



# **A GUIDE FOR THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

A Handbook for School Site Councils of  
West Contra Costa USD



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## Overview of the Single Plan for Student Achievement

1. A school that operates a categorical program funded through the consolidated application (ConApp) shall establish a school site council (SSC) if such program requires a School Plan for Student Achievement (SPSA) (California *Education Code* [EC] Section 65000[b]).
2. The SSC shall develop the content of the SPSA (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the Local Control and Accountability Plan (LCAP), if any, by the SSC (EC Section 64001[i]).
3. The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).
4. Modifications to any SPSA shall be developed, recommended, and approved or disapproved by the governing board or body of the LEA in the same manner (EC Section 64001[i]).
5. A School District shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and that SPSAs were developed with the review, certification, and advice of the school English learner advisory committee (ELAC), if required (EC Section 64001[c]).

For more information on the SPSA, please visit the [Local Control and Accountability Plan \(LCAP\)](https://www.cde.ca.gov/fg/aa/co/ssc.asp) web page. (Source: <https://www.cde.ca.gov/fg/aa/co/ssc.asp>)

## Organizing the School Site Council (SSC)

### *Composition*

The members of the SSC represent the composition of school's pupil population and notwithstanding the size of the school, the composition of the SSC shall ensure parity between the groups (EC Section 65000[a]).

The SSC shall be composed of both of the following groups:

### School Group Members:

1. The principal of the school or his or her designee;
2. school personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and

3. classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and
4. Parent and/or Community Group Members: Parents of pupils attending the school, or other members of the school community, selected by parents of pupils attending the school. The number of parent and/or community members selected shall equal the number of school members selected (EC Section 65000[c][1][B]).

In other words, the minimum number of SSC members at an elementary school is a total of ten (10) (e.g. 1 principal or his or her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community members).

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 this employment from serving as a parent representative on the SSC established for the school that his or her child or ward attends (EC Section 65000[d]). Therefore, the parent or guardian is allowed to serve as a parent representative on the SSC for the school that his or her child or ward attends, if selected.

<b>Members</b>	<b>Elementary Schools</b>	<b>Middle and High Schools</b>
Principal/Designee	<b>1</b>	<b>1</b>
Classroom teachers	<b>3</b>	<b>3</b>
Other school representative	<b>1</b>	<b>1</b>
<i>Sub Total of School Members</i>	<b>5</b>	<b>5</b>
Parents/Community Members	<b>5</b>	<b>5</b>
Pupils	N/A	
<i>Sub Total of Parent/Community Members</i>	<b>5</b>	<b>5</b>
<b>TOTAL</b>	<b>10</b>	<b>10</b>

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 (WCCUSD Election Regulations :

- The means for selecting members and officers
- The notice of elections for each peer group
- The notice of election to priority subgroup communities such as African American families, and families of English Learners
- 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

### *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:

### *Retention Requirements for School Site Council Records*

SSC records, materials, and supporting documents must be retained for a period of three years (2 Code of Federal Regulations 200.333[a]). The only exceptions are if any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

### *School Advisory Committees*

A LEA shall ensure, in the ConApp, that the SPSA has been prepared in accordance with the law, that SSC have developed and approved a SPSA for each school participating in programs funded through the ConApp process, and that SPSAs were developed with the review, certification, and advice of the school

English learner advisory committee (ELAC), if required (EC Section 64001[c]). **The SSC may serve as an ELAC if the SSC meets the ELAC requirements (EC Section 52176[b]; 5 CCR Section 11308[d]).**

- **A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements:**

Parent members are elected by parents or guardians of ELs.

Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.

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.

### *Governing Board*

The SPSAs shall be reviewed and approved by the governing board or body of the local educational agency (LEA) at a regularly scheduled meeting whenever there are material changes that affect the academic programs for pupils covered by programs identified in this part (EC Section 64001[i]). If a SPSA is not approved by the governing board or body of the LEA, specific reasons for that action shall be communicated to the SSC (EC Section 64001[i]).

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

### *School Principal*

The principal/designee 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/designee 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>1</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>2</sup>**

1. Any meeting held by the SSC shall be open to the public, and any member of the public shall be able to address the council or committee during the meeting on any item within the subject matter jurisdiction of the council or committee (EC Section 35147[c][1]).
2. Notice of the meeting shall be posted at the meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).
3. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).
4. Questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on pupils or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If an SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC shall reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).

<sup>1</sup> 34 Code of Federal Regulations, Part 74.53

<sup>2</sup> EC sections 41507, 41572, 64001(a), (d), (f).

5. Any materials provided to a SSC shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (EC Section 35147[d]).

### *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*

SSC records, materials, and supporting documents must be retained for a period of three years (2 Code of Federal Regulations 200.333[a]). The only exceptions are if any litigation, claim, or audit is started before the expiration of the 3-year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

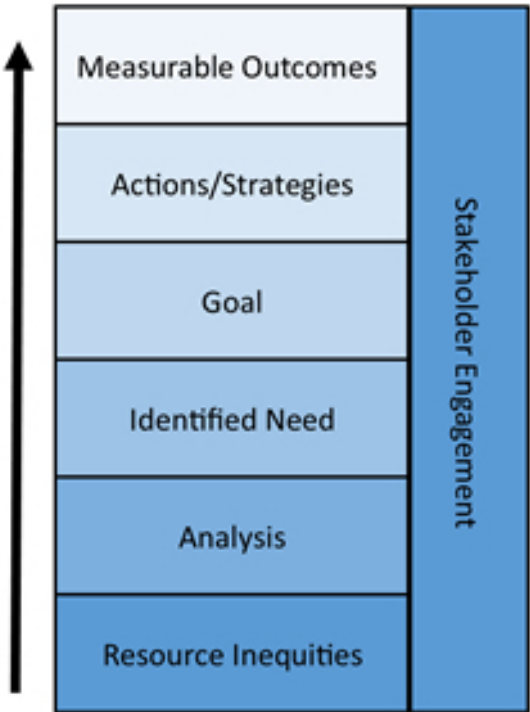


Process for Developing the Single Plan for Student Achievement (SPSA)

In an effort to reduce redundancies at the local level, the templates for the Local Control and Accountability Plan (LCAP) and the School Plan for Student Achievement (School Plan) have been designed to work together. The LCAP is a local educational agency (LEA) level planning document with a three-year timeline, while the School Plan is specific to a school site with a one-year term. Despite these differences, the nature of each plan is similar by design. As a result, an LEA and its schools can benefit from the use of a shared vocabulary and planning process that is embedded in a context of continuous improvement.

The approach to planning described here is a continuous improvement model framed around the sections of the LCAP and School Plan. Table-1 illustrates a suggested sequence of planning stages, which begins with the identification of resource inequities, as applicable, and a review of past performance as addressed in the Analysis sections of each plan.

As provided for in California *Education Code (EC)* Section 52062(a)(4) for school districts and *EC* Section 52068(a)(4) for county superintendents of schools, a superintendent must review the LCAP and School Plans to ensure that the two plans are consistent. Using an integrated approach to planning ensures a consistent alignment between the LCAP and School Plans. The required prompts in each plan template are not intended to set an upper limit on what is allowed. Rather, the prompts and instructions indicate a lower limit of what is minimally necessary. The School Plan is used to meet planning requirements for [Title I Schoolwide Programs \(SWP\)](#), [Comprehensive Support and Improvement \(CSI\)](#), [Targeted Support and Improvement \(TSI\)](#), and [Additional Targeted Support and Improvement \(ATSI\)](#).



Stakeholder Engagement/Involvement

Involving stakeholders in plan development through meaningful engagement is an annual, ongoing process. Although requirements of the stakeholder engagement and involvement process differ somewhat between the LCAP and School Plan, the purpose of the process is the same: to facilitate an involvement process through meaningful engagement with stakeholder groups and incorporate collected feedback into the relevant plan.

Information that may be included in a description of the stakeholder engagement and involvement process might be dates of stakeholder meetings or surveys, number of participants, and a list of stakeholder groups that participated. Other information might include additional efforts made by the LEA or School to meaningfully involve all parts of its educational community. For example, LEAs will often translate important documents and other communications such as public notices in an effort to increase participation in the

process. These are just some examples and are not intended to comprise an exhaustive list of all things that might be included in the description of the stakeholder engagement involvement process. For more information about best practices for stakeholder engagement, see the [CDE's Family Engagement Toolkit](#)(PDF) .

When writing a response to the stakeholder engagement or involvement prompts in the plans, consider the set of minimum legal requirements as a helpful framework for describing the process by which stakeholders were engaged and involved in plan development.

## **School Plan**

Consider the stakeholder involvement requirements for the School Plan, which is developed by the school site council. The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, and school staff. If the plan relates to a secondary school, the School Plan shall also be developed with the involvement of students. The School Plan must also be developed with the review, certification, and advice of the school's English learner advisory committee, if required.

As applicable, using this list of stakeholder groups as an outline, a description of the stakeholder involvement process for development of a School Plan may include information about meetings or other engagement activities with each stakeholder group, such as date and time or frequency of meetings, specific input provided by stakeholder groups, and how the resultant plan addresses this input.

*Helpful Information about School Plan Stakeholder Involvement:* As provided for in *EC* Section 64001, an LEA may utilize the school site council to meet the stakeholder requirements established in Section 1111(d)(1)(B) and Section 1111(d)(2)(B) of the federal Every Student Succeeds Act. These sections of ESSA refer to the stakeholder engagement requirements for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI), respectively. For CSI plans, the requirement is that the LEA “shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes” (ESSA Section 1111(d)(1)(B)). For TSI plans, the requirement is for the school, “in partnership with stakeholders (including principals and other school leaders, teachers and parents), shall develop and implement a school-level targeted support and improvement plan to improve student outcomes...” (ESSA Section 1111(d)(2)(B)).

The School Plan must be available to the local educational agency, parents, and the public. The information contained in a School Plan shall be in an understandable and uniform format.

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment, which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable. Consideration of resource inequities can inform the assessment of the

effectiveness of actions or strategies and provide a basis for the establishment of goals and/or expected outcomes for specific student groups. While not explicitly required in an LCAP, an LEA may choose to address resource inequities in the LCAP. However, single school LEAs that choose to use the LCAP to meet school planning requirements for CSI and ATSI must identify resource inequities in the LCAP.

Identifying resource inequities may include identifying ways in which a program may be unfair or lack inclusion. Fairness in this context means that one's personal characteristics - for example gender, socio-economic status, or ethnic origins - are not an obstacle to achieving one's potential. Inclusion in this context means that learning expectations and a standard level of education applies to all students. Identifying areas in a school program in which some students are not held to the same standards may result in the identification of a resource inequity. Other examples of resource inequities may include lower-quality books and instructional materials, less access to laboratories, outdated computers, significantly larger class sizes, or less qualified or experienced teachers. Identification of resource inequities may involve the identification of current strategies and practices that are contributing factors to the identified inequities.

## **Analysis**

Because the Analysis section of the plan examines both outcome data and effectiveness of practice, it provides the opportunity to conduct a needs assessment and should be closely related to the identified need for the goal. This section prompts LEAs and schools to describe the overall implementation and effectiveness of the actions or strategies to achieve the goal along with any differences between planned and actual expenditures and any changes made to the goal moving forward.

When describing implementation, consider addressing the extent to which the actions or strategies were implemented and any differences between what was planned and what was actually implemented. For example, if the planned action was to purchase supplemental instructional materials in social science for all 7th and 8th grade classrooms, a discussion of the extent to which such an action was implemented might include information about whether or not all 7th and 8th grade classrooms received new materials. Perhaps one or two of the classrooms already had the materials in question from an earlier pilot program. A discussion of differences in implementation might indicate that it was decided to provide supplemental instructional materials for English language arts rather than social science as planned and that the social science materials will be purchased next year. A discussion of such differences can include an explanation to help stakeholders understand the reasons for the differences and to reassure those affected by the differences that the needs of students are being met.

When describing effectiveness, consider addressing the relationship between the actions or strategies and the annual measurable outcomes achieved. An LEA or school might describe relationships between specific actual outcomes and specific actions or strategies as a basis for determining effectiveness. Refer to the discussion on Annual Measurable Outcomes for a distinction between different kinds of outcomes, which will be helpful in understanding the relationships between actions or strategies and measurable outcomes.

## Identified Need

A goal is designed to meet one or more identified needs. Needs are identified through a process of continuous improvement and provide the rationale for why a particular goal is created. It answers the question, “Why are we doing this?” Identifying a need may arise from conversations with stakeholders, considerations of gaps in student performance, consideration of data reported through the California School Dashboard, and/or the development of the annual update section of the LCAP or the Annual Review section of the School Plan.

When completing the annual update or review of either plan, an LEA or school must assess the overall implementation and effectiveness of the actions and strategies to achieve the goal. Based on such an assessment, the identified need may remain the same from one year to the next or it may be modified.

Once a need has been identified, it is helpful to reflect on the best way to describe the need in the plan. Although the term “identified need” sounds deficit based, a description of an identified need does not have to be given in terms of a deficit. An identified need may be framed in a number of ways, including as a promising change, a potential area of growth, a specific problem, or a specific course of action for long term improvement. It need not always be an explicit reference to an unsatisfactory result. Schools have a “need” to excel and to continue working on its strengths as well as to address perceived deficits.

For example, an identified need related to school climate can be described in terms of low levels of engagement or in terms of a promising area of potential growth. The description of an identified need in a goal does not necessarily need to contain the word ‘need’. Consider whether a deficit or strength based formulation of an identified need best fits a particular goal in your local context.

As required by *EC* Section 64001(g)(2)(A), the development of a School Plan must include the administration of a comprehensive needs assessment, which includes an analysis of verifiable state data. Schools may also choose to include a review of local data as part of the needs assessment. The School Plan addresses the needs of student groups identified through the needs assessment. In an LCAP, the development of the Annual Update section serves the same function as the comprehensive needs assessment does for a School Plan.

## Goals

A goal in both the LCAP and School Plan is composed of several different elements, including the goal statement, identified need, annual measurable outcomes, and planned actions or strategies. In a well written goal, it will be clear how all of these elements are related. The first step to writing a goal is to identify the need to be addressed by the goal. For more information about identifying needs, see the Identified Need section.

A well written goal statement is more than a restatement of the identified need. For example, if an LEA or school identifies a need to improve CAASPP scores in English language arts, the corresponding goal statement is not simply “To improve CAASPP scores in English language arts.” The corresponding goal statement to address this identified need should be more than a simple rephrasing of the identified need.

There are many helpful theories and models on how to write goals. One such approach to writing a goal statement is the SMART model.

SMART stands for:

- Specific
- Measurable
- Achievable
- Relevant
- Time-Bound

A goal that meets these 5 criteria is a “SMART” goal.

Consider this goal statement that is based on the identified need mentioned earlier and includes additional information:

“Our goal is to raise CAASPP scores in English Language Arts across all grade levels to an average of 10 points above level 3 by 2023.”

## Identifying Actions/Strategies

To develop actions and strategies, consider developing a working theory of practice improvement for each goal. First, identify an initial set of key ideas about the improvement needed to achieve the goal. These ideas should be an LEA’s or school’s initial educated assumptions about what to focus on and will provide an overview of the landscape that will undergo change as a result of the actions and strategies implemented. For example, if the goal in question is focused on raising the high school graduation rate, a key idea, based on the local context, might be to support students’ positive sense of a welcoming school community.

Because key ideas will be too general to be actionable, further specify sub-ideas by conducting an analysis of the key ideas until an appropriate level of detail is reached. Such an analysis may consider any possible new processes to add, current processes to change, new programs to design and/or test, and new organizational norms that will be crucial to successfully implementing the key ideas. It is not necessary to be exhaustive or comprehensive in this analysis; the objective is to arrive at a few carefully chosen actionable change ideas that are evidence based and support the relevant key idea and, ultimately, the goal.

The actionable change ideas that result from the analysis of key ideas may serve as actions in an LCAP or strategies in a School Plan. Or, the LEA or school may decide to further test and improve the change ideas (PDSA cycle) before including them in the plan as actions or strategies. When deciding on actions and strategies to include in a plan, consider the current level of organizational capacity and individual capability available for implementing the actions or strategies.

To meet TSI/ATSI planning requirements in the School Plan, include activities or strategies for those student groups that are the subject of notification to the school that the school is eligible for TSI/ATSI.

## Annual Measurable Outcomes

In the Annual Measurable Outcomes part of a goal, an LEA or school indicates the metrics it will use to measure a goal's effectiveness. A baseline, along with expected outcomes, is provided for each metric included. The baseline for a metric is the most recent performance level measured for that metric that is available. The expected future outcomes for each metric should not be trivially achievable nor should they be unrealistic. A good expected outcome is both challenging and achievable.

An LEA or school may choose to use both quantitative and qualitative metrics. An example of a quantitative metric is the high school graduation rate. An example of a qualitative metric would be a measure of how safe students feel at school. Although a sense of safety can be reported in numerical terms using a scale, it is a qualitative metric because it relies on human judgment and descriptions of experience rather than empirically verifiable fact.

An LCAP may also address other locally defined metrics and the state and local indicators of the California School Dashboard and may identify metrics for specific student groups. To meet TSI/ATSI planning requirements in the School Plan, include metrics for those student groups that are the subject of notification to the school that the school is eligible for TSI/ATSI.

Consider the use of both outcome measures and practical measures in the plan. Outcome measures operationalize the goal and serve as a means for tracking overall progress toward the goal. An example of an outcome measure might be the annual attendance rate. In the context of the LCAP or School Plan, a practical measure serves as a means for assessing the effectiveness of specific actions and strategies and is used in a formative manner to guide the implementation of the action or strategy. An example of a practical measure might be student performance on a weekly assessment as a means for assessing the effectiveness of the implementation of a new curriculum.

## WCCUSD SPSA Section Template Guide

SPSA Section	Description
<p><b>Purpose and Description</b></p> <p>Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement).</p> <p><b>Schoolwide Program</b> Comprehensive Support and Improvement Targeted Support and Improvement.</p> <p>Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.</p> <p>El Cerrito High School is committed to ensuring that every student has the opportunity to engage in rigorous academic coursework that will allow them to become college and career ready. As a school community, our Instructional Lead Team (ILT) analyzes various data points to ensure that we understand where our students are achieving and where they are struggling. Analysis of various quantitative and qualitative academic data within our ILT and within our departments along with our ongoing understanding of student needs allows us to collaboratively design whole school systems. Within our department level work, we have developed systems that lead to more equity in access to A-C courses, alignment in curriculum, benchmarks, syllabi, and grading, ultimately ensuring that students are taught and assessed based on content mastery by targeting the learning needs of all of our student. In addition, along with our strong social-emotional supports through the James Moonhouse Project (JMP) allow our commitment to relationship building to be the foundation of our work with students, parents, and teachers. The School Site Council meets monthly and receives the same ongoing data points that our teachers receive. This allows them to ensure that the budgetary priorities are in line with the school-wide needs as well as monitoring our compliance with local, state, and federal guidelines.</p> <p><b>Theory of Action</b> If we continue to collaborate on data based outcomes focused on student access, equity, and achievement by subject matter mastery, we will foster a community of achieving and thriving students who can make well-informed decisions in selecting their steps in life. If we create spaces where teachers have a voice in school policy, teaching and learning, and their own professional growth, teachers will become better invested members of our school community who will continue to grow, learn, and teach at ECHS. If we develop systems that encourage and welcome parent and community voice, input and engagement, we will create a space of authentic home-school connection that allows our school staff to partner and support students' academic and social emotional needs.</p>	<p><b>Purpose of Plan:</b></p> <p><b>Applicable for Title-I Schools Only</b></p> <ul style="list-style-type: none"> <li>● <b>School-Wide Program (SWP)</b> The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards.</li> <li>● <b>Targeted Assistance School (TAS)</b> The purpose of a TAS is to identify students with the most need and use T-I funds to support those students only.</li> </ul> <p>The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). School Districts with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes. California will use the California School Dashboard (Dashboard) to determine school eligibility for CSI. School eligibility is based on the following two categories of schools:</p> <ul style="list-style-type: none"> <li>● High schools with a graduation rate less than 67 percent averaged over two years.</li> <li>● Not less than the lowest-performing five percent of Title I schools (Schools with all red indicators; Schools with all red but one indicator of another color; Schools with five or more indicators where the majority are red; Schools with all red and orange indicators)</li> </ul> <p><b>Comprehensive Support and Improvement (CSI):</b> Schools with one or more student groups that, for two consecutive years, meet the same criteria for the lowest-performing 5 percent of Title I schools for Comprehensive Support and Improvement (CSI) are eligible for TSI.</p> <p><b>Additional Targeted Support and Improvement Eligibility (ATSI)</b> Schools are eligible for ATSI if they are among schools eligible for TSI and if any student group at the school, on its own, meets the criteria for the lowest-performing 5 percent of Title I schools for CSI.</p>



### For Non-Title-I Schools:

Describe the nature of your overall school program (i.e. Dual Language Program, K-8 Structure, With a focus on Math and Science Instruction). You may also consult your Theory of Action.

### Theory of Action (ToA):

A ToA is a way to organize and explain a school's overall action plan. In WCCUSD the following prompts are used

If we do the following...	Then the following will happen...	Which will ultimately allow us to reach the following goals...
---------------------------	-----------------------------------	--

## School-Wide Components

### School-Wide Components

#### Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

- Math support class provides extra time for students to review Algebra 1 concepts
- Art Block schedule provides students with the possibility of taking 5 courses per year, allowing students to repeat courses, improve low grades, or advance all within the regular school day and year
- Students develop 4-year plans and update them with their counselors on a yearly basis
- Applied research methods (and all Honors level courses) ensure that all students have access to additional literacy skills, research skills, and technology skills
- Grant funding to provide students with additional math support in school
- Sheltered and ELD courses are provided for our students learning English
- One full-time College and Career Counselor coordinates various college-going programs and college events and visits on campus

#### Evidence-based educational practices to raise student achievement

- Transition to Springboard Curriculum in English
- Gift courses as students access to co-spring, group meetings, and medical dental access on campus
- Gift course program implemented for all students wishing to go to college
- Release time for planning in departments
- Collaboration around aligning curriculum, creating common benchmarks, calibrating grading, and analyzing common data
- Regular learning built into bell schedule
- Equal Opportunity Schools (EOS) starts this year
- Thinking arts program in band, dance, and theater, as well as 11 school clubs, all provide students with other venues that allows them to connect to school

#### Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### Involvement Process for the SPSA and Annual Review and Update

Site Council reviews data pertaining to school-wide goals monthly. In April, they used this information to determine programmatic shifts necessary for the following school-year. The site council allocates the funding. Admin works with teachers to review data monthly and in the Spring, S.T. and admin collaborate to write the goals for the following school-year. Site council then reviews the goals and cross references to make sure that funding is allocated equitably and that it matches the school goals.

#### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to district-wide budget cuts and allocated funding formulas, we currently have 3.0 counselors, down from 3.6 last year. This impacts how often students can meet with their counselors to discuss four-year plan updates, plans for coursework required for college, and timely access to funds like SAT/ACT and college application waivers, as well as the amount of time that counselors can spend on college applications and letters of recommendations.

## Opportunity and Equal Educational Access

- Services provided by the regular program that enables underperforming students to meet standards (ESEA):  
Describe what else is provided at the school aside from services provided by school site allocations. Title-I funds.
- Evidence-based education practices to raise student achievement:  
Explain the key interventions that will be used at the site.
- Describes stakeholder engagement:  
How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?
- Resource inequities identified:  
Identifying resource inequities may include identifying ways in which a program may be unfair or lack inclusion. Fairness in this context means that one's personal characteristics - for example, gender, socio-economic status, or ethnic origins - are not an obstacle to achieving one's potential. Inclusion in this context means that learning expectations and a standard level of education apply to all students. Identifying areas in a school program in which some students are not held to the same standards may result in the identification of a resource inequity.

## Goal 1- Achieving Students Goals, Strategies, & Proposed

**Goal-1 focuses on English Language Arts (ELA) Math, and includes specific sections for African American and English Learners .**

The goals have been strategically set to increase by 15 points in the [CA](#)



## Expenditures

### Goals, Strategies, & Proposed Expenditures 1

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

**LEAP/LCAP Goal**  
Achieving facilities. Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools.

#### Goals

The data below is from 2017-18; the 18-19 data will be added when the info is released on the CDE Dashboard in December 2019.

- ELA: All El Cerrito High School students' average scale score distance from "met standard" will increase by 15 points or more compared to prior year.
- All (ALL): Current status of the All students is a distance of -43.1 from "met standard." In order to meet the goal listed above, all students need to have a distance from "met standard" of -26.1 for ELA.
- Hispanic (HI): Current status of the Hispanic student subgroup is a distance of -72.3 from "met standard." In order to meet the ALL STUDENT goal listed above, the Hispanic student group needs to have a distance from "met standard" of -57.3 for ELA.
- African American (AA): Current status of the Black/African American student subgroup is a distance of -148.3 from "met standard." In order to meet the ALL STUDENT goal listed above, the African American student group needs to have a distance from "met standard" of -131.8 for ELA.
- English Learners (EL): Current status of the English Learner student subgroup is a distance of -148.8 from "met standard." In order to meet the ALL STUDENT goal listed above, the English Learner student group needs to have a distance from "met standard" of -131.8 for ELA.
- District Goal (provided for schools that do not have a significant subgroup size) - Homeless (HO): Current status of Homeless student subgroup is a distance of 46.1 from "met standard." In order to meet the ALL student goal listed above the District-Wide Homeless student subgroup needs to have a distance from "met standard" of -70.1 for ELA.

#### Identified Need

- ELA: CAASPP ELA scores of students in all subgroups must continue increasing in order to exceed the state average. Further support for English Learners and SPED students is also needed in order to accelerate their success compared to other significant subgroups.
- Math: CAASPP Math scores of students in all subgroups must increase as they are currently below the state and West Contra Costa Unified School District averages. Further support for African American and SPED students is also needed in order to accelerate their success compared to other significant subgroups.
- ELD: 12% of our students are designated English Language Learners. Increase graduation rates and REEP rates for ELD students.
- Other content area: SPED as there is a need to make sure that our SPED students have as much access to and success with rigorous curriculum as other students.

#### Annual Measurable Outcomes/Local Measures

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: All El Cerrito High School students' average scale score distance from "met standard" will increase by 15 points or more compared to prior year.	Current status of the All students is a distance of -43.1 from "met standard."	In order to meet the goal listed above, all students need to have a distance from "met standard" of -26.1 for ELA.
Math: All El Cerrito High School students' average scale score distance from "met standard" will increase by 15 points or more compared to prior year.	Current status of the All students is a distance of -100 from "met standard."	In order to meet the goal listed above, all students need to have a distance from "met standard" of -85 for MATH.

Actions to Support Goal (one action per line)	Timeline	Student Subgroup	Persons Responsible	Proposed Expenditures (Describe) Type	Funding	Amount
ELA: Our Library will continue having in stock the purchase of non-fiction books & magazines, new materials, online subscription research bases and novels, in order to support learning in ELA classes.	ongoing		Librarian	4000, 4000, Book Aid Supplies	LCFF	2000
ELA: Teachers will be paid for extra hours for collaboration around engagement, grade calibration, data analysis, curriculum development, and instructional strategies	ongoing		ELA Dept Chair	None Specified	LCFF	4000
ELA: New ELA textbook adoption for grades 9-12 College Board's Spring Board	fall 2019		ELA Dept Chair			
ELA: Develop weekly Howard Miller Counseling & Courses for incoming "at-risk" ELA students	fall 2019		Admin			
Math: Teachers will be paid for extra tutoring hours	ongoing		Math DC	Intervention Instruction	1000, 1000, Certificate of Personnel Services	LCFF 10000

[Dashboard](#) so that if met, a school will move to the next growth level in the CA Dashboard 5x5 Grids. The California Dashboard only reflects *summative data*. *Summative data* is data that compares change from one year to the next.

Level	DECLINED SIGNIFICANTLY by more than 15 points from Prior Year	DECLINED by 3 to 15 points from Prior Year	MAINTAINED declined by less than 3 points or increased by less than 3 points from Prior Year	INCREASED by 3 to less than 15 points from Prior Year	INCREASED SIGNIFICANTLY by 15 points or more from Prior Year
VERY HIGH +45 points or higher in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH +10 to +44.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -5 points to +9.9 points in Current Year	Yellow (None)	Yellow • Filipino	Yellow (None)	Green (None)	Green (None)
LOW -5.1 to -70 points in Current Year	Orange • English Learners • Socioeconomically Disadvantaged • Asian • White	Orange • All Students (School Placement) • African American • Hispanic	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW -70.1 points or lower in Current Year	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

Progression path if school meets 15 points each year

If a school increases more than 15 points in ELA or Math, the trajectory would be diagonal.

Level	DECLINED SIGNIFICANTLY by more than 15 points from Prior Year	DECLINED by 3 to 15 points from Prior Year	MAINTAINED declined by less than 3 points or increased by less than 3 points from Prior Year	INCREASED by 3 to less than 15 points from Prior Year	INCREASED SIGNIFICANTLY by 15 points or more from Prior Year
VERY HIGH +45 points or higher in Current Year	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH +10 to +44.9 points in Current Year	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM -5 points to +9.9 points in Current Year	Yellow (None)	Yellow • Filipino	Yellow (None)	Green (None)	Green (None)
LOW -5.1 to -70 points in Current Year	Orange • English Learners • Socioeconomically Disadvantaged • Asian • White	Orange • All Students (School Placement) • African American • Hispanic	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW -70.1 points or lower in Current Year	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

When a school surpasses 15 points it moves to another level

## Identified Need:

This section identifies the specific ELA or Math need using summative data.

## Annual Measure Outcomes/Local Measures:

This section used formative data to identify what data points will be used throughout the year to monitor progress for ELA and Math. Formative data is data that is collected throughout the year, and can be compared more frequently. The intent is to identify data that can help schools

	<p><b><i>predict</i></b> student outcomes.</p> <p><b>Actions to Support Goal:</b> This section lists all of the actions and services that will be implemented to reach the goal. This section also includes space to list the cost and deadline to implement each action/service.</p>																																										
<p><b>Goal 2- Thriving Employees Goals, Strategies, &amp; Proposed Expenditures</b></p> <div><p><b>Goals, Strategies, &amp; Proposed Expenditures 2</b> Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.</p><p><b>LEA/LCAP Goal</b> Thrive employees, maintain talented staff through compensation, supportive conditions and quality and personalized professional learning.</p><p><b>Goals</b> MCCSD teachers rated their experiences in response to the following questions:</p><table><thead><tr><th rowspan="2">Measure</th><th rowspan="2">Question</th><th colspan="2">3-5 Scale</th></tr><tr><th>School Average Rating</th><th>MCCSD Average Rating</th></tr></thead><tbody><tr><td>Culture</td><td>This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.</td><td>3.39</td><td>3.61</td></tr><tr><td>Engagement</td><td>This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their school's future.</td><td>3.86</td><td>3.94</td></tr><tr><td>Relationships</td><td>This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and respectability.</td><td>3.77</td><td>3.93</td></tr><tr><td>Professional Development</td><td>This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.</td><td>3.30</td><td>3.69</td></tr></tbody></table><p><b>Summary - Proportion of Positive Ratings</b></p><table><thead><tr><th>Measure</th><th>El Cerrito</th><th>Typical School Nationally</th><th>MCCSD</th></tr></thead><tbody><tr><td>Culture</td><td>52%</td><td>72%</td><td>62%</td></tr><tr><td>Engagement</td><td>76%</td><td>88%</td><td>75%</td></tr><tr><td>Relationships</td><td>58%</td><td>76%</td><td>68%</td></tr><tr><td>Professional Development</td><td>52%</td><td>72%</td><td>68%</td></tr></tbody></table><p>1) Reduce teacher absenteeism from 476 days to 429 days, a 10% reduction. 2) Improve the degree to which staff feels pride in their (as measured by the Youth Truth Survey) school from 76% to 80%, a 5% increase.</p></div>	Measure	Question	3-5 Scale		School Average Rating	MCCSD Average Rating	Culture	This summary measure describes the degree to which staff believe that their school fosters a culture of shared vision, respect, and effective communication.	3.39	3.61	Engagement	This summary measure describes the degree to which staff feel engaged in their work and empowered to influence their school's future.	3.86	3.94	Relationships	This summary measure describes the degree to which staff experience positive relationships in their school based on respect, care and respectability.	3.77	3.93	Professional Development	This summary measure describes the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work.	3.30	3.69	Measure	El Cerrito	Typical School Nationally	MCCSD	Culture	52%	72%	62%	Engagement	76%	88%	75%	Relationships	58%	76%	68%	Professional Development	52%	72%	68%	<p><b>Staff Retention/Compensation/Professional Development</b></p> <p>This section outlines the efforts by the school to ensure teachers receive the support they need to be effective and engaging teachers.</p> <p>The data used to explore this goal include the elements of: Culture, Engagement, Relationships, and Professional Development.</p>
Measure			Question	3-5 Scale																																							
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<p><b>Goal 3- Engaged Communities Goals, Strategies, &amp; Proposed Expenditures</b></p>	<p><b>Goal-3 focuses on Chronic Absenteeism and Suspension Rates.</b></p> <p>The goals have been strategically set to <b><i>decrease</i></b> by 3% for Chronic Absenteeism and to <b><i>decrease</i></b> by 1% for Suspension Rates in the <a href="#">CA Dashboard</a> so that if met, a school will move to the next growth level. The California Dashboard only reflects <i>summative data</i>. <i>Summative data</i> is data that compares change from one year to the next.</p> <p><b>Annual Measure Outcomes/Local Measures:</b> This section used formative data to identify what data points will be used throughout the year to monitor progress for Chronic Absenteeism and monthly suspension rates. Formative data is data that is collected throughout the year, and can be compared more frequently. The intent is to identify data that can help schools <b><i>predict</i></b> student outcomes.</p> <p><b>Actions to Support Goal:</b> This section lists all of the actions and services that will be implemented to reach the goal. This section also includes space to list the cost and deadline to implement each action/service.</p>																																										
<p><b>Annual Review</b></p>	<p>The Annual Review section of the plan examines both outcome data</p>																																										

<div>Annual Review</div> <div>Goal 1 - Annual Review</div> <div>SPSA Year Reviewed: 2018-19</div> <div>Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.</div> <div>ANALYSIS</div> <div>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</div> <div>Improve the CAASPP scores by 5% from the spring 2018 scores</div> <div>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</div> <div>We purchased the Springboard curriculum for our eleventh grade teachers, and piloted the curriculum in ninth and tenth grade. This curriculum is a pedagogy focused on strategic literacy support and pushing students to think critically. Unfortunately, the curriculum was implemented late in the year which meant that the adoption was uneven. We also budgeted for teachers to have four "release days" throughout the year to implement curriculum. They only actually took one of these days as there were issues with getting subs.</div> <div>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</div> <div>2016 - 36% of students met/exceeded the standard</div> <div>2017 - 35 % of students met/exceeded standard</div> <div>2018 - 40% of students met/exceeded standard</div> <div>2019 - 48% of students met/exceeded standard</div> <div>We almost met this goal, and will continue with a goal of 5% improvement. We are hopeful that beginning the year with the curriculum and having had all of the teachers trained in the curriculum will support our collaborative practices and lead to a 5% growth in student achievement.</div>	<p>and the effectiveness of practice. This section prompts schools to describe the overall implementation and effectiveness of the actions or strategies to achieve the goal along with any differences between planned and actual expenditures and any changes made to the goal moving forward.</p> <p>When describing <b>implementation</b>, consider addressing the extent to which the actions or strategies were implemented and any differences between what was planned and what was actually implemented.</p> <p>When describing <b>effectiveness</b>, consider addressing the relationship between the actions or strategies and the annual measurable outcomes achieved.</p>																										
<div>Budget Summary</div> <div>Budget Summary</div> <div>Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).</div> <div>Budget Summary</div> <div><table><tr><th>Description</th><th>Amount</th></tr><tr><td>Total Funds Provided to the School Through the Consolidated Application</td><td>\$</td></tr><tr><td>Total Federal Funds Provided to the School from the LEA for CSI</td><td>\$</td></tr><tr><td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td><td>\$250,242.00</td></tr></table></div> <div>Allocations by Funding Source</div> <div><table><tr><th>Funding Source</th><th>Amount</th><th>Balance</th></tr><tr><td>LCFF</td><td>250242</td><td>0.00</td></tr></table></div>	Description	Amount	Total Funds Provided to the School Through the Consolidated Application	\$	Total Federal Funds Provided to the School from the LEA for CSI	\$	Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$250,242.00	Funding Source	Amount	Balance	LCFF	250242	0.00	<p>List of all State and Federal budgets that the school received and which are under the purview of the SSC. It explains the funding source and the full amount received from each source. Remember, these are the only funds under the purview of the SSC.</p>												
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LCFF	250242	0.00																									
<div>SSC Membership</div> <div>School Site Council Membership</div> <div>California Education Code describes the required composition of the School Site Council (SSC). The SSC 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; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:</div> <div>1 School Principal</div> <div>4 Classroom Teachers</div> <div>1 Other School Staff</div> <div>3 Parent or Community Members</div> <div>3 Secondary Students</div> <div><table><tr><th>Name of Members</th><th>Role</th></tr><tr><td>Patricia Crespo</td><td>Principal</td></tr><tr><td>Ms. Audie Williams</td><td>Other School Staff</td></tr><tr><td>Ms. Sarah Finn</td><td>Classroom Teacher</td></tr><tr><td>Ms. Patty Helman</td><td>Classroom Teacher</td></tr><tr><td>Mr. Pat Jensen</td><td>Classroom Teacher</td></tr><tr><td>Mr. Lawrence Pong</td><td>Classroom Teacher</td></tr><tr><td>Ms. Carolyn Day Flowers</td><td>Parent or Community Member</td></tr><tr><td>Ms. Olivia Liu</td><td>Parent or Community Member</td></tr><tr><td>Ms. Jennifer Peck</td><td>Parent or Community Member</td></tr><tr><td>Ms. Aiba Alkha</td><td>Secondary Student</td></tr><tr><td>Ms. Adriana Sloan</td><td>Secondary Student</td></tr><tr><td>TSA</td><td>Secondary Student</td></tr></table></div> <div>At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents of students attending the school or other community members. Classroom teachers must constitute a majority of persons represented under section 60604. At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.</div>	Name of Members	Role	Patricia Crespo	Principal	Ms. Audie Williams	Other School Staff	Ms. Sarah Finn	Classroom Teacher	Ms. Patty Helman	Classroom Teacher	Mr. Pat Jensen	Classroom Teacher	Mr. Lawrence Pong	Classroom Teacher	Ms. Carolyn Day Flowers	Parent or Community Member	Ms. Olivia Liu	Parent or Community Member	Ms. Jennifer Peck	Parent or Community Member	Ms. Aiba Alkha	Secondary Student	Ms. Adriana Sloan	Secondary Student	TSA	Secondary Student	<p>List names and the peer group of SSC members.</p>
Name of Members	Role																										
Patricia Crespo	Principal																										
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<div>Centralized Services</div> <div>Title I Centralized Services (Title I Schools Only)</div> <div>The following programs and activities are provided to students enrolled in a school identified to receive Federal Title I funding:</div> <div><ul style="list-style-type: none"><li>Summer Extended Learning Program – Grades K-8</li><li>Planning and program support from partners in innovation</li><li>Professional development opportunities and coaching support in the areas of ELA, Math, Science, Technology, and Data Analysis.</li><li>Staff to support literacy training</li><li>Graduate tutors to support academic intervention</li><li>College and Career Initiative</li></ul></div>	<p>Usually left blank by school site but a place where the district can identify what services are provided to Title-I eligible students that are centralized.</p> <p>The central office may be better equipped than the school to perform some project services. When a central office administers an activity funded by a school allocation, it is called a "centralized service."</p>																										
<div>Recommendations and Assurances</div>	<p>Signature page assuring that the ELAC was consulted on the development of the SPSA and that the SSC approved the final version</p>																										

#### Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assumes the board of the following:

The SSC is properly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

Other Instructional Leadership Team Academic Services

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on:

Adopted:

Principal, Patricia Crespo on

of the SPSA.

## State School and Student Performance Data

#### School and Student Performance Data

##### Student Enrollment Enrollment By Student Group

Student Group	Student Enrollment by Subgroup					
	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.0%	0.34%	0.33%	7	5	5
African American	26.2%	20.24%	19.98%	270	200	204
Asian	17.0%	17.88%	18.32%	248	265	276
Filipino	3.3%	2.97%	2.19%	48	44	33
Hispanic/Latino	27.8%	28.41%	28.69%	406	421	402
Pacific Islander	0.6%	0.81%	1%	12	12	15
White	23.5%	27.46%	29.81%	343	407	449
Multiple/No Response	0.1%	%	%	2		
Total Enrollment				1,400	1,482	1,506

##### Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	16-17	17-18	18-19
Grade 9	361	389	393
Grade 10	360	387	418
Grade 11	383	346	364
Grade 12	356	370	331
Total Enrollment	1,460	1,492	1,506

Conclusions based on this data:

A.

State student data (CA Dashboard) for ELA, Math organized by grade level, by subgroup category, and race shown in tables and graphs

## Local School and Student Performance Data

Schools may include their own school site data

**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, 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

## **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 1 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 or 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 I. 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.