



# A GUIDE FOR THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

A Handbook for School Site Councils of  
West Contra Costa USD **2017-2018**



## PREFACE

The California Department of Education (CDE) has developed this handbook, in accordance with *Education Code* sections 33133, 41507, 41572, and 64001, to help school site councils and school administrators meet the planning requirements of state and federal categorical programs. We wish to acknowledge the assistance provided in the preparation of this document by many experienced staff members from CDE, county offices of education, and school districts throughout California.

The purpose of the Single Plan for Student Achievement (WCCUSD SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The California Department of Education commends the efforts of all members of the school community for their efforts to achieve this purpose.

This document is organized into the following four sections:

1. Introduction and Background – An overview of the WCCUSD SPSA and how to organize a school site council
2. Six Steps for Developing the WCCUSD SPSA – Instructions for a continuous development, implementation, and monitoring cycle
3. Template for the WCCUSD SPSA – Voluntary template to meet the content requirements of *Education Code* 64001
4. Resources – Forms, tables, acronyms, and other resources to assist school site councils and administrators with the continuous WCCUSD SPSA development, implementation, and monitoring cycle

When reference is made to specific and applicable laws or regulations, the relevant code section is included as a footnote, or the term "must" is used. All other information is provided as guidance, based on the experience of local school administrators and CDE staff.

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## Introduction and Background

### Overview of the Single Plan for Student Achievement

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating the *Single Plan for Student Achievement* (WCCUSD SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index."<sup>1</sup> The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments.<sup>2</sup> The requirements for monitoring these categorical programs are part of the same legislation. The WCCUSD SPSA planning process and local compliance monitoring are directly related.

This legislation established the following eight requirements for school plans:

1. School districts must assure "that school site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school program they choose to include..."<sup>3</sup>
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees..."<sup>4</sup>
3. Any plans required by programs funded through the Consolidated Application, the School, and Library Improvement Block Grant, the Pupil Retention Block Grant, must be consolidated into a single plan
4. The content of the plan must be aligned with school goals for improving student achievement.<sup>5</sup>
5. School goals must be based upon "an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement..."<sup>6</sup>
6. The plan must address how Consolidated Application funds will be used to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index..."<sup>7</sup>
7. The plan must be "reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council..."<sup>8</sup>

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<sup>1</sup> California *Education Code (EC)* Section 64001(a)

<sup>2</sup> Information on the API can be found at <http://www.cde.ca.gov/ta/ac/ap/> on the Web site of the California Department of Education.

<sup>3</sup> *EC* Section 64001(a)

<sup>4</sup> *Ibid*

<sup>5</sup> *EC* Section 64001(f)

<sup>6</sup> *EC* Section 64001(d)

<sup>7</sup> *Ibid*

<sup>8</sup> *EC* Section 64001(g)

8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.<sup>9</sup>

## Organizing the School Site Council

### *School Site Council*

The California *Education Code*<sup>10</sup> requires the school site council to develop a *Single Plan for Student Achievement* for Consolidated Application programs operated at the school or in which the school participates. In addition, Pupil Retention<sup>11</sup> and School and Library Improvement Block Grant programs<sup>12</sup> operated at the school must be included in the WCCUSD SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the local governing board for approval.

### *Composition*

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;<sup>13</sup> parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
- In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other

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<sup>9</sup> EC Section 64001(d)

<sup>10</sup> EC Section 64001(a), (d)

<sup>11</sup> EC Section 41507

<sup>12</sup> EC Section 41572

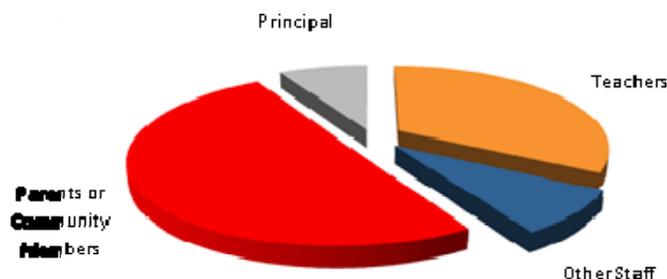
<sup>13</sup> For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

school personnel, and (b) equal numbers of parents or other community members selected by parents, and students.

- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.
- **At both elementary and secondary levels**, Education Code Section 52852 states : An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment is not disqualified by virtue of this employment from serving as a parent representative on the school site council established for the school that his or her child or ward attends. SSC members chosen to represent parents may be employees of the school district so long as they are not employed at the school their children attend.
- School districts that maintain kindergarten or any of grades 1 to 8, inclusive, and that maintain schools with fewer than 100 students each, and that share a common attendance area may establish a single school site council for the common attendance area.

At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the school site council. A middle school council will be required to adopt the composition of an elementary school council if they choose to exclude students from their council. <sup>14</sup>

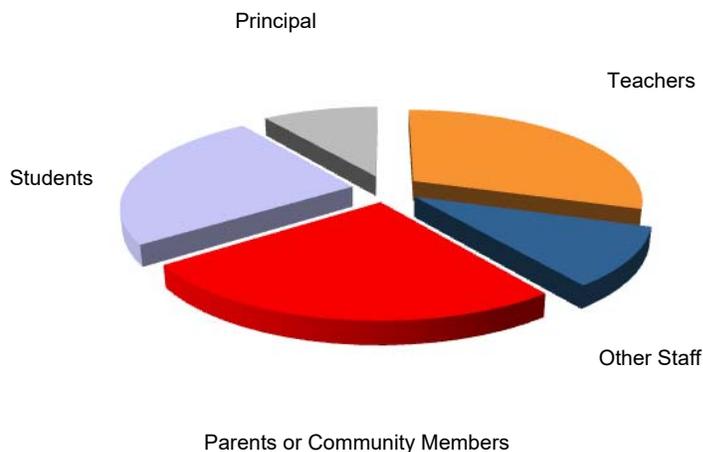
#### *Composition of an Elementary School Site Council*



#### *Composition of a Secondary School Site Council*

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<sup>14</sup> EC Section 33133(c)



### SSC Membership

#### Composition:

<b>Elementary &amp; Middle School (10 minimum)</b>	<b>Secondary (12 minimum)</b>
1 Principal 3 Classroom teachers 1 Other school staff 5 Parents/community members	1 Principal 4 Classroom teachers 1 Other school staff 3 Parents/community members 3 Students

The means of selecting school site council members are not specified by law, except that members must be chosen by peers. No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the school site council may be reserved for any group or individual. Membership in school site councils is determined by ballot.

To ensure broad support for the selection process, and to avoid controversy over the selection of school site council members, WCCUSD board policy, and WCCUSD school site council bylaws specify:

- The means for selecting members and officers
- The notice of elections for each peer group
- The responsibilities of the school site council and time commitment involved
- A policy of nondiscrimination as may occur by limiting membership to a select group

Many schools elect members for a two-year term, with elections for half the members held in even years and a half in odd years. This practice ensures that the school site council will not be composed entirely of new members each year. Some schools assure additional continuity by electing non-voting alternate members, who are seated

as voting members by the school site council in the event of a midterm vacancy on the school site council.

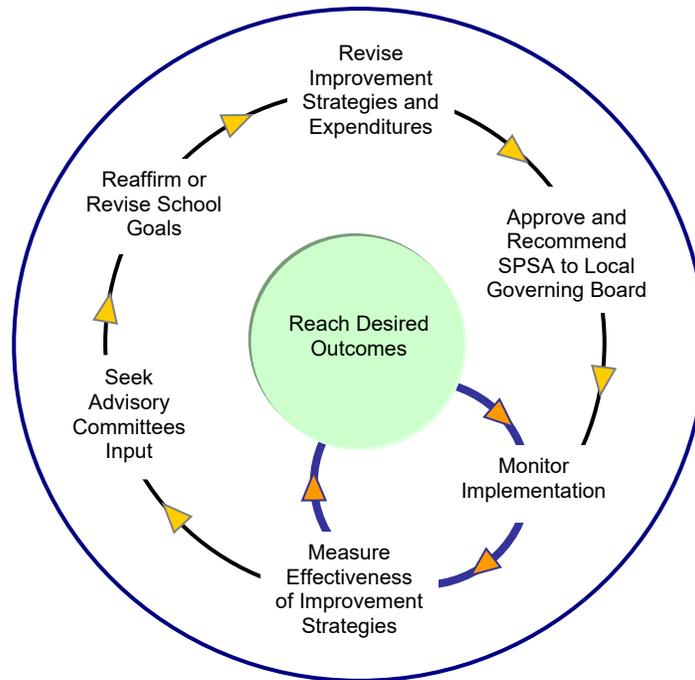
### Officers

In order to conduct business effectively, the school site council needs to include officers with stated responsibilities and authority, including:

- A chairperson to organize, convene, and lead meetings of the school site council
- A vice chairperson to serve in the absence of the chairperson
- A secretary to record actions taken at school site council meetings and keep school site council records
- A parliamentarian to resolve questions of procedure, often with the help of *Robert's Rules of Order* or similar guide
- Other officers as necessary to perform stated duties in support of the work of the school site council

### Actions Required of the School Site Council<sup>15</sup>

The graphic below represents the cycle of actions required by the school site council in the development, implementation, and revision of the WCCUSD SPSA.



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<sup>15</sup> EC Section 64001

### *Roles and Responsibilities*

In addition to the school site council, several groups are involved in the development and implementation of the *Single Plan for Student Achievement*. Each has specific responsibilities established by statute, as described below:

#### *School Advisory Committees*

The WCCUSD SPSA must be developed with the advice, review, and certification of any applicable school advisory committees.<sup>16</sup> Such groups include the English Learner Advisory Committee, the State Compensatory Education Advisory Committee, the Special Education Advisory Committee, and the Gifted and Talented Education Advisory Committee. All required advisory committees have a responsibility to advise the school on the special needs of students and on ways the school may meet those needs.

It is recommended that a District and School Leadership Team (DSLTL) be utilized by schools identified for Program Improvement (PI). The DSLTL may assist the district and school by developing recommendations for improving student performance related to PI status. DSLTLs serve as an advisory group to the school site council at a PI school. This group should include a broad-based variety of members, including representatives from the school site council, district, and any another key stakeholder.<sup>17</sup>

#### *Governing Board*

The local governing board adopts policies for the development and implementation of the WCCUSD SPSA consistent with law; Acting upon the recommendation of the school site council, the board votes on the approval of the WCCUSD SPSA and all subsequent revisions of the WCCUSD SPSA.<sup>18</sup> The board also must certify that the WCCUSD SPSA is consistent with local educational agency plans required for federal funding. The WCCUSD SPSA must have board approval to authorize expenditures proposed in the plan.

#### *Administration*

The district and school administration, which may include an appointed leadership team, is responsible for implementing the WCCUSD SPSA. Administration of the WCCUSD SPSA includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and

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<sup>16</sup> EC Section 64001(a)

<sup>17</sup> 20 USC 6317(a)(5)(A)

<sup>18</sup> EC Section 64001(h)

information to the school site council, or developing proposals for the school site council's consideration.

### *School Principal*

The principal has the following duties with respect to the WCCUSD SPSA:

- Is a voting member of the school site council
- Provides information and leadership to the school site council
- Administers the school-level activities of the approved WCCUSD SPSA

These responsibilities make the principal vital to the success of the WCCUSD SPSA. However, the principal has no administrative authority over the school site council, may not veto decisions made by the school site council, and may not make changes to the WCCUSD SPSA after it has been approved by the school site council.

### *Committees Appointed by the School Site Council*

The school site council may appoint committees or individuals to perform tasks to assist the council in developing, monitoring, or evaluating the WCCUSD SPSA. Appointed individuals and committees serve at the pleasure of the school site council and are advisory to it. Such appointed groups may:

- Gather and analyze information
- Propose strategies for improving instruction
- Examine materials, staffing, or funding possibilities
- Draft portions of the WCCUSD SPSA for school site council consideration

For example, the school site council may ask that a group of teachers prepare a staff development proposal as part of a strategy to raise the academic performance of a group of underperforming students. Or the school site council may appoint a committee to examine and report on a successful program operating at another school. In addition, the school site council may consider and accept unsolicited proposals from any individual or group.

### *Accountability*

Because the local governing board, administration, and school site council have separate but related responsibilities for the *Single Plan for Student Achievement*, they need to work cooperatively. In the case of an impasse, several remedies are available.

- The school site council may appeal to the local governing board to resolve issues of planning or implementation, clarify an issue in doubt, or establish a needed policy;
- The administration may recommend the board not approve a plan believed to be flawed;

- The local governing board may develop policies to regulate or inform school site councils and staff in the performance of their duties;<sup>19</sup>
- Individuals may file a formal complaint under the district's Uniform Complaint Procedure.

### *Rules of Order*

**School site councils must operate according to the following rules:<sup>20</sup>**

- 1. Meetings must be open to the public.**
- 2. The public may address the school site council on any item within the jurisdiction of the school site council.**
- 3. Notice of the meeting must be posted at the school site or another accessible place at least 72 hours before the meeting.**
- 4. The notice must specify the date, time, and place of the meeting and the agenda.**
- 5. The school site council cannot act on an item not described on the posted agenda unless, by unanimous vote, it finds a need for action unknown when the agenda was posted.**
- 6. Questions and brief statements of no impact on students or employees that can be resolved by providing information need not be described on the posted agenda.**
- 7. If these procedures are violated, upon demand of any person, the school site council must reconsider the item at its next meeting, after allowing for public input on the item.**

### *Bylaws*

All WCCUSD schools must use the WCCUSD Standard Bylaws Template per Board Policy 0420 (BP-0420). The bylaws template clarifies such matters as the terms and election procedures of school site council members and officers, the school site council's regular meeting times, numbers of parents, teachers and students needed for a quorum, and minimum attendance required of members.

### *Records*

The school site council needs to maintain records of the following:

- Elections
- Official correspondence
- Agendas of school site council meetings
- Evidence of input from school advisory committees
- Minutes of meetings, recording attendance, discussions, recommendations, and actions
- Copies of prior year school plans

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<sup>19</sup> EC sections 35160, 35160.1

<sup>20</sup> The Greene Act, EC Section 35147(c)

Public records require safekeeping. School site council records should be filed in a secure place available to the school site council. Federal law requires that all records pertinent to a funded project be retained for three years.<sup>21</sup> School site council records must be made available for public review upon request.

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<sup>21</sup> 34 *Code of Federal Regulations*, Part 74.53

## Six Steps for Developing the Single Plan for Student Achievement

### Purpose

The purpose of the WCCUSD SPSA is to raise the academic performance of all students to the level of state achievement standards. The WCCUSD SPSA must integrate the purposes and requirements of all categorical programs in which the school participates, including programs funded through:

- The Consolidated Application (ConApp)
- The Pupil Retention Block Grant
- The School and Library Improvement Block
- Other school programs the council chooses to include<sup>22</sup>

### Program Requirements for the WCCUSD SPSA

In addition to meeting the requirements common to all school plans, the WCCUSD SPSA must meet the specific requirements of each categorical program operated at the school.

- Schools operating School-Based Coordinated Programs (SBCP) must include instructional and auxiliary services to meet the special needs of English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs.<sup>23</sup> SBCP activities that include students with disabilities or that include staff supported by state or federal special education funds may require a waiver from CDE. Forms and information on waivers are available at <http://www.cde.ca.gov/re/lr/wr/documents/caseloadwaiverrev.doc>.
- Schools operating school-wide or targeted assistance programs under, Title I may use the WCCUSD SPSA template to describe strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement, using methods that are based on scientific research or proven practice. Information and assistance on School-wide Programs and Targeted Assistance are available online at <http://www.cde.ca.gov/sp/sw/rt/>.
- Action plans under the Immediate Intervention/Underperforming Schools Program (II/USP), the High Priority Schools Grant Program for Low Performing Schools, and the Comprehensive School Reform Demonstration Program may be created using the WCCUSD SPSA template. Information and assistance on II/USP are available online at <http://www.cde.ca.gov/ta/lp/iu/>. Information and assistance on the HPSGP are available online at <http://www.cde.ca.gov/ta/lp/hp/>. Information and assistance on CSR are available online at <http://www.cde.ca.gov/ta/lp/cs/>.

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<sup>22</sup> EC sections 41507, 41572, 64001(a), (d), (f).

<sup>23</sup> See EC 52800 for all SBCP requirements.

- Secondary schools using the "Focus on Learning" process for accreditation are required by WASC to use information and data from the WCCUSD SPSA in developing the WASC Action Plan. The dual purpose of WASC accreditation is "to provide high-quality learning opportunities, with the added requirement of continual self-improvement."<sup>24</sup> Both WASC and WCCUSD SPSA share the goal of improving instructional programs.

### **Description of the Template for the Single Plan for Student Achievement**

Sample forms for the West Contra Costa USD *Single Plan for Student Achievement* are provided to all SSC members by their principals.

Development of the WCCUSD SPSA, its contents, and proposed expenditures is the responsibility of the school site council. The WCCUSD SPSA template is aligned with the six actions required by the state of California. The following graphic represents this alignment and incorporates the six steps with WCCUSD's plan development process.

### **Steps for Developing the Single Plan for Student Achievement<sup>25</sup>**

The WCCUSD SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is September in WCCUSD. After considering the work to be done, the school site council may wish to develop a calendar of tasks and meetings to address each step.

The following actions are required of the school site council:

- Step One: Analyze student achievement data, summarize conclusions and identify needs
- Step Two: Measure effectiveness of current improvement strategies to determine critical causes of student underachievement (Reaffirm or revise school goals)
- Step Three: Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA
- Step Four: Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
- Step Five: Recommend the approved WCCUSD SPSA to the governing board
- Step Six: Monitor and evaluate effectiveness of the implementation of the WCCUSD SPSA

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<sup>24</sup> From the WASC Web site. [http://www.acswasc.org/about\\_overview.htm](http://www.acswasc.org/about_overview.htm)

<sup>25</sup> EC Section 64001

The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.<sup>26</sup>

The school site council can complete its responsibilities by taking the six steps above, which are elaborated in the next section.

### **Step One: Analyze Student Achievement Data**

The WCCUSD SPSA must be based on an analysis of verifiable state and local student achievement data, which could include results from the California Assessment of Student Performance and Progress (CAASPP), CELDT, , and other local benchmark and curriculum-embedded assessments.

Academic achievement data for schools and districts are available online:

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners can be accessed on the CDE Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.
- Smarter Balanced Summative Assessments (SBAC), implemented every spring in grades three through eight and grade eleven focuses on ELA and mathematics. <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>
- CELDT Accountability Reports can be accessed on the CDE CELDT Web page at <http://celdt.cde.ca.gov/>.

Student academic achievement data can be provided for the following student groups:

- All students
- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically disadvantaged
- English learners
- Students with disabilities

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<sup>26</sup> EC Section 64001(g)

The school site council also may use data from other district or school assessments, such as:

- Academic Program Survey (APS).  
<http://www.cde.ca.gov/ta/lp/vl/improvttools.asp#aps>
- Annual Library Survey. <http://www.cde.ca.gov/fg/aa/ce/faqslibg05.asp>
- <http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc>
- English Learner Subgroup Self Assessment (ELSSA).  
<http://www.cde.ca.gov/sp/el/t3/acct.asp>
- Least Restrictive Environment (LRE) Self Assessment.  
<http://www.wested.org/cs/we/view/pj/204>
- Local writing assessments
- Measures of social, emotional, and physical development
- Running records of student progress in reading and mathematics
- School Accountability Report Card
- Student grades aligned to grade level standards
- Student work calibrated to content standards

Identify current strengths and areas of challenge for students in the areas of English Language Arts (ELA) and math. Review the following areas to determine if there certain barriers that may be preventing academic growth. Possible barriers to consider include:

- Staffing
- Facilities maintenance and capacity ( space for classrooms/programs)
- Safety
- Materials availability
- Technology
- Fiscal support
- Compliance support
- Curriculum and instruction support
- Other

### Analyze Non-Academic Data

The school site council next considers the impact of non-academic factors on academic achievement. Critical areas to analyze and identify strengths and challenges include:

- Attendance
- Safety
- School-wide climate

School Site Councils that have had ELAC responsibilities delegated to them are to review attendance of English learners as well.

## ***Step Two: Measure Effectiveness of Current Improvement Strategies Using State Tools to Determine Critical Causes of Student Underachievement***

Schools must conduct a needs assessment of the effectiveness of the school instructional program with the input of stakeholders. School goals must be based on a comprehensive needs assessment of student academic achievement toward grade level standards, using multiple measures of student performance.

The SSC next considers the relationship between the current instructional program as informed by recommended tools such as the Academic Program Survey (APS) and District Assistance Survey (DAS) and conclusions reached from the analysis of student data. This analysis will help the SSC determine specific program activities that need to be implemented to raise the performance of students not yet meeting state academic standards. Although developed and mandated specifically for LEAs in Program Improvement (PI), the tools provide valuable data for schools seeking to enhance programs. The State Program Assessment Tools, including the APS, DAS, and Inventory for School Services and support for students with disabilities (ISS), and English Learner Subgroup Self-Assessment (ELSSA) are located at the CDE State Program Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

The California School Climate Survey (CSCS) for school staff, located on the WestEd Web site at <http://cscs.wested.org/> is an important component of a comprehensive, coordinated effort by the CDE and WestEd to help schools foster positive learning and teaching environments that promote academic achievement and well-being for youth. The survey helps identify fundamental learning barriers and assess the need for learning and teaching supports. The California Healthy Kids Survey (CHKS) for students, also located on the WestEd Web site at <http://cal-schls.wested.org/> enables districts and schools (school-level reports available on request) to compare both student and staff data. The survey is supported by a wide range of technical assistance, guides, and training for administering the survey and using the data.

The 24-question Special Education Supports Module (SESM), a portion of the CSCS, is designed to be answered by all staff with responsibility for teaching or providing related support services to students with an individualized education program (IEP). It provides data about the perceptions and concerns of school special education personnel to guide program and service improvement, particularly in (1) understanding how to effectively meet the needs of students and staff and (2) recruiting, training, and retaining special education staff. Five main content areas are surveyed. The SESM is located on the WestEd Web site at <http://cscs.wested.org/>.

After analyzing quantitative and qualitative data, it is the work of the SSC and LEA administration to identify academic challenges and the source of student underachievement. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified students through improved academic programs and increased teacher content matter knowledge.

LEAs must ensure that SPSAs were developed with the review, advice, and certification of applicable school advisory committees.<sup>27</sup> It is critical to the implementation of the plan that seamless communication exists between the categorical program office and the cabinet-level decision makers. Examples of school advisory committees may include:

- English Learner Advisory Committee
- Gifted and Talented Education Advisory Committee
- Special Education Advisory Committee
- WASC/CDE Leadership Team
- Other committees established by the school or district

The SSC seeks the input of applicable advisory committees. The advisory committees may wish to present their recommendations to the SSC in writing to facilitate communication. Advisory committee recommendations should be reflected in SSC meeting minutes

SSC with ELAC delegation must ensure that needs assessment has questions to help better understand the achievement and needs of ELs. The school plan development process and the school plan must address the needs of ELs.

### ***Step Three: Identify Achievement Goals and Key Improvement Strategies that Align with the District LEA Plan***

LEA Plan goals articulate the district priorities and expectations. School-level goals should be aligned with LEA Plan goals while reflecting the specific needs identified at the school site. Schools need to determine limited key achievement goals (suggested number: two to five). These goals should form the basis for the improvement strategies in the plan that are:

- Derived from conclusions of the needs assessment
- Prioritized by student need
- Realistic and attainable in the period specified in the plan
- Specific to the assessed academic needs of students
- Measurable by frequent formative assessments

School-level goals are precise, measurable statements identifying what will be accomplished in the short-term to support the attainment of the longer-term and more

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<sup>27</sup> EC sections 41507, 41572, 64001(a)

broadly stated LEA program goals. School-level goals should specify the audience (on whom is the goal focused, i.e., student subgroups); behavior (what is expected); conditions (under what circumstances the expectation will be met); and degree (specific criteria that must be met [i.e., the percentage of students meeting a target]). The term SMART Goal is really another way of defining an objective: Specific, Measurable, Attainable, Realistic, and Time-bound.

Developing these school-level goals involves:

1. Reviewing LEA Plan goals to ensure a clear understanding of district priorities.
2. Developing a limited number of school-level measurable goals that are aligned with LEA Plan goals that address barriers to student achievement as determined by the assessment of the current instructional program, based on an analysis of student achievement data.
3. Identifying improvement strategies, i.e., describing the methods/practices that will be used to reach the goal.
4. Identifying specific actions under each strategy that will lead to the implementation of the strategy and achievement of the goal. This includes beginning and ending dates, persons responsible, and costs and budget sources for each action itemized for each funding source.
5. Defining tasks, i.e., specific small steps needed to complete an action, under each action step. Tasks have specific due dates and persons responsible. Each action step may have multiple tasks.

Schools with ELAC delegation must contribute to the effort of making parents aware of the importance of regular school attendance.

### **General Rule for Integrating Plans**

Most categorical programs require specific planning elements. Integrating or merging two or more planning processes does not eliminate any of these requirements. Any combined processes must include the requirements of each of the programs included in the plan.

#### **Step Four: Define Timelines, Personnel Responsible, Proposed Expenditures, and Funding Sources to Implement the Plan**

For each goal set, the SSC must specify the actions to be taken to accomplish the goal, dates by which actions are to be started and completed, persons responsible, expenditures needed to implement the action, and each funding source budgeted for the goal.

The WCCUSD SPSA is organized into “Frames” that provide for the recording of:

- School goal(s)
- Students who are the subject of each goal/anticipated annual performance growth target
- The data analysis used to identify the goal
- Process for evaluating progress toward the goal
- Action steps to be taken to reach each school goal
- Proposed expenditures, estimated costs, and funding sources for each action

Expenditures of state and federal categorical program funds are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Comply with individual program statutes
- Do not fund services already required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

The list above addresses the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures. For more information about this subject, see the U.S. Department of Education.

### ***Step Five: Approve and Recommend the WCCUSD SPSA to the Local Governing Board***

**After appropriate advisory committees have reviewed the proposed WCCUSD SPSA,<sup>28</sup> the school site council must approve it at a meeting for which a public notice has been posted.<sup>29</sup>** The WCCUSD SPSA may then be presented to the district governing board for approval. The WCCUSD SPSA template provides a format for recommending the proposed WCCUSD SPSA to the board and for giving assurance that the school site council:

- Is properly constituted
- Reviewed its legal responsibilities
- Sought input from school advisory committees
- Reviewed the content requirements for all programs included
- Based the plan on analysis of current practices and student academic performance
- Formally approved the plan before recommending it to the board for review

The WCCUSD SPSA template provides signature lines for the SSC chairperson and school principal attesting to these assurances. Schools may add signature lines and assurance statements for each applicable school advisory committee, certifying committee review and advice. Advisory committee involvement may also be documented through correspondence, meeting agendas, and minutes.

If the local governing board does not approve the SPSA, specific reasons for disapproval of the plan must be communicated to the SSC.<sup>30</sup> The SSC and applicable committee(s) must revise and resubmit the SPSA to the local governing board for its approval.

It is helpful for SSC members to be present when the local governing board reviews and approves the WCCUSD SPSA to answer questions and speak to issues raised. If the plan is not approved, SSC members in attendance can convey the board's objections to other SSC members. Until the local governing board has approved the plan, the activities and expenditures are not authorized for implementation.

### ***Step Six: Monitor and evaluate effectiveness of the implementation of the WCCUSD SPSA***

The district and school administration are responsible for implementing the WCCUSD SPSA as approved by the local governing board. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the

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<sup>28</sup> See Step Two

<sup>29</sup> EC sections 35147, 64001(a), 64001(g)

<sup>30</sup> EC Section 52855

planning process by providing training and information to the school site council or by developing proposals for the school site council's consideration.

Once the plan is approved, the responsibility of the school site council is to monitor the effectiveness of planned activities and modify those that prove ineffective.

Monitoring will be made easier as the school site council completes the monitoring implementation action plan form for each strategy developed.

Monitoring should follow the calendar of events established by the WCCUSD SPSA to verify timely implementation and achievement of objectives critical to the success of the plan, such as:

- Assignment and training of highly qualified staff to positions identified in the plan
- Identification of student participants
- Implementation of services
- Provision of materials and equipment to students
- Initial and ongoing assessment of student performance
- Progress made toward WCCUSD SPSA goals

**As the implementation of planned activities unfolds, the school site council should verify the success of each major event and share this information with advisory committees and other interested parties.**

Schools with ELAC delegation must review the annual Language Census after it is submitted to the California Department of Education in April.

### **Mid-year Changes to the WCCUSD SPSA**

Any of the following factors may indicate a need to amend the WCCUSD SPSA during the school year:

- A major service or activity proves ineffective, and students are at risk of not meeting achievement goals
- Material changes occur that affect the academic programs.
- Staff, equipment, or materials essential to the plan cannot be procured.
- School boundaries or demographics suddenly change.
- An activity is found to be non-compliant with state or federal law.
- A planned activity is not supported by staff, parents, or students.

The school site council may amend the plan at any time, in accordance with local board policy and school site council bylaws. Whenever the school site council makes a material change to the plan, the local governing board must approve the change.<sup>31</sup>

### **Continue the Cycle**

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<sup>31</sup> EC Section 64001(g)

At least annually, the SSC must evaluate the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data for the following year's plan.

There are at least three questions that should be asked when the WCCUSD SPSA fails to achieve expected results:

1. *Are school goals based on tested student performance and a factual assessment of current educational practice at the school?*  
A failed strategy may mean that the real cause of low performance was incorrectly diagnosed. If the cause of low academic performance is student based, then additional opportunities to learn should result in significant gains. If the cause of low student performance is rooted in the instructional program or in health or safety issues, then student performance will improve only when these issues are resolved.
2. *Is the plan an educationally sound means of reaching school goals?*  
Assuming a correct diagnosis of the problem, failure to achieve the goal may be the result of ineffective means. When an improvement strategy proves ineffective, the school site council should make needed modifications to the plan before participating students suffer serious academic loss.
3. *Was the plan implemented in a timely and effective manner?*  
As the school site council monitors implementation of the WCCUSD SPSA, operational problems may be identified that threaten the success of the plan. The causes of such problems need to be identified and corrected.

### **Purpose of the WCCUSD SPSA Template**

The WCCUSD SPSA template has been designed to meet the content requirements of *Education Code* Section 64001 for a single school plan for student achievement. Such a plan must be developed and approved by the school site council at each school that participates in any program funded through the Consolidated Application, the School and any programs the SSC decides to include. Accordingly, the plan must:

1. Be annually reviewed and updated by the school site council, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that is based on verifiable state data, including Annual Measurable Objectives (AMOs), the Academic Performance Index (API), and the Annual Measurable Achievement Objectives (AMAO) for English proficiency using California English Language Development Test (CELDT) results.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students to the level of the API.

5. Be consistent with federally required Local Educational Agency (LEA) plans, and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the Consolidated Application in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

**WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
Annual Notification Regarding**

**UNIFORM COMPLAINT PROCEDURES**

This document constitutes the district's uniform complaint procedures policy.

**Uniform Complaint Procedures**

The Board of Education recognizes that the district has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

Unlawful discrimination based on **race, ancestry, national origin, ethnic group identification**, religion, age, gender, **actual or perceived sex, sexual orientation**, color or physical or mental disability, a person's association with a person or group with one or more of these actual or perceived characteristics, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

The Board acknowledges and respects students and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Superintendent or designee on a case-by-case basis. Complainants will be protected from retaliation.

The Superintendent shall ensure that employees designated to investigate complaints are knowledgeable about laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent or designee shall ensure that the mediation results are consistent with state and federal laws and regulations.

## COMPLIANCE OFFICER

The Board of Education designates the following compliance officer to receive and investigate complaints and ensure district compliance with the law:

Assistant Superintendent  
Human Resources  
1108 Bissell Avenue  
Richmond, CA 94801

Telephone: (510) 231-1167

Facsimile: (510) 620-2074

Copies of the District's complaint procedures shall be available free of charge.

## NOTIFICATIONS

Uniform Complaint Procedures are distributed to every student and family in the Parent – Student Handbooks that are sent home every year. Procedures are distributed at parent-teacher meetings, site council meetings, and to new students as part of the enrollment process. Procedures and forms are available at every school site; from appropriate private school officials or representatives; and from the following administrative offices: Bilingual, Transfer, Preschool, Student Welfare and Attendance, Executive Directors, and Assistant Superintendents, and to every ethnic group in the district. The UCP are distributed to classified and certificated employees at their annual meetings the beginning of each school year. The UCP are distributed in different languages to students of schools where 15% or more students speak a primary language other than English.

**The LEA will provide an opportunity for complainants and/or representatives to present relevant information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. [T5CCR 4631]**

## PROCEDURES

**The LEA is to provide the investigator with access to records and/or other information related to the allegation in the complaint. To otherwise fail to refuse or cooperate in the investigation or engage in any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. [T5CCR 4631]**

The following procedures shall be used to address all complaints that allege a violation of federal or state laws or regulations governing educational programs. The compliance officer shall maintain a record of each complaint as required for compliance with the California Code of Regulations, Title 5, Section 4632.

#### 1. FILING OF A COMPLAINT

Any individual, parent, public agency or organization may file a written complaint of alleged noncompliance. Complaints alleging discrimination must be initiated no later than 6 months from the date the alleged discrimination occurred or when knowledge was first obtained. Written complaints are filed with the compliance officer.

#### 2. INFORMAL PROCESS

Within 15 days of the receipt of the complaint, the principal/department head will conduct a meeting with all parties. The purpose of the meeting is discussion and resolution with the compliance officer/ designee acting as an impartial chairperson. If resolution is not reached at this level, the compliance officer will proceed with formal investigation of the complaint

#### 3. FORMAL PROCESS

Within 10 days of an unsuccessful resolution through the informal process, the compliance officer shall hold an investigative meeting with all parties and their representatives with the compliance officer /designee acting as impartial chairperson.

#### 4. DISTRICT'S WRITTEN RESPONSE

The compliance officer will prepare a written report of the findings and decision within 60 days of receiving the complaint unless the complainant agrees in writing to extend the timeline.

If the complainant does not accept the decision, he/she may request a review by the Board of Education within 5 days of receiving the written response. The Board may, at its own discretion, consider the request. If the Board chooses not to hear the appeal, the compliance officer's decision will be considered final. The district has 60 days to process a formal complaint.

**The LEA's decision will be reported in writing, sent to the complainant within 60 calendar days of receipt of the complaint. The report will contain the following elements: [T5CCR 4631(e)]**

- a. The findings of fact based on the evidence gathered.**
- b. The conclusion of law.**
- c. Disposition of the complaint.**
- d. The rationale for such a disposition.**
- e. Corrective actions, if any are warranted.**
- f. Notice of the complainant's right to appeal the LEA's Decision to CDE.**
- g. Procedures to be followed for initiating an appeal to CDE.**

## **APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION**

The complainant may appeal in writing to the California Department of Education (CDE) within 15 days of receiving the District's response. The appeal to CDE must include a copy of the locally filed complaint and a copy of the LEA decision.

## **CIVIL LAW REMEDIES**

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of the district's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints, however, a complainant must wait until 60 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint.

**The complainants are protected from retaliation and that the identity of a complainant alleging discrimination will remain confidential as appropriate. [T5CCR 4621]**

For assistance you may contact:  
American Civil Liberties Union  
Contra Costa Legal Services  
NAACP Legal Defense Fund

## From A to Z:

### A Vocabulary for Categorical Programs

**AB (Assembly Bill):** A bill originating in the California State Assembly that is presented to the Legislature.

**A-G Requirements:** A-G Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU)

**Ability Grouping:** Students grouped with others of the same ability. Some educators claim that high ability students working together can accomplish more if they are not held back by slow learners who often tend to be discouraged when competing with rapid learners. (Also see **heterogeneous grouping**).

**Accelerated Reader:** Accelerated Reader (AR) is one of the programs provided by Ren Learn. STAR Reading, STAR Math, and Early Literacy are other assessment and support tools provided by Ren Learn. This program will be referenced as Renaissance Learning (Ren Learn) from now on.

**Achievement Gap:** This term is used to describe the difference in academic achievement between students whose families are low-income and/or minority and those whose families are high income and not a minority.

**Accountability:** The acceptance of responsibility for something to someone. This requires that standard which can be measured, counted, and understood be established. This applies to the learning success or learning failure of students. (see *School Accountability*)

**Accounting:** A way of maintaining systematic records of happenings, occurrences, and events related to persons, objects, or money. The records are summarized, analyzed, and interpreted as needed.

**Achievement Test:** A test that measures how much a student has learned in a subject over a certain period of time.

**ADA (Average Daily Attendance):** A count of students who are in attendance at school. The figure is the basis for calculating the amount of money provided for the basic educational program in a school district.

**Adult-Student Ratio:** The number of adults compared to the number of students in a given program, classroom, or situation.

**Advisory Council/Committee:** An advisory group of parents, community persons, and school employees. Each funding source has specific guidelines regarding the

makeup, role, and responsibility of the advisory council or committee. Advisory groups must be involved in the planning, implementation, and evaluation of programs.

**AFDC (Aid to Families with Dependent Children):** A program through which money is provided to families who do not earn enough to support their children. The amount of an AFDC grant depends on the number of children in the family and the family's income. The AFDC count, among other low-income family factors, generates the entitlement for Title I programs in California. This program has been discontinued and replaced with TANF - Temporary Assistance for Needy Families. In California, we call it CalWorks.

**After-School Learning:** Additional funds awarded competitively are available for schools to provide learning beyond the school day. The California program is called "After-School Learning and Safe Neighborhoods." The federal program is "21<sup>st</sup> Century Community Learning Centers."

**Aides-Paraprofessionals:** Non-certificated people who assist the teacher in performing either administrative tasks or actual teaching functions. The use of another personnel for administrative duties allows the teacher to concentrate on teaching functions. When the aides are used to assist in teaching, the assumption is that more students get individual attention.

**Allocation:** The amount of money actually set aside for a state or local school district for a categorical aid.

**Analysis of Discrepancy:** A statement of the reasons why there is a difference between what is and what should be concerning an objective and/or a goal.

**Anecdotal Record:** A series of notes recording what is actually observed or said.

**Application:** A document describing a program for which approval is desired. A request for funds for operating the program is usually included.

**Appropriation:** Money set aside by formal action for a specific use.

**ARRA: (The American Recovery and Reinvestment Act)-** The overall goals of the ARRA are to stimulate the economy in the short term and invest in education and other essential public services to ensure the long-term economic health of our nation.

**Articulation:** The communication and coordination between all levels of the educational system, preschool through university. In comprehensive programs, this means knowledge of the continuum of skills and concepts used in the instructional program and described in the instructional components of the school level plans.

**Assessments:** The process by which information is gathered and used to systematically describe a person, group, organization, and/or some other object being studied or examined. The information gathered by the assessment process is often used to provide information needed for evaluation.

**Assurance:** A guarantee that specific actions have actually taken place.

**Attendance Area:** A geographical area in which the children live who are normally served by a particular school.

**Attitudes:** Feelings people have to favor or oppose, to believe or to doubt, some person, group, institution, process, or proposal.

**Audiovisual Materials (A-V Materials):** Photographs, films, filmstrips, transparencies, records, audio tapes and cassettes, videotapes and other nonprint software, and the equipment on which these materials are projected or played.

**Audit:** An investigation or examination of procedures by accountants to determine that adequate accounts and records are maintained and that funds are properly utilized in compliance with the state and federal regulations.

**Authorization:** The promise of monies for categorical programs. Large dollar authorizations may be made by Congress, but the amounts to be received are the funds set aside by the appropriations committees.

**Average per Pupil Expenditures:** The total amount of money spent on education, divided by the number of pupils enrolled.

**Base Expenditures:** The Funds which are expended in all schools in the district based on the school's enrollment. The monies common to all schools in a district, not including funds for special programs.

**Baseline Data:** Information that is gathered from tests or questionnaires at the beginning or during a school year which can be used as the basis for establishing the rate of change and direction of change resulting from the implementation of the program. This is the beginning of the evaluation process.

**Basic Skills:** Those abilities that the community feels are necessary for a person to function independently and successfully.

**Benchmark:** A point of reference from which measurements may be made. Evaluate or check (something) by comparison with a standard.

**Bilingual Education:** Educational services provided to LEP pupils whose dominant language is other than English, as well as native English speakers. All pupils in a

bilingual class have opportunities to learn concepts in their first language while they are developing communication skills in a second language.

**Block Grant:** The placing of several or many specific programs funds into one funding source, along with greater flexibility in how services can be provided to students.

**Bylaws:** A set of rules by which a group or committee operates.

**BTSA:** Beginning Teacher Support and Assessment.

**CalWorks:** California welfare assistance plan (see TANF).

**Capital Outlay:** A category of costs in a budget; relates to equipment and facilities having a life span of more than one year.

**Carryover Funds:** Funds not used during the funding year for which they were appropriated; may be retained to be expended during the following funding year if the application allows carryover of funds.

**Categorical Aid:** Special federal or state funds designated for specific purposes or for a specific student population, and established by legislation.

**CBEDS (California Basic Educational Data System):** An annual survey of attendance and instructors submitted to the California Department of Education annually in October; it is the basis for SIP funding and other allocations within school districts.

### **CDE (California Department of Education)**

**CDS:** A fourteen digit number (660016066955) identifying the county, district, and school

07	61796	6004865	
<i>County</i>	<i>District</i>	<i>School</i>	
Contra Costa	WCCUSD	Montalvin	

**CELDT (California English Language Development Test):** A new test to be used beginning in May of 2001 for testing of English Learners upon entry and annually.

**Certificated Employee:** An employee whose position requires a teaching, administrative, or other certification.

**Chapter 1:** Old name for what has been known as **Title I of the Improving America's School Act of 1994.**

**Chapter 2:** Old name for what has been known as **Title VI of the Improving America's School Act of 1994.**

**Child Care-Preschool Centers:** Programs for young children that are local, state, and/or federally funded; parents pay on the basis of a sliding fee schedule. Parents need these services so they can attend school, learn a trade, or work.

**Charter Schools:** A public school that is organized independently of a traditional public school district, with the intent of greater flexibility in how it is operated.

**Child Development:** Programs designed for young children including infants, toddler, and preschool ages.

**Chronological Age:** The number of years a person has lived.

**CLAD/BCLAD Certificates:** Cross-cultural, Language and Academic Development, Cross-cultural, Language and Academic Development certificates.

**Classified Personnel:** Non-certificated employees, including clerks, secretaries, aides, bus drivers, and custodians, who are not required to have special licenses or credentials.

**Class Size Reduction:** A limitation placed on the number of students in a class with a single teacher. Examples: 20:1 or 18:1.

**Cohort:** A group that is being examined or observed as in a demographic study.

**COLA:** Cost of Living Adjustment

**Committee of Practitioners (COP):** Each state is required by federal law to have a functioning committee that is made up of a broad base of practitioners (teachers, parents, and other school staff, administrators, and community members) to advise the department of education regarding the Title I program.

**Community Resources:** Things, people, and places that can be used in meeting the educational, health, physical and emotional needs of children; examples are community centers, health clinics, volunteer specialists, recreation programs, and libraries.

**Community Service:** Programs that connect youth to their community in volunteer work and service learning.

**Comparability:** Each pupil in a school district must receive essentially the same amount of financial support from state and local efforts before any categorical funds can be distributed to any schools in the district. Districts are required to demonstrate

comparability on an annual basis to show that they are not using categorical funds in place of basic funds required to educate the children in the district.

**Compensatory Education:** Supplementary (over and above) instructional and support services provided from categorical monies for students who have been identified to be eligible for such services because they are educationally disadvantaged, and because such students are enrolled in a school in which there is a large proportion of students who are economically disadvantaged.

**Compliance:** The term used to indicate whether or not a district using categorical aid monies is following the state and federal laws and regulations.

**Comprehensive Program Planning:** The process of planning a program which includes all of the elements and components required for receiving categorical aid and allocating to provide the good for the greatest number of children.

**Comprehensive School Reform Demonstration (CSRD):** A federally funded program that allows schools to apply for additional funding to adopt research-based programs to improve student performance.

**Concentration Grants:** Supplemental Title I funds that are provided for districts with high concentrations (at least 15%) of students whose families have low income.

**Consolidated Application, Part I and II:** Forms used by school districts to apply for special supplementary state and federal funds. Part I is due at the California Department of Education in June I of each year and Part II is due on November 1.

**Content Standards:** Content standards specify what teachers are expected to teach and students are expected to learn. These standards should be measurable and specific enough to be readily understood and verified through assessment.

**Continuous Progress:** A system in which a student moves sequentially through a continuum of skills or concepts at his own individual speed; learning tasks are individually prescribed.

**Continuum:** A series of skills organized by levels of difficulty.

**Contract:** A negotiated agreement, generally between two parties, in which a certain task or series of tasks are agreed to be completed. The contract is usually finalized by a written or oral agreement. Contracting in the classroom generally refers to the negotiations that go on between the pupil and the teacher for the task or tasks that the student will complete in lieu of the teacher assigning classwork to the pupil. In such contracts, a parent may also be a party.

**Coordinated Compliance Review (CCR):** A coordinated process for reviewing, monitoring, and validating, the implementation of several categorically funded

programs in a district or at a school site. A district is scheduled for a CCR every four years with year three being the time of the CCR self-review.

**Core Curriculum:** The basic course of study implemented in a district or school.

**Corrective Action:** If a Title I school does not improve the performance of its students over a period of time, the state department of education can require the school and/or district to take action that results in greater academic performance.

**Cost Effectiveness:** Comparing two or more alternatives to find which one provides the most for the money.

**Costs, direct:** Expenses that can be separately identified and charged as part of the cost of a product, service, or department.

**Costs, indirect:** Administrative costs that are necessary to the operation of the program in the district; bookkeeping is an example of an indirect cost.

**Costs, planning:** Costs incurred during the planning of the program that terminates with program implementation.

**Cross-Age Tutors:** Children of different ages helping and being helped by one another.

**Cumulative File:** Records of a student's performances that are placed in a folder which follows the student from year to year.

**Curriculum:** The content of instruction. The curriculum is usually described in courses of study that are approved by local Board of Education.

**Data:** Facts and figures collected to show the degree of success of the teacher, the school, the child, the parents, or the district to achieve an objective. Test scores, attendance records, and individual diagnostic profiles are examples of hard data of primary data. Opinion nares and sign-in sheets may be considered as examples of soft data or secondary data.

**Decision Making:** The process by which problems concerning a situation are studied and evaluated; alternative solutions to the problems are considered before a course of action is decided upon on how best to solve the problem.

**Decoding Skills:** The process of translating printed or written symbols into thought or spoken words.

**Disaggregated Data:** This term is used when test results are sorted into groups of students, such as racial/ethnic groups, economically disadvantaged, limited English proficiency, and those who have disabilities. The practice allows educators and

parents to see which groups of students need additional assistance in meeting standards.

**Distinguished Schools:** Awards are presented to schools when they make major gains in achievement.

**District Local Control Accountability Plan (DLCAP) Committee:** This is a parent and community advisory committee convened to advise the WCCUSD Board of Education on the District's Local Control Accountability Plan (LCAP). DLCAP Committee members meet throughout the school year, and serve for two years (with the exception of the initial group appointed in 2014).

**Early Reading First:** This is a new program under Title I of the No Child Left Behind Act of 2001 to promote reading readiness for children from low-income families. Competitive grant awards will be made to local education agencies to support early language literacy and pre-reading development of pre-kindergarten age children, especially those from low-income families.

**Education Code:** Education Code of the State of California. A state law that pertains to the California education system.

**ECE (Early Childhood Education):** An approach to education in which teaching strategies are tailored to fit individual learning styles, entry level, and rates of learning at an early age.

**EIA (Economic Impact Aid):** This is a state funded program that provides supplementary funds to be used for compensatory education, services for limited English proficient students, transient students, or additional security needs.

**ELILP (English Language and Intensive Literacy Program):** English and Intensive Literacy Program provides students who are experiencing difficulty learning English and difficulty in reading with increased instructional opportunities. This unique program is aimed at significantly improving the achievement of English learners in the classroom. The basis of this plan will include intensive English language education that includes 120 hours of language and literacy education.

**Eligible Schools:** Schools in a district that qualify to receive funds from one or more of the funding sources in the Consolidated Application.

**ELD (English Language Development)**

**ELL (English Language Learners):** Students whose native language is other than English and who have not yet achieved proficiency in the English Language.

**Entitlement:** The amount of money a school district receives from state or federal funds.

**ESEA (Elementary and Secondary Education Act):** An act first passed by Congress in 1965 to provide federal funding for education. It has been continually reauthorized with the latest reauthorization in 1994, known now as the Improving America's School Act of 1994. Sections of the law are indicated by titles and chapters.

**Evaluation:** A measurement of the results of a program of the success of a project  
The process of obtaining and using reliable information about the effectiveness of a program so that judgment can be made about the usefulness of the program.  
Evaluation is part of program planning and should be more than test scores or testimonial statements, but can include reliable information from many sources to provide a basis for planning, development, maintenance, and improvement of a program.

**Exit Examination:** A high school test based on statewide content standards required for graduation; goes into effect with the class of 2004 in California.

**Extended Day or Year:** Lengthening the instructional time for students by creating more hours each day or more days per year.

**Federal Register:** A publication comprised primarily of two major publications, the daily Federal Register and the annually revised Code of Federal Regulations (CFR). The daily Federal Register and CFR work together to provide an up-to-date version of any federal agency regulation. The Federal Register is published every Federal working day and includes rules and regulations that businesses must follow.

**FEP (Fluent English Proficient):** When a second language student can demonstrate English-language proficiency comparable to that of the average native speaker and can participate equally with the average native speaker in the school's regular instructional program, he/she is classified as FEP.

**Fine Motor Skill:** The complex movements of the small muscles used in such activities as handwriting.

**Fiscal Year:** For most states, the fiscal year begins July 1 and ends June 30 of a particular year. The federal fiscal year begins October 1 and ends September 30.

**Flexibility:** In much legislation these days, this is the term that is used, but it is always matched with a second term – that of Accountability. In other words, the more accountable you are (as in high student performance levels), the greater is the amount of flexibility that you can have with program requirements.

**Fluency:** The ability to read quickly and accurately.

**Full-Time Equivalent (FTE):** The ratio of time expended in a part-time position to that of a full-time position. A full-time position is 1.0 FTE, whereas a 60% position is referred to as .6 FTE

**Funding Sources:** District state, federal or private appropriations or grants that provide money for educational programs.

**GATE (Gifted and Talented Education):** Programs that provide supplementary services for students that have been identified as gifted and/or talented.

**Goal:** The end toward which effort is directed.

**Grant:** Funds awarded to a local educational agency for specific services to be provided at a school or within the district for students, parents, or school staff.

**Gross Motor Skills:** The complex movements of the large muscles as in kicking a ball.

**Guidelines:** Directions written by an agency that administers funds for educational purposes. The guidelines provide directions for applying for funds and the conditions under which the funds may be used when they are received.

*Law – Regulations – Guidelines.*

**Heterogeneous Grouping:** Classes that are composed of students with different ages, interests, and learning needs and abilities. Heterogeneous grouping results in classes that are cross-sections of the school population.

**Homogeneous Grouping:** Classes composed of individuals who have similar characteristics or are much alike.

**IASA (Improving America's Schools Act):** The federal act that reauthorized the Elementary and Secondary Education Act in 1994.

**IDEA (Individuals with Disabilities Education Act):** Prior to 1975, children with disabilities were either not served in local school systems or placed in segregated, often inadequate settings. The Individuals with Disabilities Education Act was passed to "assure that all children with disabilities have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their individual needs." The act ensures that the rights of children and youth with disabilities and their families are protected. It assists states and localities in providing for the education of all children and provides for an assessment of the effectiveness of efforts.

**IEP (Individual Education Plan):** A document for special education students that defines their educational program.

**Impact Aid (PL874):** Federal money allocated to school districts that have a large number of parents of school-age children who are federally connected for employment (e.g., military).

**Indirect Costs:** See Costs, indirect.

**Individualized Instruction:** Classroom procedures that provide for the diagnosis of each child's needs and prescribes programs to meet those needs.

**In-service Training:** Educational training in program activities for parents, teachers, administrative staff, or the general community to develop or refine skills.

**Instructional Objective:** A statement that describes a change in a learner and that specifies precisely what and how much the student will be able to do at the completion of the instruction.

**Job Description:** A statement of the duties and responsibilities of the person assigned to a position.

**Language Census Report:** This report submitted by each school to the California Department of Education annually in April. It is a census of Limited English Proficient students and those who have become fluent.

**LCAP (Local Control Accountability Plan):** The LCAP is an important component of the LCFF. Under the LCFF all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities. Like all other districts in the state, the West Contra Costa Unified School Board has to adopt an LCAP on or before July 1 of every school year.

**LCFF(local Control Formula):** The Local Control Funding Formula represents the most significant change in California's funding system for K-12 schools in four decades. It is the central feature of landmark legislation—Assembly Bill 97—currently being implemented in every California school district. It will affect every school in the state, including charter schools. One goal of the new law is to improve academic outcomes by providing more money to school districts that serve high-needs students. Another goal is to give local school districts more authority to decide how to spend education dollars, and hold them accountable for getting results.

**Language Development:** Acquisition of those skills such as listening, reading, speaking, and writing needed to communicate ideas.

**LEA (Local Educational Agency):** A board of education or some legal authority having administrative control over public education in a county or school district

**Learning Modalities:** The common way a person learns: visual (seeing); auditory (listening); kinetic (touch).

**Learning Style:** The part of the nervous system which is used often to acquire a new skill of knowledge. For example, a person may learn more easily with an emphasis on listening rather than seeing.

**Legislative Update:** A succinct summary report on current legislation usually delivered by a legislative analyst or legislative advocate.

**Literacy:** The quality or state of being literate. The definition of literacy has changed numerous times in the United States. Basically, literacy is the name given to a set of skills that help people survive or conduct their daily lives and business successfully. Educators, business, and government are beginning to understand that literacy can no longer be considered merely the ability to read, write, and memorize a base of knowledge. Because of ongoing changes and advances in computer and information technologies, information literacy has been expanded to acknowledge more skill sets needed.

**Local Improvement Plan:** Each local school district is required to prepare a plan for the delivery of services to students from programs included in the Improving America's School Act of 1994. The plan has five components: Standards and Assessments; Teaching and Learning; Professional Development; Linkages with Parents and Community; and Funding, and Governance. Local Improvement Plans were first submitted to the California Department of Education on October 1, 1996.

**Mainstreaming:** Placing a Special Education student in a regular classroom for part of the day, or all day, to participate in the regular education program.

**Maintenance of Effort:** The state or local school districts must continue to support schools each year from district's funds at the same amount or more than they did before the special funds were available in order to continue to receive the special funds.

**Management Plan:** A statement of tasks to be performed in relation to the program design.

**Manipulative Materials:** Materials which give children concrete experience with a concept; for example, clay, counting frames, and models.

**Master Plan for K-12 Education:** Efforts are taking place to create a master plan for public education in California.

**Master Plan for Special Education:** A California master plan for special education – adopted on January 10, 1974, by the State Board of Education and initially funded under the provisions of AB 4040 – is designed to provide a quality educational

program for all mentally and physically handicapped children in the state. It does, among a number of things (1) eliminate categorical labeling; (2) make services available to younger children; (3) provides less restrictive placement; (4) provide continuous evaluation; and (5) provide for regional coordination of services.

**Mathematics:** The study of numbers, quantities, shapes, sets, and operations and of their properties and relationships.

**MDAC:** Multilingual District Advisory Committee.

**Mean:** The average score of a group of scores.

**Median:** The midpoint when numbers or things are arranged in a high-to-low sequence.

**Mentor Teacher:** A specially selected teacher whose task is to work with new and experienced teachers on curriculum and instruction.

**Multicultural Education:** A curriculum which deals with the identification of and the development of an appreciation of the contributions of all ethnic groups to the accumulated knowledge, ideas, skills, attitudes, arts, science, and philosophy.

**Multigrade/Nongraded:** In multigrade grouping, a student is placed in a particular grade because of age, but participates in learning activities with students from other grades. In nongraded grouping, classes are composed of students of different ages with no grade level distinctions.

**Multiple Intelligences:** Based on the theories of Dr. Howard Gardner, Harvard University, there are many intelligences such as linguistic, mathematical, body-kinesthetic, spatial, musical, interpersonal, intrapersonal, and naturalist.

**National Assessment of Educational Progress (NAEP):** This is the only nationally representative and continuing assessment of what students in the US can do in various subject areas. Assessments have been conducted in reading, mathematics, science, writing, history, geography, civics, and the arts since 1969.

**National Norm:** The 50<sup>th</sup> percentile on a standardized test is the national average. "Above the national norm" would include the children who achieve above the 50<sup>th</sup> percentile or between the 51<sup>st</sup> percentile and the 99<sup>th</sup> percentile. "Below the national norm" would include children who achieve below the 50<sup>th</sup> percentile or from the 1<sup>st</sup> percentile through the 49<sup>th</sup> percentile.

**NCE (Normal Curve Equivalent)**

**No Child Left Behind (NCLB):** The federal act that reauthorized the Elementary and Secondary Education Act in 2002.

## **NP (National Percentile)**

**Numeracy:** Development in preschool aged students of the sense of numeration systems. The ability to demonstrate a sense of numbers.

**Needs Assessment:** The process of determining the educational needs of children of a school or a district before planning action designed to meet those needs. A planning project which aids in defining the differences between what is and what should be.

**Nonpublic School:** Any school which is not supported by tax money is a nonpublic school. Parochial schools are nonpublic schools. Any nonpublic school located in the attendance area of a LEA that enrolls students from within the LEA's area may be eligible to receive funds from IASA programs. These schools, however, may not receive state funds.

## **NRT (Norm Reference Test)**

**Objective:** See instructional objectives

## **OCR (Office of Civil Rights)**

**Paraprofessional:** See Aides-Paraprofessional

**Parent:** An adult who has custody and/or guardianship of a minor either by law or by birth.

**Parent Compact:** An agreement between two or more parties. Title I, Part A requires school-parent compacts for improved student achievement.

**Parent Participation/Parent Involvement:** The participation of parents and community persons in planning, implementing, and evaluating the educational program.

**Peer Assistance and Review:** This legislation (ABIX) eliminated the mentor teacher program and replaced it with a program to help teachers improve through a method of assistance and evaluation.

**Peer Tutors:** Students of the same age who work together to help each other to achieve a goal.

**Percentile:** A ranking in terms of percentage (100<sup>th</sup> part of an array of scores). An individual ranking in the 75<sup>th</sup> percentile in the measurement of achievement has performed better than 74 of 100 of the group on which the test was standardized. The fiftieth percentile is the norm or average.

**Performance Standards:** Performance standards define the degrees of mastery or the levels of attainment. Performance standards are dependent upon, yet distinct from, content standards, since they are designed to indicate how well a student must perform to show attainment of a content standard.

**Phonemic Awareness:** The awareness of the sounds (phonemes) that make up spoken words.

**Phonics:** The relationship between the sounds of a language and the letters of the language when it is written.

**Portability:** A new term introduced in Congress in 1999 to allow parents to remove their children from low-performing Title I schools and go to other schools of their choice. Portability would allow Title I dollars to follow the child to another school.

**Physical Education:** Solutions that help children develop refined muscular skills as visual perception, body awareness, special awareness, gross motor and fine motor skills.

**PL (Public Law):** Laws enacted by the US Congress.

**Pre-Test/Post-Test:** Tests used at the beginning of a program and at the end of a program. Comparison of the pre- and post-test results shows how much a student has learned.

**Priority:** An item (goal, objective, program, activity) which is considered to be of such importance, urgency, or need that decision makers will rank it higher and allocate to it extra resources and preference over other items. (This is an explanation of high priority. A low priority would be the opposite of the above explanation.)

**Problem Solving Skills:** Usually those techniques which entail a systematic investigation and follow definite steps that reveal solutions.

**Process Evaluation:** A procedure used to monitor how well the means to achieve objectives are progressing. (See Evaluation.)

**Product Evaluation:** A process used to assess how well the objectives of a particular program have been met. (See Evaluation.).

**Proficiency Standards:** Local governing boards are required to adopt minimum standards for basic skills and after June 1980, no student shall receive a high school diploma if he or she has not met those standards. If a student does not demonstrate sufficient progress, then the principal is required to arrange a conference with the student (in secondary schools), parent, teacher, and principal. Additional action in

basic skills shall be provided for any student who does not demonstrate sufficient progress towards mastery of basic skills.

**Program Advisory:** An official - CDE statement sent out to school districts to interpret, in understandable language, a new law, how to operate a new program, changes in a program etc.

**Promotion/Retention:** School districts in California are required to have policies on promotion and retention and programs designed to eliminate social promotion.

**Program/Project Participant:** An identifiable student who is participating in a funded program.

**Proposition 227:** Authored by Ron Unz, Proposition 227 was enacted into law following the June 1998 election. All children, including English Language Learners, must be taught in English and be placed in “English language” classrooms, defined as classrooms in which the language of instruction is “overwhelmingly the English language”. (See Education Code 300-340.)

**PSAA:** The Public School Accountability Act program, signed into law April 1999, includes the Academic Performance Index, the Intermediate Intervention/Underperforming Schools Program, and the High Achieving/Improving School.

**Quartile:** Twenty-five percent of the possible scores on a standardized test. One of the three points along the score scale of a frequency distribution that divides the distributed scores into four parts of equal frequency.

**Q1:** Point below which 25 percent of people scored. Scores between the 1<sup>st</sup> percentile and the 25<sup>th</sup> percentile form the lowest quarter.

**Q2:** Point below which 50 percent of people scored. It is also the median score.

**Q3:** Point below which 75 percent of people scored. Scores above Q3 form the top score ranked in order from lowest to highest.

**R-30:** (See Language Census Report)

**Rank Order:** A method of rating in which items such as scores of individuals, are placed in order from lowest to highest.

**Raw Score:** The raw score is the score as originally obtained on a test (usually the number of items correct).

**Reading First:** This is a new program under Title I that is aimed at helping all children become successful readers.

**Referral:** A recommendation that a child's educational needs be reviewed for possible placement in a specific program.

**Regulations:** Rules that usually explain or expand on some part of the law. Regulations for federal programs are published in the *Federal Register*.

**Reliability:** The extent to which a person would obtain the same relative score if the test were to be re-administered; that is, the extent to which the test is consistent in measuring.

**Research:** Research implies seeking information to find out more about a given topic, test new ideas within a specified framework, or explore new areas with no boundaries marked.

**RSP (Resource Specialist Program):** Provides instruction to Special Ed. students who are in the regular classroom program for a minimum of 50% of the day.

**Resource Teacher:** A teacher who has knowledge of or expertise in curriculum and who works with the teachers, aides, children, and parents.

**Restructuring:** Redesigning the basic structure of a program.

**Revision:** Refers to revising or changing an application or project in light of new evaluation data or changes in funding that require a change in the program.

### **SAC (School Advisory Council)**

**SAPID (School Aged Parenting and Infant Development):** A Child Development Program for high school youth who are parents.

**SB (Senate Bill):** A bill, originating in the Senate, that is presented to the California State Legislature.

**SBCP (School-Based Coordinated Program):** The goal of this program is to provide greater flexibility for schools and school districts in coordinating and using the various funds they receive.

**Schoolwide Project:** A school eligible for Title I funds has two programmatic options: Schoolwide Project, or Targeted Assistance. If the concentration of low-income students at the school is 50% or more, the school may choose to become a Schoolwide Project school. The goal in a Schoolwide Project school is to raise the academic achievement of all the students in the school. In a Targeted Assistance School only selected students are eligible for services.

### **SCE (State Compensatory Education)**

**SDAIE (Specially Designed Academic Instruction in English):** An extensive training program for teachers of Limited English Proficient students.

**SDC (Special Day Class):** A way of providing Special Education services to students who cannot be successful in a regular classroom.

**SEA (State Education Agency)**

**Self-Contained Class:** An instructional unit within a school that meets in the same classroom and is instructed by the same teacher the entire day.

**SELPA (Special Education Local Plan Area)**

**Smarter Balanced Summative Assessments (SBAC):** The SBAC is an annual assessment implemented every spring in grades three through eight and grade focuses on ELA and mathematics.

**SPSA (Single Plan for Student Achievement):** Commonly referred to as the “school plan” or “site plan.”

**SIP (School Improvement Program):** A provision of legislative bill (AB 65) passed in 1977, (since sunset), to extend the benefits of Early Childhood Education from grades K-3 to 4-12, (to restructure elementary, intermediate, and secondary education to ensure that all schools can respond in a timely and effective manner to the educational, personal, and career needs of every pupil).

**Special Education:** Programs to identify and meet the educational needs of children with emotional learning or physical disabilities. PL 94-142 requires that all children with disabilities be provided a free and appropriate education from infant until 21 years of age.

**SSC (School Site Council):** A School Site Council, made up of parents, classroom teachers, school staff, and the principal, is a requirement of the School Improvement Program.

**SST (Student Study Team):** A team of school staff, including teachers and support staff, who meet to discuss appropriate ways to improve student performance, behavior, or attendance.

**Standardized Achievement Test:** A testing instrument to measure the amount of skills an individual or a group has learned. It is called standardized because it has been used with a sample of pupils that represents all groups in the total population. The achieved score can be converted to various norms which compare a student’s performance to that of others in the group.

**Standards:** A standard represents a specific idea of what the teacher expects a student to recall, replicate, manipulate, understand, or demonstrate (content standards) and how the teacher will know how close a student has come to meeting that standard (performance standards).

**Stanford 9:** The standardized test administered in all California schools, grades 2-11. The first test was administered in Spring of 1998.

**Stanine (S-9):** The term stanine refers to a standard 9 scale. The scores range from a low of 1 to a high of 9 with 4, 5, 6 representing the medium range. Stanines allow for direct comparison of scores between different types of tests.

**State Compensatory Education:** Provides additional funding for supplementary educational opportunities for pupils achieving below the national norm on standardized tests in basic curriculum areas.

**State Education Agency (SEA):** This is the state agency that is responsible for supervision of public elementary and secondary schools – usually the Department of Education.

**State Preschool:** A state-funded child development program to introduce young children (ages 3 to 5 years) to an atmosphere of learning designed to improve their performance and motivation before entering kindergarten.

**Supplant:** To replace or to be used instead of. For example, Title I funds may not be used to supplant state or local funds for education.

**Supplementary:** Additional, over and above what is already required. For example, Title I funds must be supplemental to the regular school program.

**TANF (Temporary Assistance for Needy Families):** The welfare reform program that has replaced AFDC (*Aid to Families with Dependent Children* – see *CalWorks*).

**Targeted Assistance Schools:** A school in which many children from low-income families are enrolled and which is eligible for Title 1. Selected students who are not meeting grade-level standards are designated to be the recipients of Title I services.

**Task Force:** A group that is established to study a special problem and report their findings.

**Test:** An instrument designed to measure a student's grasp of some body of knowledge or proficiency in certain skills.

**Title I:** Improving basic programs operated by local education agencies.

**Part A:** Improving the Academic Achievement of the Disadvantaged: Assistance for students enrolled in high-poverty schools.

**Part B:** Student Reading Skills Improvement (Reading First, Early Reading First, Even Start): A new reading program. Early Reading is for preschool.

**Part C:** Migrant Education Program: Education for migratory children.

**Part D:** Neglected and Delinquent: For students who have been neglected and/or delinquent.

**Part F:** Comprehensive School Reform Demonstration: These are for scientifically-based reform.

## **Title II**

**Part A:** Preparing, Training, and Recruiting High-Quality Teachers and Principals: Teacher and principal training and recruitment programs

**Part D:** Enhancing Education Through Technology: Training teachers how to use technology in the classroom.

**Title III:** Language Instruction for Limited-English-Proficient and Immigrant Students: English language instruction.

## **Title IV**

**Part A:** 21st Century Schools: After-school programs

**Part B:** Safe and Drug-Free Schools and Communities: Anti-drug programs.

## **Title V**

**Part A:** State and Innovative Programs (block grant): Flexible funding for a wide range of school activities.

**Part B, Subpart 1:** Public Charter Schools: Development of public charter schools.

**Part B, Subpart 2:** Public Schools Choice: Allows students to choose their own schools.

**Part C:** Magnet Schools: Schools with specialized curricula.

**Part D:** Fund for Innovation in Education: Competitive programs.

**Title VI:**

**Part A:** Improving Academic Achievement: Accountability for states, transferability authority, State-Flex, and Local-Flex demonstrations.

**Part B:** Rural Education Initiative: Transferability and formula grants for small, rural districts.

**Title VII:** Indian, Native Hawaiian, and Alaska Native Education: Special programs for Native Americans.

**Title VIII:** Impact Aid: Aid for school districts affected by the presence of military bases, Indian reservations, and other nontaxable federal land.

**Title IX:** General Provisions: Definitions, consolidated planning, consolidated administration, waivers.

**Trailer Bill:** A way to attach special legislation onto the budget legislation.

**Transferability:** A new provision of No Child Left Behind allows states and districts authority to transfer a portion of the funds they receive under certain federal programs to other programs that most effectively address their unique needs.

**Universal Preschool:** The concept of regular schooling for children prior to kindergarten.

**Unsafe School Choice Option:** Students who persistently attend dangerous public schools or have been victims of violent crime at school are allowed to transfer to a safer public school.

**Vocational Education (Voc Ed):** Programs that focus on the needs of young people in preparation for future employment.

**Voucher:** Usually defined as the ability of a parent to transfer funds from one school to another when the parent chooses to enroll a child in a school other than the District designated school – including a transfer to a nonpublic, private school.

**Waiver:** A request for relief from a requirement of the State Education Code by a local school district. Good reasons must exist for applying to the State Board of Education for such relief or waiver. The State Board of Education is not empowered to waive any of the requirements of federally funded programs. However, since 1994, federal waivers are available for some IASA program requirements.

**Workshop:** A meeting in which groups may engage in activities related to a common interest. A place or time where school staff members and parents may plan and

construct games or learning devices or evaluate materials to be used to help a child learn a skill or concept.

**Year-Round Schools:** A schedule of classes throughout the calendar year that fully utilizes school facilities. Students attend in various schedules so that some are “off track” while others are in school.