____ min.	1525 min.	_____ min.
Spec. Ed.	_____ to _____	_____ min.	Varies	_____ min.

DEMOGRAPHIC DATA:

(As of _____)

No. of VEEP Students _____
No. of Free Lunch _____
No. of LEP Students _____
Student Mobility Index _____

ETHNIC CENSUS:

(Dec. 198__)

	<u>No.</u>	<u>Percent</u>
Hispanic	_____	_____
White	_____	_____
Black	_____	_____
Asian	_____	_____
Alaskan/Indian	_____	_____

SITE EDUCATIONAL PLAN - SCHOOL PROFILE

Page 2

FOOD SERVICE FOR STUDENTS: Breakfast: From _____ to _____
Lunch: From _____ to _____

BASIC TEXT SERIES (Elementary): Reading: _____
Math: _____

SPECIAL INSTRUCTIONAL PROGRAMS OR PROJECTS (Magnets, Project Rainbow, AGP, Reading-Is-Fundamental, etc.):

COMMUNITY ADVISORY GROUPS:

GROUP: _____	Chairperson _____	Phone _____
_____	Chairperson _____	Phone _____
_____	Chairperson _____	Phone _____
_____	Chairperson _____	Phone _____

CEBEDS CONTACTS: _____

SCHOOL YEAR

SCHOOL _____
CURRENT CAPACITY _____
ENROLLMENT _____

[illegible]

a. Enrollment as of _____

b. Number of Students Over/Under Current Capacity _____

(Subtract Item II-a from Item I-1)

Current Capacity	_____
Current Capacity	_____
Change in Current Capacity	_____

Acreage: Total _____ Net Usable _____
 Original Const. Date _____
 Major Additional Construction:
 Date: _____ Nature: _____

Elementary Division Date

PRINCIPAL'S REPORT OF FACILITY NEEDS 1982-83

Principal's Signature

If numbers are incorrect, place proper number in box underneath and explain reason for change on separate sheet.

[illegible]

B. Other facilities - support and auxiliary - non/classroom

[illegible]

No. of Seats

C. Seating capacities: Auditorium/Performing Arts Center
Gymnasium
Stadium bleachers
Little theater/Mini-theater

II. CLASSROOM UTILIZATION - 1981-82

A. Enrollment, October 9, 1981
B. Existing operating capacity of school
C. Over/under capacity

III. CLASSROOM NEEDS - 1982-83

Approved enrollment estimate
Existing operating school capacity
Expected number students over/under capacity

Based on above data, check one of the following:

- ☐ It is suggested that there be no change in assignment of facilities.
☐ Additional portable classrooms are requested as indicated in Item IV below.
☐ Portables classroom(s) are available for reassignment to other sites as indicated in Item V below.
☐ Modification of facilities is requested as indicated in Item VI below.

IV. ADDITIONAL PORTABLE CLASSROOMS REQUESTED FOR 1982-83 (Give justification of request on separate sheet)

Number

____ General purpose classroom(s)
____ Special purpose classroom(s) (Indicate type - use separate sheet if necessary)
____ Total

V. PORTABLE CLASSROOMS AVAILABLE FOR REASSIGNMENT

Number

____ General purpose classroom(s)
____ Special purpose classroom(s) (Indicate type - use separate sheet if necessary)
____ Total. Date available _____

VI. MODIFICATION OF FACILITIES - Explain any urgent need for modifying facilities (such as change from general purpose to a special purpose classroom) resulting from anticipated growth and/or changes in subject area enrollments. These changes must be approved by the regional director.

VII. LOCKER FACILITIES - Verify number of lockers located at school. Indicate additional hall and P.E. lockers needed to provide at least one hall locker for every two students, one P.E. basket locker for each student and approximately one P.E. street locker for every seven basket lockers.

Approved enrollment estimate _____

P.E. LOCKERS

	Hall Lockers	Boys		Girls	
		Basket	Street	Basket	Street
Number indicated on inventory					
Actual number located at school					
Additional lockers needed to meet requirements indicated above					

SITE EDUCATIONAL PLAN
OVERVIEW

SCHOOL

(To be maintained in the front of notebook.)

198__ - 198__

DESCRIPTION OF SCHOOL:

(This statement should include a description of the geographic location of the site and the nature of the community or communities it serves--for Consolidated Application schools, this may be abstracted from the introduction page of the most recent End-of-Year Evaluation Report.)

SCHOOL PHILOSOPHY:

(School philosophy may come from various sources, such as: staff and community input, the Course of Study for Elementary Schools or the Digest of the Secondary School Curriculum. It should be consonant with the "Philosophy and Goals for the San Diego City Schools" adopted by the Board of Education.)

SCHOOL NEEDS ASSESSMENT RESULTS: (In Priority Order)

(Each year schools are expected to assess or reassess student needs, and staff, parent and community perceptions of school needs. The most important needs should be identified by consensus. Listed in this section, in priority order, should be the most important needs to be addressed this year. No set number of needs is prescribed. It is suggested, however, that there not be fewer than three needs addressed.)

AREAS OF EMPHASIS:

(These areas of emphasis should reflect both the assessed needs of the site as well as top district priorities such as: basic skills, integration, and discipline. Typically, a school would address district priorities and two or three site needs of highest priority.)

A. Areas of Emphasis for the Current School Year

B. Areas of Emphasis on a Continuing Basis

SITE EDUCATIONAL PLAN - OVERVIEW
SCHOOL

FORM A
(Instructional Copy)

198 - 198
Page 2

COMPONENTS ON SITE:

(The Site Educational Plan should contain as many components as are being implemented at the school. Examples of components are: Attendance Improvement and Guidance, Basic Skills Improvement, Consolidated Application, and Race/Human Relations. All components presently being implemented at the school should be listed. The number and kinds of components will vary from site to site. Components on site in the list below should be checked.)

Check, if on site

Attendance Improvement and Guidance	_____
Basic Skills Improvement	_____
Basic Skills Supplementary Instruction: Chapter 2 and District Resources	_____
Consolidated Application (Preschool, ECIA, Chapter 1, SCE, SIP, M-U, Bilingual)	_____
Discipline	_____
Program for Limited English Proficient Students	_____
Race/Human Relations	_____
Security; Emergency Organization	_____
Supervision	_____
Utilities Management (Energy Conservation)	_____
Special Education Staff Development	_____
Gifted and Talented Education	_____
Homework and Required Reading	_____
Integration Program Description; Integration Monitoring Action	_____
Reporting Pupil Progress	_____
Voluntary Ethnic Enrollment Program (VEEP)	_____

Other components and related documents on site:

EVALUATION:

Evaluation is an ongoing process which should be completed prior to revising the plan for the following year. Evaluation results for the major areas of emphasis listed on Form A are recorded on the Summary of Evaluation Results, Form C. Evaluations of each component are maintained within the notebook section for the component..

Prepared by: _____

Principal's Signature: _____ Date: _____

Reviewed by: _____ Date: _____

GWP:br
8/19/83

SAN DIEGO CITY SCHOOLS
School Operations Division

FORM A

SITE EDUCATIONAL PLAN
OVERVIEW

SCHOOL

198__-198__

DESCRIPTION OF SCHOOL:

SCHOOL PHILOSOPHY:

SCHOOL NEEDS ASSESSMENT RESULTS: (In Priority Order)

AREAS OF EMPHASIS:

A. Areas of Emphasis for the Current School Year

B. Areas of Emphasis on a Continuing Basis

SITE EDUCATIONAL PLAN - OVERVIEW
SCHOOL

FORM A

198-198
Page 2

COMPONENTS ON SITE:

Check, if on site

Attendance Improvement and Guidance	_____
Basic Skills Improvement	_____
Basic Skills Supplementary Instruction: Chapter 2 and District Resources	_____
Consolidated Application (Preschool, ECIA, Chapter 1 SCE, SIP, M-U, Bilingual)	_____
Discipline	_____
Program for Limited English Proficient Students	_____
Race/Human Relations	_____
Security; Emergency Organization	_____
Supervision	_____
Utilities Management (Energy Conservation)	_____
Special Education Staff Development	_____
Gifted and Talented Education	_____
Homework and Required Reading	_____
Integration Program Description; Integration Monitoring Action	_____
Reporting Pupil Progress	_____
Voluntary Ethnic Enrollment Program (VEEP)	_____

Other components and related documents on site:

EVALUATION:

Evaluation is an ongoing process and should be completed prior to revising the plan for the following year. Evaluation results for the major areas of emphasis listed on Form A are recorded on the Summary of Evaluation Results, Form C. Evaluations of each component are maintained within the notebook section for the component.

Prepared by: _____

Principal's Signature: _____ Date _____

Reviewed by: _____ Date _____

GWP:br
8/19/83

SAN DIEGO CITY SCHOOLS
School Operations Division

FORM B-1
(Instructional Copy*)

SITE EDUCATIONAL PLAN

SCHOOL

198 - 198

COMPONENT:

(This form is to be completed for each component on site. It is maintained in the notebook section for the specific component.)

Personnel Responsible

GOALS: (Each component should include one or more goals. An example of a goal in a component for basic skills achievement might be as follows: "Student achievement scores in basic skills will be improved.")

POPULATION SERVED:

PROGRAM OBJECTIVES	MAJOR ACTIVITIES (SOLUTION PROCEDURES)	TIMELINE
[An example might be: (By June, 1984, 80% of the students, grades __, will be at or above the publisher's median score in total reading as measured by the appropriate level and form of the CTBS.)]	[Each objective may require several activities, solution procedures or tasks to be accomplished. An example of a solution procedure designed to support the program objective might be: Provide a comprehensive reading program which includes: a) direct instruction by the teacher based upon district prepared materials b) time on task c) consistent monitoring of student work to provide immediate feedback d) a comprehensive testing program for placement and continuous progress e) administration of CTBS each spring.]	J A S O N D J F M A M J

EVALUATION PROCESS:

(Every component must have an evaluation. An example consonant with the program objective in the example might be: Test data will be collected by the principal for submission to appropriate district offices. The test report will be distributed to the staff and program modification made on the basis of this evaluation.)

*(Although the format for some components varies at present, as each is modified and updated, the Form B-1 or B-2 format is to be used.)

SAN DIEGO CITY SCHOOLS
School Operations Division

FORM B-1

SITE EDUCATIONAL PLAN

SCHOOL

198__ - 198__

COMPONENT: _____

GOALS:

Personnel Responsible

POPULATION SERVED:

PROGRAM OBJECTIVES	MAJOR ACTIVITIES (SOLUTION PROCEDURES)	TIMELINE											
		J	A	S	O	N	D	J	F	M	A	M	J

EVALUATION PROCESS:

SAN DIEGO CITY SCHOOLS
School Operations Division

FORM B-1

SITE EDUCATIONAL PLAN

SCHOOL

198 - 198

COMPONENT:

GOALS:

Personnel Responsible

POPULATION SERVED:

PROGRAM OBJECTIVES	MAJOR ACTIVITIES (SOLUTION PROCEDURES)	TIMELINE											
		J	A	S	O	N	D	J	F	M	A	M	J

EVALUATION PROCESS:

SAN DIEGO CITY SCHOOLS
School Operations Division

FORM B-1

SITE EDUCATIONAL PLAN

SCHOOL

198__ - 198__

COMPONENT: _____

GOALS:

Personnel Responsible

POPULATION SERVED:

PROGRAM OBJECTIVES	MAJOR ACTIVITIES (SOLUTION PROCEDURES)	TIMELINE											
		J	A	S	O	N	D	J	F	M	A	M	J

EVALUATION PROCESS:

SAN DIEGO CITY SCHOOLS
School Operations Division

FORM B-2

SITE EDUCATIONAL PLAN

SCHOOL

198 - 198

COMPONENT:

GOALS:

Personnel Responsible

POPULATION SERVED:

PROGRAM OBJECTIVES	MAJOR ACTIVITIES (SOLUTION PROCEDURES)	TIMELINE		
		1983-84	1984-85	1985-86

EVALUATION PROCESS:

SAN DIEGO CI)SCHOOLS
School Operations Division

FORM)
(Instructional Copy)

SITE EDUCATIONAL PLAN
SUMMARY OF EVALUATION RESULTS

SCHOOL

198__ - 198__

(The purpose of this form is to list the areas of emphasis identified for the school year and to indicate in a brief statement how much progress was achieved. Evaluation is an ongoing process which should be completed prior to making revisions for the coming year. Evaluation findings should have implications for the identification of areas of emphasis for the succeeding year. Each component also is evaluated; results of those evaluations should be maintained with the component in the notebook.)

SITE SELF-ASSESSMENT TEAM: _____

AREAS OF EMPHASIS:

ASSESSMENT OF PROGRESS: _____
(date)

IMPLICATIONS FOR FUTURE PLANNING:

SAN DIEGO CITY SCHOOLS
School Operations Division

FORM C

SITE EDUCATIONAL PLAN
SUMMARY OF EVALUATION RESULTS

SCHOOL

198__ - 198__

SITE SELF-ASSESSMENT TEAM: _____

AREAS OF EMPHASIS:

ASSESSMENT OF PROGRESS: _____
(date)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

IMPLICATIONS FOR FUTURE PLANNING: _____

SAN DIEGO CITY SCHOOLS
School Operatic) Divison

WORKSHEET 1
(optional)
(Instructional Copy,)

SITE EDUCATIONAL PLAN

SCHOOL

198__ - 198__

NEEDS ASSESSMENT WORKSHEET

(The purpose of the worksheet is to assist in the development of information for Form A. It is an optional form.)

DATES

SOURCES OF INFORMATION

PERSONNEL RESPONSIBLE

(Interviews with.....)

(Survey ".....")

(Staff meetings, parent meetings)

(Report ".....")

(Staff personnel who

conducted the interviews,

surveys or meetings, or who

were official recipients

of the reports.)

NEEDS: IN PRIORITY ORDER

RELATED GOALS:

SAN DIEGO CITY SCHOOLS
School Operations Division

WORKSHEET I
(Optional)

SITE EDUCATIONAL PLAN

_____ SCHOOL

198_-198_

NEEDS ASSESSMENT WORKSHEET

DATES

SOURCES OF INFORMATION

PERSONNEL RESPONSIBLE

NEEDS: IN PRIORITY ORDER

RELATED GOALS:

SAN DIEGO CITY SCHOOLS
School Operations Division

SITE EDUCATIONAL PLAN

WORKSHEET II
(Optional)

SCHOOL

198 - 198

COMPONENT WORKSHEET

COMPONENT:

STATEMENT OF NEED:

GOAL:

POPULATION SERVED:

OBJECTIVE:

SUGGESTED ACTIVITIES

PERSONNEL RESPONSIBLE

CRITICAL DATES

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

EVALUATION: